



**Guidance for Year 10  
GCSE Examinations and Coursework  
For Students and Parents  
2025-26**

## Preface

Dear Parents

Year 10 is a crucial year for students as they quickly become familiar with the demands of GCSE and BTEC courses, complete controlled assessments and build their knowledge.

During this time, we will also be working with your child to get them really thinking about, talking and planning their choices for post 16 education and training.

Year 10 will pass quickly and at times your child will be working under increased pressure to meet deadlines and prepare thoroughly for exams at the end of the year. It is important that you maintain regular contact with The Academy should you have concerns regarding your child's progress, achievement or well-being.

We aim to keep parents and students informed about what we do and this booklet has been written so that you are well informed about the course content and assessments that your child will be completing over the coming months. Churchill Academy recognises the important contribution that parents make to their child's preparation for their final GCSE exams and we hope that you will be actively involved in your child's learning. We will also be providing Year 10 students and parents with an array of revision support available through the Google classroom and we would encourage you to use these as much as possible.

At Churchill Academy we have an emphasis upon using our core values "Kindness, Curiosity, Determination" to equip students with essential personal learning and thinking skills that will enable them to be: -

- effective participators in their learning
- creative in their thinking
- good team players
- independent enquirers
- self-managers

Please see the important dates listed below.

You will find more detailed information for each subject in the following pages of information. Should you need further information the Director of Faculty will be pleased to provide it.

I hope that Year 10 will be a varied, interesting and successful year for your child here at Churchill Academy.

Yours sincerely

Lucy James  
Deputy Head Curriculum

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## Art and Design

### Course Details

- GCSE Art & Design: Fine Art
- 2 year course - 60% coursework, 40% exam
- Exam Board - Pearson Edexcel

### Area of Study

In Year 10 students enjoy 5 lessons of art across the two-week timetable. They will develop two projects for their coursework starting in September of Year 10 and ending December of Year 11. The first project will focus on the theme of Portrait, referencing the work of a range of contemporary artists leading to large scale paintings. This will be followed by a mixed media Landscape project that will encourage students to explore new methods and techniques.

The working process involves the use of a large A3 format journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing, photography and practical development using a variety of media. The aim is to allow students to build projects and to chronicle their progress towards a final piece.

Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

### Assessment

There are 4 assessment objectives:

- **AO1** - Developing ideas inspired by artists and other sources
- **AO2** - Exploring different materials and techniques and refining ideas
- **AO3** - Recording ideas through drawing and annotation
- **AO4** - Presenting a personal and meaningful outcome or final piece

### Home Study

Students are expected to spend an additional 2 hours a week on their artwork outside of lesson time. Google classroom is used to set deadlines for tasks to be completed to ensure students don't fall behind with their workload. Tasklists for each project can be found on google classroom and in sketchbooks to support students to work independently. These are also used to record feedback so students can make improvements to coursework. In the summer between Year 10 and 11 students will produce a concertina sketchbook documenting their summer break. This is marked alongside their A3 sketchbook and will gain them marks for recording.

### Resources

Students will be provided with an A4 sketchbook and folder and have access to all the materials stocked in the art rooms. It would also be helpful for them to have: a space to work at home, a set of sketching pencils, a set of paints (watercolours and/or acrylics) and brushes. Art packs are available for Pupil Premium students.

A voluntary contribution of £6.00 is requested at the start of the year to enable the department to purchase individual journals, replacement folders and more expensive materials such as acrylic paint.

## Art and Design Fashion Textiles

### Course Details

- GCSE Art & Design: Fine Art
- 2 year course - 60% coursework, 40% exam
- Exam Board - Pearson Edexcel

### Area of Study

In Year 10 students enjoy 5 lessons of Art and Design Fashion Textiles, across the two-week timetable. Work will focus upon a general theme of Natural Forms and will encourage students to explore the processes involved in Fashion and Textiles.

The working process involves the use of a large A3 format journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing, photography and practical development using a variety of techniques. The aim is to allow students to build projects and to chronicle their progress towards a final piece.

Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

### Assessment

There are 4 assessment objectives:

- **AO1** - Developing ideas inspired by designers and textiles artists
- **AO2** - Exploring different materials and techniques and refining ideas
- **AO3** - Recording ideas through drawing and annotation
- **AO4** - Presenting a personal and meaningful outcome or final piece

### Home Study

Students are expected to spend an additional 2 hours a week on their textiles work outside of lesson time. Google classroom is used to set deadlines for tasks to be completed to ensure students don't fall behind with their workload. Tasklists for each project can be found on google classroom and in sketchbooks to support students to work independently. These are also used to record feedback so students can make improvements to coursework.

### Resources

Students will be provided with an A3 sketchbook and folder and have access to all the materials stocked in the textiles room. Students may be asked to purchase specific fabric or embellishments for their final pieces, but they are welcome to use what is in school if this is not possible. It would also be helpful for them to have: a space to work at home, pins, needles, thread, stitch ripper etc. Ideally a sewing machine that they could practice on. Textiles packs are available for Pupil Premium students.

A voluntary contribution of £8.00 is requested at the start of the year to enable the department to purchase two individual journals and more expensive materials such as acrylic paint and fabrics for sketchbook samples.

## **Business Studies**

### Course Details

Students will begin their first year of a two-year course leading to a GCSE in Business (Edexcel Specification 1BS0). The course involves two themes of work, Theme 1 is studied in Year 10 and Theme 2 in Year 11, both units are of an equal weighting of 50% of the final grade.

### Areas of Study

Theme 1 - Investigating Small Business includes:

**Enterprise and entrepreneurship** – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

**Spotting a business opportunity** – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

**Putting a business idea into practice** – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

**Making the business effective** – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

**Understanding external influences on business** – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Within each section of the course students will have the opportunity to apply their learning in group oriented or individual assignments.

Whilst there are no external examinations during Year 10, students will be continuously assessed internally, through homework and end of topic and unit tests throughout the year.

### Home Study

Home study tasks will include a range of activities including research such as short answer questions and longer answer questions based on case studies. For each module students will undertake two substantial pieces of work, which will be formally assessed; the grades will go towards the students' report grade. Students will be expected to take an ongoing interest in the news and businesses around them. Students will be expected to use a range of websites to assist them in their studies, together with resources provided from school.

### Resources

All lessons and resources used both in class as well as home assignments are available on the school VLE. These can be accessed and reviewed at any time by parents and students.

## Computer Science

### Course Details

- GCSE Computer Science
- Course duration: 2 years, continued from Year 10 through to Year 11
- Exam Board: OCR

### Areas of Study

The Personalised Stage curriculum is broken down into three units covering the following topics:

#### *Unit 1: Computer Systems (50%) (Written exam)*

This topic introduces computer systems and helps students develop a mental model of a computer system which comprises hardware and software, and the networks used to communicate.

**Topics include:** systems architecture, memory, storage, wired and wireless networks, network topologies, network protocols, system security, system software, and ethical, legal and environmental concerns.

#### *Unit 2: Computational Thinking, Algorithms and Programming (50%) (Written exam)*

This unit introduces concepts related to programming and problem solving, as well as exploring how different types of data are stored on a system.

