Year 10 & 11 Curriculum Information Presentation

Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'

- Curriculum model

Year 10	Year 11
English language	
English literature	
Maths	
Science: combined science (2GCSEs) or separate sciences (3 GCSEs)	
RS (started in Year 9)	
Option 1	Option 3
Option 2	Option 4

Settle College's Curriculum Intent

- Departmental curriculum intent
  - Describes what the department intends for students to learn in each subject area.
  - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.

	Product Design				
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**
Intent for the topic	Tea light holder project and box manufacture. Skills & theory	NEA & theory	NEA & theory Mock exams will be within the earlier part of this HT	NEA & Exam revision	Contingency – Time to complete NEA if needed and revise for exam
Content mapping	Use tools, machines, and techniques to manufacture a Tea light holder & wood box. Develop 3D CAD skills. Develop materials and manufacturing theory (timber, plastics& smart). Develop drawing and presentation skills. Iterative design.	Develop electronics mechanisms, CAD CAM theory. NEA Analysing a design brief, Product analysis, Specification. production methods, new & emerging technology, energy, green design and design strategies.	Initial ideas Modelling techniques Refining and evaluating ideas (development design) CAD Final design idea Develop materials and manufacturing theory (smart, metal and adhesives).	Final design idea Prototype production Making diary Orthographic projection Test and evaluate finished prototype Theory – textiles, forces & structures, cultural/social/ economic factors, materials and manufacturing (paper and board).	Final deadline for NEA - 27th March Four weeks after Easter break to ensure final moderation and tweaks done. This time will also include revision exercises and exam practice. All NEA work submitted to the exam board by 15th May.
Key skills developed	CAD CAM to manufacture the Tea light holder, modelling, Practical skills to produce wooden storage box (different jointing methods, marking out, sawing, sanding, drilling, laser cutter to etch). 3D CAD software	Desktop and internet research skills. Investigate existing products. Further Research – This will be exam board context specific (students have a choice from six contexts, this could include research on: User, dimensions, analysis, etc.) Generating analysis. Specifications and ideas.	Design skills to create initial, development and final ideas. Iterative design process. Modelling techniques CAD	Prototype production - This will be exam board context specific (students have a choice from six contexts). Apply H&S techniques in the workshop Use of workshop tools, CAD/CAM, assembly and finishing techniques to manufacture their product. Effective use of time in practical (organisation).	Continuation from half terms 2-4.

Year 10 & 11

Developing students' literacy

Developing students' literacy skills to enable them to share their voice and access opportunities in the future.

Current actions in school:

- Explicitly teaching the literacy skills that students need for success in each subject
- Ensuring that all staff are aware of students' reading ability and any areas where they may require additional support
- Introducing more targeted support sessions for those that find reading challenging

Supporting your child at home:

- Continue to encourage your child to read at home, talking to them about what it is that they are reading

A school focus on student drive

Creating a culture where every student is motivated, engaged and takes responsibility for their learning.

Current actions in school:

- Reinforcing consistent routines at the start and end of lessons
- Embedding retrieval practice and 'do now' activities
- Developing the 'independent silent learning mode' during lessons
- Strengthening opportunities for students to reflect on and review their learning
- Promoting high levels of engagement through praise and recognition of positive learning behaviours

A school focus on student drive

Creating a culture where every student is motivated, engaged and takes responsibility for their learning.

Supporting your child at home:

- Talk to your child about what they have learnt in school and encouraging them to explain their thinking
- Encourage regular independent study habits
- Provide a quiet space and routine for homework and revision
- Promote resilience by encouraging effort and perseverance when work becomes challenging
- Celebrate positive learning habits and improvements, not just attainment outcomes

Home learning and independent study

- Aim: to extend students' learning beyond the school day to give opportunities to practise what they have been taught, to further their knowledge and to begin to develop independent study skills.
  - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.

- Home learning will be recorded on Arbor.

English – course overview

Two qualifications: English language and English literature.

English language: AQA.

Two papers.

No tiers.

English literature: Eduqas.

Two papers.

No tiers.

English language: AQA

Paper 1: Explorations in Creative Reading and Writing:
50% of the qualification

- One fiction source
- Four analysis questions
- One creative writing task (choice of two options)

Paper 2: Writers' Viewpoints and Perspectives:
50% of the qualification

- Two non-fiction sources
- Four analysis questions
- One transactional writing task (e.g. letter, article, speech)

English literature: Eduqas

Paper 1:

40% of the qualification

- Shakespeare
- Anthology Poetry

Paper 2:

60% of the qualification

- Post 1914 Drama
- 19th-Century Prose
- Unseen Poetry

Texts: *A Christmas Carol, Romeo and Juliet, An Inspector Calls,* Eduqas Poetry Anthology.