**Topics include:** algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, programming languages & integrated development environments.

#### *Unit 3: Programming project*

In this unit students demonstrate practical ability to use the programming skills studied in unit 2. Students need to create suitable algorithms to provide a solution to a stated problem, and then code their solutions in a suitable programming language. The solutions must be tested at each stage and then students need to provide an evaluation of their solution.

**Topics include:** programming techniques, analysis, design, development, testing and evaluation.

Students will be taught one practical programming lesson per week, with the additional lessons focusing on the theory content, working towards the two written exams.

Whilst there are no external examinations during Year 10, students will be continuously assessed internally, through homework and end of topic and unit assessments throughout the year.

### Home Study

A minimum of 1 hour of home study each fortnight would be expected as directed by the class teacher. This involves a flipped learning approach, where students study a topic using different information formats, and are assessed in class to gauge their learning and progress.

### Resources

All lessons and resources used both in class as well as home assignments are available on the school Google Classroom. These can be accessed and reviewed at any time by parents and students.

## Dance

### BTEC Level 2 Tech Award in Performing Arts (Dance)

This is a highly physical and vocational course with an emphasis on preparation for careers in the Performing Arts industry. It builds on the work developed throughout Dance at Secondary Foundation Stage and follows on from the skills development work started in Year 9. Workshops, trips and opportunities to perform are offered regularly throughout the course.

#### Areas of Study

1. Understanding of the Performing Arts industry and the roles within it
2. Choreographic processes
3. Contrasting styles of Dance
4. Analysis of professional works
5. Developing physical, expressive and interpretative skills of the performer
6. Developing a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

#### Home Study

- Practice and rehearsal
- Attendance at live dance events

#### Assessment Pattern

**Component 1:** Internally assessed unit taken in Year 10 worth 30% of the final grade. Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Professional works are explored practically and a presentation of research and findings is created to support theoretical understanding.

**Component 2:** Internally assessed unit started in Year 10 and completed in Year 11 worth 30% of the final grade. Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. Different styles of dance are explored practically and culminate in a final performance. During the practical process students reflect on their skills sets and how they can develop and improve over time through use of target setting and evaluation.

**Component 3:** Externally assessed unit taken in Year 11 worth 40% of the final grade. Learners develop and present of a piece of choreography in response to a brief set by the exam board. Supporting written evidence is produced in timed conditions.

In Year 10 students will follow the program set out below. This year will see the start of formal assessments (30% of the overall BTEC)

Month	Activity	Assessment
September	Introduce component 1 Introduce Dance styles/ stylistic features: Street Dance, Contemporary and Jazz – through workshops & technique classes	
October	Introduce a variety of professional works and develop analytical skills: <ul style="list-style-type: none"><li>• Purpose</li><li>• Creative Intentions</li><li>• Contextual information</li><li>• Response to a stimulus</li></ul>	
November	Introduce Choreographic Process Set choreographic task for December showcase	
December	Introduction to Roles and Responsibilities – Performers and Non-Performers	Showcase Component 1 Released

January	Introduction to set Professional Work and theme set by the exam board	
February March April	Exam Conditions - Component 1 Students complete work in response to the exam board set task.	Component 1 marks submitted
May	Introduce Technical and Interpretive skills needed for Component 2. Students learn a class dance to gain experience in learning set repertoire.	
June	Students learn a class dance to gain experience in learning set repertoire.	
July	Students learn a class dance to gain experience in learning set repertoire.	Dance Fever Performance

## Design and Technology - EDUQAS

### Course Details

Students have had an introduction to the basics of the discipline of Design and Technology: Product Design throughout years 7-9, which has provided an overview of key terminology for students to build on going into year 10. Students will study all aspects of Product Design from an “industry” viewpoint throughout the course, with particular attention being paid to the practical elements of the programme of study. The exam board we are following is EDUQAS.

### Breakdown of the course

Marks are awarded for the GCSE in the following way:

NEA - Design and make portfolio – (starting in June of Year 10) - 50%

End of course examination (2 hours) – 50%

### Areas of Study

The first year is largely focussed on preparing students for the end of course examination, which counts for 50% of student’s overall grade. There are five core knowledge and understanding areas and one in-depth knowledge and understanding area (below) that students will study throughout the course. Students will complete their classwork in area specific booklets, which will double up as their main revision resource. The students will have studied the full content of the syllabus by June of Year 10, and will revisit it for revision purposes at the start of year 11. Students should expect regular assessments throughout Year 10 to assess syllabus knowledge and understanding.

The units in year 10 will be delivered to the following schedule:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Design and Make project: Professional drawing and model making/prototyping skills  Theory: Natural and manufactured timber (in-depth knowledge and understanding)	Design and Make project: Solar light project (woods, metals & polymers).  Design and Technology and our world (Core knowledge and understanding)	Design and Make project: Onshape (CAD) practical project  Materials (Core knowledge and understanding)  Smart materials (Core knowledge and understanding)	Design and Make project: Practice NEA  Mechanical components and devices (Core knowledge and understanding)	Design and Make project: Practice NEA  Electronic systems and programmable components (Core knowledge and understanding)	NEA begins: Substantial design and make portfolio (NEA)

### Assessment

#### **Component 1: Design and Technology in the 21st Century - Written examination: 2 hours 50% of qualification**

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
  - designing and making principles
- along with their ability to
- analyse and evaluate design decisions and wider issues in design and technology.

#### **Component 2: Design and make task - Non-exam assessment: approximately 35 hours 50% of qualification**

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology

### Home Study

Homework will be delivered throughout Year 10 and will focus on the core knowledge and understanding areas that are being studied in class at the time. Students will be expected to create the revision resources in detail and hand them in on time. Students will also be asked to consolidate knowledge from design and make tasks which may include completing classwork started in the lesson.

## Drama

### Edexcel BTEC Level 2 Performing Arts (Drama)

This is a highly physical 2 year course with a vocational emphasis on learning through doing. It builds on the work developed throughout Drama at Secondary Foundation Stage. Workshops and opportunities to perform are offered regularly throughout the course. The studio is open most lunch times for students to get extra support and guidance.

#### Areas of Study

- Training and care of the actor
- Developing physical, expressive and interpretative skills of the performer
- Solo and group improvisation and scripted work
- Rehearsal strategies
- Devising
- Naturalistic, physical and epic styles of Drama
- Developing a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

#### Home Study

- Practice and rehearsal
- Attendance at live drama events

#### Assessment Pattern

**Component 1:** Internally assessed unit taken in Year 10 worth 30% of the final grade. Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Professional works are explored practically and a presentation of research and findings is created to support theoretical understanding.

**Component 2:** Internally assessed unit started in Year 10 and completed in Year 11 worth 30% of the final grade. Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. Different styles of dance are explored practically and culminate in a final performance. During the practical process students reflect on their skills sets and how they can develop and improve over time through use of target setting and evaluation.

**Component 3:** Externally assessed unit taken in Year 11 worth 40% of the final grade. Learners develop and present of a piece of choreography in response to a brief set by the exam board. Supporting written evidence is produced in timed conditions.

In Year 10 students will follow the program set out below. This year will see the start of formal assessments (30% of the overall BTEC)

Term	Month	Component	Activity	Assessment
1	Sept	1	Technical and interpretative acting skills Research notebook	Teacher observation – technique classes
	Oct	1	Exploration of Practitioner Log book Research notebook	Log book Teacher observation Self/Peer assessment
2	Nov	1	Exploration of Practitioner Research notebook	Log book Teacher observation Self/Peer assessment
	Dec	1	Exploration of Practitioner Research notebook	Log book Teacher observation

				Self/Peer assessment
3	Jan	1	Exploration of Practitioner PSA	Log book Teacher observation Self/Peer assessment
	Feb	1	Exploration of Practitioner PSA	Log book Teacher observation Self/Peer assessment
4	Mar		Exploration of Practitioner PSA	Log book Teacher observation Self/Peer assessment
	Apr	3	Exploration of Practitioner PSA	Log book Teacher observation Self/Peer assessment
5	May	3	Component 3 (Mock) responding to a brief – Past papers- performance of work	Written paper Practical performance
	Jun	3	Component 3 (Mock) responding to a brief – Past papers- written exam	Written paper Practical performance
6	July	3	Component 3 (Mock) reflection and feedback Target setting	Written paper Practical performance

## English

English Language GCSE (Eduqas)

English Literature GCSE (Eduqas)

### Course Details

All students follow an integrated course in Year 10 leading to GCSE qualifications in English Language and English Literature at the end of Year 11. Most students are taught in mixed ability groups. The course is designed to develop skills in reading, writing and speaking and listening. It is important to remember that grading will be 1-9 with 4 being a standard pass and 5 being a strong pass. Students work in exercise books and complete assessments in class. Formal mock exams will take place towards the end of Year 10 and twice in Year 11.

### Areas of Study

Students will study the following topics in Year 10 in preparation for 2025 final exams:

- Term 1: (LITERATURE Paper 2 Section A) – **Post 1914 Prose -‘An Inspector Calls’**  
Students will develop their analytical skills as they consider issues surrounding characters, plot, mood and themes, in advance of their exam at the end of Year 11.
- Term 2: (LANGUAGE Paper 1 Section A) – **20<sup>th</sup> Century Prose Fiction extracts**  
Students will examine extracts from fiction texts and hone their comprehension skills.
- Term 3: LITERATURE Paper 1 Section B - **Poetry Anthology**  
Students will study the whole play and explore meaning, themes, characters and language/structure through poetry.
- Term 4: (LANGUAGE Paper 1 Section B) – **Narrative Writing**  
Students will explore techniques which help them create an imaginative narrative.
- Term 5: (LANGUAGE) **Speaking and Listening**  
Students will be completing an individual speaking and listening presentation to the class which will take the format of a speech. Students will be encouraged to engage with the audience and take questions at the end of this.
- Term 6: (LANGUAGE Paper 1 Section B) – **Non-Fiction Writing**  
Students will examine one half of the poetry anthology as set by the exam board and will look at how language and structure help to create meaning in the poems.

### Assessment

The English Language GCSE award is assessed solely through:

- Two exams
- Component 1: Reading fiction comprehension and Narrative Writing (40%)
- Component 2: Reading non-fiction comprehension and two transactional writing tasks (60%)

The English Literature GCSE award is assessed through:

- Two exams
- Component 1: Shakespeare (Romeo and Juliet) - one extract question and one essay question; Poetry Anthology - one question on a specific poem from the anthology and one comparison question (40%)
- Component Two: 1914 Prose or Drama - one extract question with knowledge of the whole text ('An Inspector Calls'); 19<sup>th</sup> Century Prose ('A Christmas Carol') - one extract question with knowledge of the whole text; and Unseen Poetry which asks students to complete two questions – one about poem one and one comparison of poem one with poem two.

Please see our definitive guide to this below:

<b>Paper One Language</b>	<b>Reading Section A</b>	<b>Writing Section B</b>	
1 hour 45 minutes in total 40% of the language GCSE	20% One fiction text to read (extract from a piece of 20 <sup>th</sup> Century Literature) Five questions to answer	20% One fiction writing task -Creative writing	
<b>Paper Two Language</b>	<b>Reading Section A</b>	<b>Writing Section B</b>	
2 hours in total 60% of the Language GCSE	30% Two non-fiction texts to read (approx. one A4 size) Six questions to answer	30% Two non-fiction writing tasks (e.g. write a letter, report, interview etc. for a specific purpose, audience and format)	
<b>Paper One Literature</b>	<b>Section A Shakespeare</b>	<b>Section B Poetry from 1789 to present day</b>	
2 hours 40% of the Literature GCSE	Romeo and Juliet Two Questions - Closed book exam (no copies allowed in the exam) One extract question One essay question	Poetry Anthology Two Questions - One question on a specific poem One question to compare the specified poem with a poem of your choice from the anthology	
<b>Paper Two Literature</b>	<b>Section A: 1914 onwards prose (fiction) or drama 20%</b>	<b>Section B: 19<sup>th</sup> Century Prose 20%</b>	<b>Section C: Unseen Poetry 20%</b>
2 hours 30 minutes 60% of the Literature GCSE	'An Inspector Calls' Closed book exam (no copies allowed in the exam) One question - Extract question and knowledge of the text	'A Christmas Carol' Closed book exam (no copies allowed in the exam) One question - Extract question and knowledge of the text	Two previously unseen poems Two questions - Question one: Essay on poem one Question two: Comparative essay on poem one and the second unseen poem

### **English Faculty Mission Statement**

**We aim for our students to develop the confidence to articulate perceptive, independent thinking in front of others; to become curious, creative learners who will empathise and question the world they see before them, embracing difference; to persevere and take pride in their work; to leave us with a secure level of literacy, and to acquire a passion for language and a love of great Literature.**

## **Year 10: Ethics and Philosophy Full Course GCSE AQA**

The course is based on ethical, religious and moral issues alongside the study of Buddhism and Christianity. The course lasts 2 years and the exam board for the GCSE is AQA Religious Studies A.

In Year 10 students will study the following topics:

### **An Introduction to Christianity**

- Christian teachings, beliefs and practices.

### **An Introduction to Buddhism**

- Buddhist teachings, beliefs and practices.

### **Theme D: Religion peace and conflict**

Students will explore the following issues with reference to Buddhism, Christianity and their own ideas.

- Violence.
- Weapons of mass destruction.
- Pacifism

### **Theme E: Religion, crime and punishment**

Students will explore the following issues with reference to Buddhism, Christianity and their own ideas.

- Corporal punishment.
- Death penalty.
- Forgiveness.

### **Assessment**

Internal assessment will be based on exam questions and will take place towards the end of each module studied. All final exams are at the end of the course in Year 11.

### **Home Study**

Home study tasks will include key word definitions and tests, research and sample exam Questions.

### **Textbooks**

AQA GCSE (9-1) Religious Studies Specification A

My Revision Notes: AQA GCSE (9-1) Religious Studies Specification A Christianity, Buddhism and the Religious, Philosophical and Ethical Themes

## **PHSE**

The Year 10 curriculum of taught lessons follows the statutory guidelines on Relationships, Health and Well-Being and Living in the Wider World.

Teachers will focus on self-awareness, personal development, aspects of safety, understanding differences and showing empathy, and learning about careers and the world of work.

The PSHE curriculum is split into 3 areas:

### **Living in the wider world:**

- Skills and interests linked to careers.
- CV writing
- Where next? Students will consider future study options, Careers and training.

### **Relationships**

- Healthy relationships
- Boundaries in relationships
- Contraception; consent, and other issues relating to relationships.
- Harassment and child on child abuse.
- Consent and sex
- Rape culture
- Gender and discrimination

### **Health and wellbeing:**

- Drugs and Alcohol
- Mental wellbeing
- Contraception and STI's

This is assessed through end of unit assessments and through baseline assessments in booklets.



## Food and Nutrition

### Course Details

Level: GCSE  
 Course Duration: 2 years, continued from Year 10 through to Year 11  
 Exam Board: Eduqas

In year 10 students will study most aspects of the specification for the Food and Nutrition GCSE, as well as developing a range of practical skills. This year will also give students the opportunity of practising a mock NEA 1 and NEA 2 (this is worth 50% of the GCSE in year 11)

### Areas of Study

During Year 10 the following areas will be studied:

Term 1	Term 2	Term 3
<b>Knowledge and understanding</b> • Introduction to the course • Health, Safety and Hygiene • Where food comes from • The science of food  <b>Practical skills</b> Use of a Knife, use of a range of equipment	<b>Knowledge and understanding</b> Food commodities <b>Mock NEA 1 assessment</b>  Dishes using Meat, fish, eggs and dairy foods	<b>Knowledge and understanding</b> Principles of Nutrition Diet and good health  <b>Practical skills</b> Dishes using carbohydrates- bread, pastry and pasta
Term 4	Term 5	Term 6
<b>Knowledge and understanding</b>  <b>Mock NEA 2 assessment</b>  <b>Practical skills</b> Dishes using fruit, vegetables and sauces	<b>Knowledge and understanding</b>  <b>Mock NEA 2 assessment</b> Factors affecting food choice  <b>Practical skills</b> Dishes using a variety of cooking methods and presentational techniques	<b>Knowledge and understanding</b> Food provenance and Food Waste Technological developments  <b>Practical skills</b> Focus on high end skills for NEA 2 exam in year 11

### Assessment

Unit 1: 50% coursework - Food Preparation and Nutrition

**Assessment 1: approx. 10 hours - The Food Investigation Assessment** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2: approx. 20 hours - The Food Preparation Assessment** Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Unit 2: 50% Written examination: 1 hour 45 minutes - Principles of Food Preparation and Nutrition

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

#### Home Study

Homework will be given on a regular basis related to the area of study. The homework may be practical based, reinforcing a skill learnt in the practical lesson.

#### Trips and external links

There are various trips and external links that we explore throughout the year to support embedding the content and giving students first hand experiences of the Food Industry.

#### Textbooks

Collins – Food, Preparation and Nutrition revision book and workbook – Eduqas

All students will also be given access to an online textbook resource that will be used in lessons and to support homework.

## **Geography**

### Course Details

Level – GCSE

Course – Geography

Course duration – Two years

Exam board – Edexcel Geography B

### Areas of Study

The GCSE Geography B course offers an issues-based approach covering both UK and global geography. It is topical, modern and relevant looking at the dynamic nature of both the physical and human aspects of our world. There is an emphasis on issues, management and solutions. Geographical skills are integrated at every stage and there are links to both numeracy and literacy. The decision-making paper allows students to investigate people-environment issues on a global scale.

### The course is broken into the following components:

Component 1 – Global Geographical Issues

Component 2 – UK Geographical Issues

Component 3 – People and Environmental Issues

There are 2 days of fieldwork in Year 10, with questions integrated into the final exam. The physical geography fieldtrip goes to the River Holford on the Quantocks in and the human geography fieldtrip visits Bristol.

### Assessment

Internal assessment will be based on exam questions and will take place towards the end of each module studied. All final exams are at the end of the course in Year 11.

### Home Study

Home study tasks will include key word definitions and tests, research and sample exam questions including short essay style questions and analysis of data/information.

### Resources

Further details of all courses can be found on the VLE. Students would benefit from keeping up with current affairs by following the news or regularly visiting the following website:

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

<https://www.rgs.org/>

<https://www.nationalgeographic.com/>

### Textbook

Edexcel GCSE (9-1) Geography B.

Revise Edexcel GCSE (9-1) Geography B Revision Guide.

Revise Edexcel GCSE (9-1) Geography B Workbook.

## Health and Social Care BTEC Tech Award in Health and Social Care



### OVERVIEW OF COURSE

This is a Pearson specification course and is the equivalent of 1 GCSE grades: 1-8. Students will have five lessons per fortnight (one option block). Over the two years' students will be required to complete three units of which one is externally assessed.

### AREAS OF STUDY

Two of the units are internally assessed. Component 1 considers how we grow and develop throughout our lives. In Component 2 students get to know how the health and social care sector works and the care values that underpin it. These units will be undertaken on an on-going basis over the two year course and will be assessed using controlled assessments - which consist of approximately 5 tasks.

The third component in health and wellbeing is externally assessed (worth 40% of the BTEC qualification). The task is set and marked by Pearson and is completed in two hours under exam conditions in school time within a period timetabled by Pearson.

### What will I study?

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

**Component 1 is taught in year 10 (4 or 5 tasks), Component 2 (4 tasks) is taught in 10 & 11 and Component 3 is taught in year 11.**

For each internally assessed unit, students will be issued with a controlled assessment brief relating to the **specific** topic being taught. The assignment brief will identify how the unit will be structured and assessed. Once the content of the unit has been delivered, students will work independently without further advice to complete their controlled assessments in an allocated time period. Students will be expected to meet pre-set deadlines and submit their work to be assessed.

Students will be able to obtain a grade of Level 2 Pass (equivalent to grade 4 at GCSE), Merit (5.5), Distinction (7) or Distinction\* (8). However, students can also obtain Level 1 (P/M/D) where they fall short of the Level 2 criteria.

This qualification is ideal for students who are interested in finding out more about the health and social care environment. Perhaps they are thinking of a career in nursing, childcare or the probation service but are as yet unsure. As the majority of the work is completed as controlled assessment projects, it is crucial that BTEC Health and Social Care students have excellent organisational and time management skills so that they meet all course deadlines.

## History

### Course details

In Year 10, students follow the Edexcel Schools History Project GCSE. This course develops a thematic approach to history with students assessing change and continuity over a period of time. The rationale of the course is that students gain an understanding of the world in which they live and that they can think critically and make judgements about human situations.

### Areas of study

Students will study the following topics in Year 10:

- **Crime and Punishment through time: 1000 AD –Present day** (Terms 1 - 3)

Crime and Punishment is one of the fastest-growing GCSE history courses in England and Wales. It is a study in development over a period of over 2000 years. Students will learn what crimes have made the news through time - and what the authorities have tried to do about them! What has made the people of this island rise up and demand change? Have we gone 'soft' on crime? Students will also explore how our attitudes to punishment have changed over the centuries.

- **Superpower Relations 1941-1991** (Terms 3 - 6)

Term 3: Unit 1 – The Origins of the Cold War

This unit looks at the end of World War 2, The Potsdam and Yalta Conferences and then the early development of the Cold War through the Marshall Plan and The Berlin Blockade

Term 4: Unit 2 – Cold War Crises

This unit looks at some of the major events of the Cold War including The Berlin Wall, The Cuban Missile Crisis and The Prague Spring.

Term 5: Unit 3 – The end of the Cold War

This final unit will look at the impact of Reagan and Gorbachev, The Afghanistan War and the fall of the Berlin Wall.

- **Early Elizabethan England, 1558–88** (Term 6)

A British depth study focussing on the key topics of:  
Queen, government and religion, 1558–69  
Challenges to Elizabeth at home and abroad, 1569–88

### Assessment

Students will be assessed at the end of each major topic throughout the year using questions from past papers. There will also be an end-of-year exam based on everything they have studied over the first two years of the course. There will also be opportunities for peer and self-assessment.

### Home Study

Students have home study on a termly basis. This will be based on revision tests and wider reading.

## ICT

### Course Details

- Cambridge Nationals Creative iMedia (Single Award)
- Course Duration: 2 years, continued from Year 10 through to Year 11
- Exam Board: OCR

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical/digital skills that would be used in the media industry

### Areas of Study

The Personalised Stage curriculum is broken down into three units covering the following topics:

#### **Unit 1 - Creative iMedia in the media industry (Examined)**

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

#### **Unit 2 - Visual identity and digital graphics**

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

#### **Unit 3 - Interactive digital media**

Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry

### Assessment

Unit 1 (40%) – External Examination to be sat in the summer of Year 11

Unit 2 (25%) – Controlled Assessment completed in Year 10

Unit 3 (35%) - Controlled Assessment completed in Year 11

In ICT in Year 10, students will study the following:

Terms 1, 2 & 3	Terms 4 and 5	Term 6
Unit 2 - Visual identity and digital graphics (coursework unit)	Unit 1 - Creative iMedia in the media industry (Exam preparation)	Unit 3 - Interactive digital media (coursework preparation)

## Mathematics

Our Year 10 curriculum builds on all of the mathematics that students have learned in Years 7 to 9. We teach students how to be problem-solvers: to persevere, to be curious, and to learn from their mistakes. They also do lots of practice with GCSE questions, preparing them well for the GCSE exams.

### Course details

The key mathematical concepts taught in Year 10 are: algebraic manipulation; sequences; straight line graphs; quadratic equations; Pythagoras's Theorem; and trigonometry.

Our GCSE exam board is Edexcel; full specification [here](#). Students study for either the higher or foundation tier GCSE, depending on where we believe they will achieve the greatest success. The higher tier includes questions that will stretch the highest attainers. The foundation tier focuses on core mathematical understanding and skills that all students should aim to master.

### Setting

Students are taught in sets. We take care to make sure that each student is placed into the set where they will make the most progress. In-class assessments help us to track students' progress and regularly review their set placement.

### Homework

Homework will be set once per week and students should expect to spend one hour per week on homework. This homework might take the form of written worksheets or might be set on [www.sparxmaths.uk](http://www.sparxmaths.uk). We would encourage you to ask your child about Sparx Maths and to show you their account page. You will be able to see the tasks that they have been set and the results that they have achieved so far.

Students can use Sparx Maths as a revision resource whenever they need to. If they feel that they would benefit from additional practice on a specific topic, then they can search for this topic from their account page.

### Supporting your child at home

Whether or not you feel confident in your own mathematical understanding, you can still make a huge difference in how your child's mathematical confidence and ability develop.

- Be positive about maths. Don't say things like "I can't do maths," or "I hated maths at school": your child might start to think like that themselves. Praise your child for effort rather than talent: this shows them that by working hard they can always improve. [This video](#) provides more information about how you can talk to your child about maths.
- Coach them in good revision techniques:
  - The best way to learn maths is to do maths. Working on practice questions is better than copying out notes.
  - Short, regular practice is better than a longer session once per week.
  - Encourage your child to ask questions about the things they don't understand.
- Direct them to good revision resources:
  - [www.sparxmaths.uk](http://www.sparxmaths.uk), as mentioned above.
  - [Corbett Maths](#) provides quick practice to do every day.
  - [Maths Genie](#) provides GCSE questions organised by topic.
  - The [Churchill Academy Maths YouTube channel](#) provides videos created by us!

### Extra-curricular

Our highest-achieving students are entered for the UKMT Maths Challenge. They may also be selected to be part of our highly successful Maths Challenge Team – who have been regional champions more than once – or to study for AQA's Further Maths GCSE alongside their Maths GCSE.

**Modern Foreign Languages: FRENCH AND SPANISH – AQA**  
**Course details**

Students in Year 10 will start to start the AQA GCSE course, building on the foundations laid in Years 7- 9.

**Areas of Study (Topics may vary)**

	Terms 1 & 2	Terms 3 & 4	Term 5 & 6
French	Holidays	Healthy lifestyles	Where I live
Spanish	Healthy lifestyles	School	Where I live

**Examination Structure:**

Students are assessed in each of the four language skills: listening, reading, speaking and writing at either Higher or Foundation level at the end of year 11. All examination papers are set and marked externally. The four skills are weighted as follows:

Subject	Examination (End of Year 11 ONLY)	Weighting (%) of final GCSE grade
French/Spanish	<b><u>Paper 1: Listening and Understanding in French/Spanish</u></b> <b>Foundation:</b> 35 minutes (+ 5 minutes' reading time and 2 minutes final checking time) <b>Higher:</b> 45 minutes (+ 5 minutes reading time and 2 minutes final checking time)	25%
	<b><u>Paper 2: Speaking in French/Spanish</u></b> <b>Foundation tier:</b> 7–9 minutes plus 15 minutes' preparation time <b>Higher tier:</b> 10–12 minutes plus 15 minutes' preparation time <ol style="list-style-type: none"> <li>1. Role play</li> <li>2. Reading aloud with follow-on discussion</li> <li>3. Picture-based discussion</li> </ol>	25%
	<b><u>Paper 3: Reading and understanding in French/Spanish</u></b> <b>Foundation tier:</b> 45 minutes <b>Higher tier:</b> 1 hour	25%
	<b><u>Paper 4: Writing in French</u></b>	25%

	<b>Foundation tier:</b> 1 hour 10 minutes <b>Higher tier:</b> 1 hour 15 minutes	
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### **Assessments**

Day-to-day formative assessment is carried out by both the subject teacher and pupils as a result of the activities built into the lesson plans. Summative assessment is carried out formally prior to reporting deadlines. In addition, pupils will be required to sit regular topic specific vocabulary tests to prepare them for the final Listening and Reading papers in Year 11. Students are given copies of all criteria used by the AQA Examination Board and are marked according to these criteria in class and for certain homework tasks.

Pupils are encouraged to review their own progress after each reporting session; to work towards personal targets identified by themselves or jointly with their subject teacher, and to learn to prioritise the most important things to do. The feedback given to pupils may range from informal oral comments to more formal written targets. It is important that pupils know what to do to progress from Foundation - Higher levelled tasks in each of the four skills in preparation for the final examinations.

### **Enrichment Activities**

We try to offer trips to France or Spain for students to practise their language skills. We also run a highly successful Language Leader Award programme open to all students in year 8-10. This programme trains and supports students to deliver their own language lessons to Year 6 students on their Induction Day in the summer term and participate in other Primary School link days throughout the year. In addition, it helps support students' language skills; develops their confidence, leadership, and time management and teamwork skills.

### **Home Study**

Homework is set once a week in line with our whole School policy. All skills are tested per term (Listening, Reading, Writing, Speaking Preparation, Vocabulary tests). When a vocabulary test is set, the vocabulary list is sent to students and the words can be practised using [www.quizlet.com](http://www.quizlet.com) or <https://www.blooket.com>. Please encourage pupils to learn vocabulary at home. Test them and encourage them to pay attention to spelling. Students are expected to re-sit vocabulary tests if they score under 50% (different targets may be suggested for some students).. We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary. Usborne Language books are also a useful learning tool as is the online dictionary [www.wordreference.com](http://www.wordreference.com). Homework is often set using 'Activehub' a Pearson Digital Learning Service. Students will be given a username and password by their subject teacher for the website <https://activehub.pearson.com/> in September in order to complete specific tasks set by the teacher to deadlines set. This website also allows students to access a digital copy of the textbook we use in class. Should students have any problem accessing the website, they should speak to their languages teacher before any deadline set. We also have access to foreign language websites: [www.linguascope.com](http://www.linguascope.com) offers additional practice of topic vocabulary and pupils can access French and Spanish T.V and radio from this website. Students are given the username and password to access this website by their languages teacher. In addition, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) is a free languages website that provides similar vocabulary/grammar practice. Both Linguascope and Languages Online can be accessed through the student home page. In addition, students are encouraged to read French and Spanish outside of the classroom by using websites such as [www.lemonde.fr](http://www.lemonde.fr) (French), [www.elmundo.es](http://www.elmundo.es), (Spanish).

## Music - EDUQAS

This course enables students to develop the skills to compose, perform, and critically analyse different musical styles. By composing, students learn how to develop their ideas, using computers or instruments to produce their compositions.

- By composing, students learn how to develop their ideas, using computers or instruments to produce their compositions.
- By performing, students learn to develop their playing skills. They also develop their ensemble skills by playing with a group of musicians in a band, ensemble or choral group.
- By listening to a wide range of music from different genres, students learn how to identify and compare musical characteristics from a variety of styles.

Emphasis throughout the course is on broadening and extending individual students' creative ability and to provide the learner with opportunities to show commitment and skill in an instrument of their choice. This course follows the Edexcel Music specification and is divided into three parts:

### Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Students need to perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. A guide to the standard of performance is that grade 2 would be a minimum, grade 3 is standard and grade 4 and above would be higher.

### Component 2: Composing (30%)

Total duration of compositions: 3-6 minutes

Students will submit two compositions, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

### Component 3: Appraising (40%)

Written examination: 1 hour 15 minutes (approximately)

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by Eduqas.

### How to support your son/daughter in preparing for Music GCSE

Music GCSE is an academically demanding course that requires creativity, organisation and planning. Although much of the coursework has to be completed under controlled coursework conditions, planning for both Composition and Performance can be done at any time. The Music Department can be accessed most days after school, often with staff help. It will definitely help if your son/daughter can allow themselves a few extended sessions after school to really get their teeth into their creative work. At times, staff will suggest that students come into school after lesson time to help with composition work.

In general, pupils can help themselves by

- Starting work early and to keep a record of what they have done, even if they feel they may not use their initial ideas

- Staying after school and work using the facilities (computers, practice rooms, studio etc.)
- Working out how they are going to get things finished, e.g. organising people to rehearse and record composition work
- Listening to a variety of music, pre-recorded and live
- Practicing regularly and be aware of the marking criteria for Edexcel
- Deciding on suitable pieces at least six weeks before a deadline
- Choosing a piece that they can be technically comfortable with, so that they can work at expression and interpretation

#### Important websites that can help

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

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

[www.naxos.com/education/glossary.asp](http://www.naxos.com/education/glossary.asp)

[musicfirst](#)

[active learn for music](#)

<http://trainer.thetamusic.com/> an invaluable aural training package (free)

The school VLE and the shared drives on the music computers all have important revision resources for music students to use through the course.

#### Resources to help revision

Study Guide – not essential as we already give students the notes that they need

[https://www.amazon.co.uk/dp/178558166X/ref=cm\\_sw\\_r\\_cp\\_dp\\_T1\\_DKDBzbTPGZ78A](https://www.amazon.co.uk/dp/178558166X/ref=cm_sw_r_cp_dp_T1_DKDBzbTPGZ78A)

Revision Guide – helpful if your son/daughter needs a little more organising

[https://www.amazon.co.uk/dp/1785581686/ref=cm\\_sw\\_r\\_cp\\_dp\\_T1\\_KDBzbPMQENGZ](https://www.amazon.co.uk/dp/1785581686/ref=cm_sw_r_cp_dp_T1_KDBzbPMQENGZ)

This is a great all round book to have (recommended)

[https://www.amazon.co.uk/dp/1782946152/ref=cm\\_sw\\_r\\_cp\\_dp\\_T1\\_uLDBzbPRBWTQE](https://www.amazon.co.uk/dp/1782946152/ref=cm_sw_r_cp_dp_T1_uLDBzbPRBWTQE)

A book of listening tests for all of the set pieces – very useful

[https://www.amazon.co.uk/dp/1785581678/ref=cm\\_sw\\_r\\_cp\\_dp\\_T1\\_RLDBzb2WFN3YB](https://www.amazon.co.uk/dp/1785581678/ref=cm_sw_r_cp_dp_T1_RLDBzb2WFN3YB)

Students will be given all the resources that they need for studying the pieces within class.

## **Music Technology - NCFE**

### NCFE Music Technology Level 1/2

Music Technology is a new course by NCFE. It is fully included in the results data and the Level 2 course is the equivalent of a GCSE.

It is graded as Pass, Merit, Distinction and Distinction\*

The content is divided into 5 areas and follows on from our KS3 foundation course in Y9.

- 1) The Music Business
- 2) The Digital Audio Workstation (Cubase)
- 3) Musical Elements, Musical Style and Technology
- 4) Sound Creation
- 5) Multitrack Recording

The course comprises two graded elements:

- 1) NEA Coursework:

This is an original music composition to a brief set by the exam board in Y11.

- 2) Exam

This paper includes both written questions and listening questions on the content delivered in Units 1-5.

The unit on Music Business will provide students with an overview of the complexities and details of the Music Industry. There are many job roles that students may never have considered that surround the production and sale of music and are essential to the healthy Music ecosystem that is the UK's.

Unit 3 "Musical elements" is the theoretical component of the course where music theory is presented in a way that is relevant to "pop" musicians. This differs from the GCSE course that is more aimed at those studying classical music and its traditions.

These musical elements will later be used in their NEA Composition work.

Of particular interest is Unit 4 where students learn about the role of audio and music in the wider time-based media such as radio, TV and film. There is the study of background/foreground music as well as sound effects and dialogue. The NEA Coursework component will require students to present their work as the response to a professionally worded TV or advert brief.

This new course, in the absence of a Music Technology GCSE, fits perfectly between our KS3 and A Level courses following a natural progression and development of skills and understanding. There are an increasing number of University courses in Music Tech and students from these are often sought by other industries for their highly developed and adaptable problem-solving skills.

## Physical Education – Core PE

### Purpose of Study

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport

During your time at Churchill Academy we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

**Head** - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

**Heart** - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

**Hands** - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.

Head Heart Hands	KS3 ASSESSMENT RUBRIC			KS4 ASSESSMENT RUBRIC		
	7A	7B	7C	10A	10B	10C
	DECISION MAKING - TACTICS AND STRATEGY	COMMUNICATION	FUNDAMENTAL MOVEMENT SKILLS	ANALYSIS AND EVALUATION	TEAMWORK	FITNESS
	YEAR 7 FOCUS - PERSONAL DEVELOPMENT			YEAR 10 FOCUS - ASPIRATIONS AND EMPLOYABILITY		
	8A	8B	8C	11A	11B	11C
	RESILIENCE	EMPATHY AND EMOTIONAL INTELLIGENCE	PRECISION / CONTROL AND FLUENCY	POSITIVE BEHAVIOURS	RESPONSIBILITIES	HEALTH
	YEAR 8 FOCUS - CHARACTER DEVELOPMENT			YEAR 11 FOCUS - ACTIVE FOR LIFE		
	9A	9B	9C	DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED. BE HAPPY, HAVE FUN AND REPRESENT THE ACADEMY, SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE. WE ARE DETERMINED, WE DON'T GIVE UP WHEN WE FAIL, WE ARE CURIOUS, SEEKING OUT CHALLENGE AT EVERY OPPORTUNITY. WE ARE KIND, WE PLAY WITH PASSION, INTEGRITY AND RESPECT. #CHURCHILLTEAMPE		
	CREATIVITY AND PROBLEM SOLVING	LEADERSHIP	SKILLS & TECHNIQUE			
	YEAR 9 FOCUS - LEADERSHIP					

The national curriculum for physical education aims to ensure that all pupils: -  
 Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities  
 Lead healthy, active lives

The Focus is on Aspirations and Employability. Pupils will build on and embed the physical development and skills learned in key stages 1, 2 and 3 they become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 5 examinable content will be embedded into lessons to give students understanding of some basic physiological principles that allow individuals to be physically active. Students should develop

confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.



# Physical Education

**DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED, BE HAPPY, GAIN CONFIDENCE, HAVE FUN AND REPRESENT THE ACADEMY, SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE.**

## HEAD



## HEART

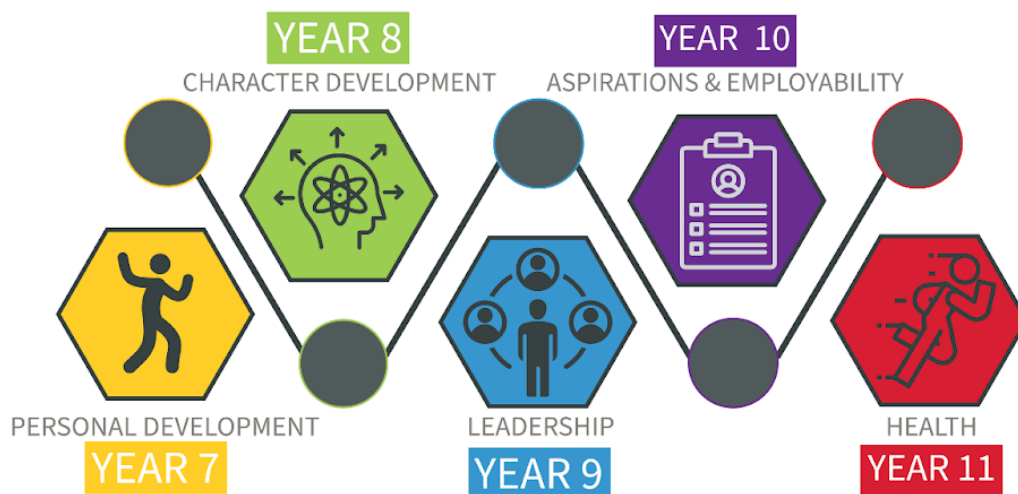


## HANDS



7	Decision Making - Tactics and Strategy	Communication	MOTOR COMPETENCE
8	Creativity and Problem Solving	Empathy and Emotional Intelligence	Precision / Control and Fluency
9	Knowledge of Health & the Human Body	Leadership	Skills and Technique
10	Analysis and Evaluation	Teamwork	Fitness
11	Responsibilities	Positive Behaviours	Health

**WE ARE DETERMINED. WE DON'T GIVE UP. WE ARE CURIOUS. WE SEEK OUT CHALLENGE. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT.**



Activities include:

INVASION GAMES	NET / WALL GAMES	STRIKING AND FIELDING GAMES	ATHLETICS	GYMNASTICS	OAA	HEALTH, FITNESS AND LIFESTYLE	TARGET GAMES
RUGBY	BADMINTON	CRICKET	SPRINTS	FLOOR ROUTINES	ORIENTEERING	CIRCUITS	GOLF
NETBALL	TABLE TENNIS	ROUNDERS	MIDDLE DISTANCE	PARTNER WORK	TEAM CHALLENGES	HITT	FOOT GOLF
HOCKEY	TENNIS	SOFTBALL	JUMPS	APPARATUS	TOUGH MUDDER	DAILY MILE	LAWN BOWLS
FOOTBALL	VOLLEYBALL	DANISH LONGBALL	THROWS	RHYTHMIC	CAPTURE THE FLAG	COUCH TO 5K	VORTEX CHALLENGE
BASKETBALL	SHORT TENNIS	CRICKET ROUNDERS	RELAY		TEAM BUILDING	PILATES	
HANDBALL			HURDLES			FITNESS SUITE	
ULTIMATE FRIZBEE			CROSS COUNTRY			ROWING	

A wide range of physical activities and team sports are provided at lunchtime and after-school; students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours and an exciting opportunity to be invited to 'Sports Awards Evening'.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happen throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board; students are encouraged to apply for should they participate to a high standard outside of school.

## Physical Education – AQA GCSE

### Subject Content

<b>Content</b>	The human body and movement in physical activity and sport	Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed?</b>	Applied anatomy and physiology Movement analysis Physical training Use of data	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data	Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) Analysis and evaluation of performance to bring about improvements in one activity
<b>Course grading</b>	Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	Written exam: 1 hour 15 minutes 78 marks 30% GCSE	Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

#### *The human body and movement in physical activity and sport*

Written exam paper worth 30% of the course: The muscular and skeletal systems; The cardio-vascular and respiratory systems; Aerobic and Anaerobic exercise; The effects of exercise; The components of fitness, methods of training, principles of training, fitness testing; Training and injury prevention.

#### *Socio-cultural influences and well-being in physical activity and sport*

Written exam paper worth 30% of the course. Sports psychology; Goal setting and SMART targets; Information processing, guidance and feedback on performance; Mental preparation for performance; Social groups and engagement in physical activity and sport; Commercialisation, media, sponsorship and technology in physical activity and sport; Diet, health, fitness and well-being; Drugs and hooliganism in sport.

#### *Practical performance in physical activity and sport*

Non-exam assessment worth 40% of the course. For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

#### Relevance of the Subject/Career Opportunities if studied at a higher level

The course provides a route to Further Education awards such as A Levels and/or the new Diplomas, and to Higher Education in Physical Education, as well as potential careers in Sports Science, Recreational Employment, P.E. Teaching, Armed Forces, Physiotherapy, and Sports Centre employment.

#### Additional Information

Homework will be set regularly. This is an exceedingly enjoyable and varied course, but at the same time demanding of time and effort and requiring commitment. Students should be regular participants in a variety of sports and will probably contribute to school teams and be a member of a local club.

## Science

Year 10 pupils follow AQA Combined Science GCSE (Trilogy) or AQA GCSEs in Biology, Chemistry and Physics

### Programme Delivery

Pupils will predominantly be taught by three teachers. All teachers will cover – Biology, Chemistry and Physics

### Combined Science (Trilogy)

POS Terms 1 & 2	Assessment	POS Terms 3 & 4	Assessment	POS Terms 5 & 6	Assessment
Topics		Topics		Topics	
Biology Respiration Disease	GCSE Topic Assessments	Biology Cell reproduction & inheritance	GCSE Topic Assessment	Biology Ecology Organising ecosystems	END OF Y10
Chemistry Bonding structure		Chemistry Chemical calculations		Chemistry Rates and Equilibrium	
Physics 10 Atomic Structure Forces		Physics 11 Forces and motion		Physics 12 Waves	

	Assessment Objectives	Weighting
AO1	Demonstrate knowledge and understanding of: Scientific ideas and processes Scientific techniques and procedures	40%
AO 2	Apply knowledge and understanding of: Scientific ideas and processes Scientific techniques and procedures	40%
AO 3	Analyse, interpret and evaluate scientific ideas, information and evidence to make judgements and reach conclusions	20%

Pupils will complete a series of practical investigations in lessons, which will be recorded and assessed as part of the ongoing assessments.

### Examinations

- All external Science exams will take place at the end of year 11
- The Science faculty will set internal assessments to check pupils' progress throughout KS4
- Pupils studying Triple Science will gain three GCSE's for Science in Biology, Chemistry and Physics
- Pupils studying the Combined Science GCSE course will gain two GCSE's in Combined Science

## Triple Science (GCSE Biology, Chemistry and Physics)

The programme of delivery and examinations are the same as for the Combined Science with the additional topics as outlined below in the programme of study

POS Terms 1 & 2	Assessment	POS Terms 3 & 4	Assessment	POS Terms 5 & 6	Assessment
<b>Topics</b>		<b>Topics</b>		<b>Topics</b>	
Biology Respiration Disease plus plant diseases and monoclonal antibodies	GCSE Topic Assessment	Biology Cell reproduction & inheritance plus theories of evolution	GCSE Topic Assessment	Biology Ecology Organising ecosystems plus trophic levels of organising ecosystems, decomposition and sustainable food production	END OF Y10 exams
Chemistry Bonding structure plus nanoparticles and their applications		Chemistry Chemical calculations plus extended calculations and titrations		Chemistry Rates and Equilibrium plus using our resources	
Physics 10 Atomic Structure plus nuclear fission and fusion Forces and moments		Physics 11 Forces and motion plus pressure including gas pressure		Physics 12 Waves plus ultrasound waves and their applications	

Please encourage your child to revisit material at home in addition to the set Homework, this will be at least once a fortnight for Biology, Chemistry and Physics. Pupils may find Bitesize/S-Cool revision/Primrose Kitten useful as an electronic companion to their GCSE course. Revision guides are available to buy from CGP and Pearson Education (please ask your child's class teacher for further information).

## Sport Science

OCR Level 2 Cambridge National in Sports Science

### What will you study as part of the qualification?

You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

#### **R180: Reducing the risk of sports injuries and dealing with common medical conditions.**

This is assessed by an exam. By completing this unit, you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include: Different factors which influence the risk and severity of injury, Warm up and cool down routines Different types and causes of sports injuries. Reducing risk, treatment and rehabilitation of sports injuries and medical conditions. Causes, symptoms and treatment of medical conditions.

#### **R181: Applying the principles of training: fitness and how it affects skill performance**

This is assessed by a set assignment. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include: Components of fitness applied in sport Principles of training in sport – Organising and planning a fitness training programme Evaluate own performance in planning and delivery of a fitness training programme.

The two optional units are:

#### **R182: The body's response to physical activity and how technology informs.**

This is assessed by a set assignment. By completing this unit, you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities performance. The musculo-skeletal system and how the use of technology supports different types of sports and their movements on the Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems and the Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems.

#### **R183: Nutrition and sports performance**

This is assessed by a set assignment. By completing this unit, you will gain an understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer. Topics include Nutrients needed for a healthy, balanced nutrition plan. Applying different dietary requirements to varying types of sporting activity. Developing a balanced nutrition plan for a

selected sporting activity and How nutritional behaviours can be managed to improve sports performance.

**What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?**

You will be able to work with independence to create material which reflects effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will apply knowledge, understanding and skills, identifying, selecting and using a range of sport Science approaches commonly used in the workplace and in higher education. You will be able to produce work that is complete and coherent, demonstrating independence and understanding.

You will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance and participation in sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different sporting activity programmes
- Use some technical language and scientific terminology correctly
- Demonstrate evaluative skills.

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, AS and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.

## Vocational Curriculum



### Course details

In year 10 students follow ASDAN's Personal Development Programme. The Personal Development Programme is designed to help learners develop and improve their key skills in the following areas:

- Teamwork;
- Learning;
- Coping with problems;
- Use of Maths;
- Use of English;
- Use of IT.

The Personal Development programme enables learners to increase their ability to be self-managers and independent learners. Students are able to recognise and develop the skills that will be invaluable when they enter the world of work and begin independent lives.

Students work towards completing the Bronze Award through the completion of project work which involves building a portfolio of evidence.

### Areas of Study

Students complete a range of challenges in some of the following topics:

- Combined Studies
- Beliefs and Values
- Expressive Arts
- The Wider World
- Science and Technology
- World of Work
- Health and Survival
- Number Handling
- The Environment
- Home Management
- Sport and Leisure
- The Community
- Communication

### Assessment

Students will produce a portfolio of evidence that shows they have followed a 'Plan, Do, Review' cycle in all their work. The portfolio of evidence that learners produce is internally assessed and moderated, and then externally moderated by an ASDAN external moderator.