English – what should students be completing at home?

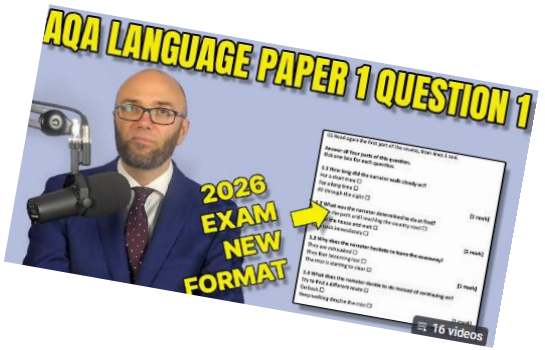
Home learning tasks.

- Consolidates the learning from the classroom.
- Often informs upcoming assessments.
- Important to be proactive – ask for help, or attend homework clubs, if support is needed.

Revisiting content.

- All lessons and resources are uploaded to Teams.
- A plethora of online resources to support with learning e.g. Seneca, BBC Bitesize, Sparknotes, Mr Bruff, Mr Salles etc.





English – what can parents do to support?

Check-in on Arbor/Teams.

Ask your child about their day's learning.

Support them with meeting home learning deadlines.

Keep an eye-out for upcoming assessments and help with a revision plan.

Test your child.

In English literature, for example, pupils create revision resources after every poem or character. An overview is uploaded to Teams. These are quick and easy ways to check that your child has understood the key ideas.

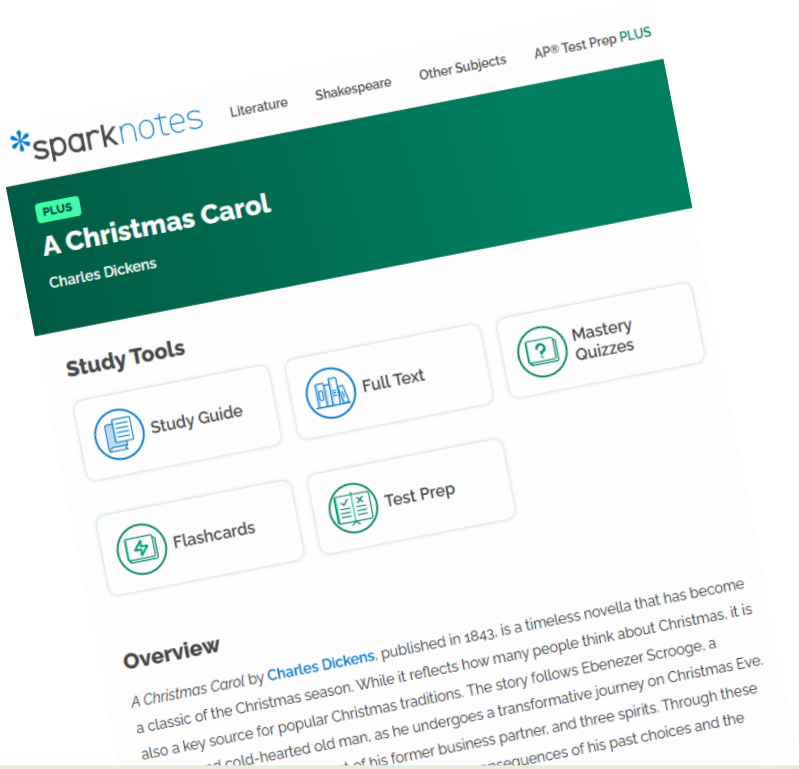
Read, or discuss language uses with your child.

For example, sensationalist or emotive language used in the media. Instructional language and different formats e.g. information leaflets at a medical centre.

English – what resources are available for students to use?



English – what resources are available for students to use?





Free online copies of the texts.

Seneca	Cliffsnotes	Past papers
Sparknotes	BBC Bitesize	Revision World

Maths – course overview

Examboard	AQA	
Exams	3 papers all taken in the summer	
Paper 1	**Paper 2**	**Paper 3**
1 ½ hours	1 ½ hours	1 ½ hours
Non -Calculator	Calculator	Calculator

There are two tiers: Foundation and Higher.
The papers are the same length of time.

Maths – what should students be completing at home?

- Weekly homework
- Practice exam papers (available from: maths genie website and the maths department)

- Using questions from revision guides

- Students need to use their own calculator at home and in lessons so that they are familiar with how to use them.

Maths – what can parents do to support?

- Talk about maths
- Read through exam papers
- Post formulas around the home to help your child memorise them

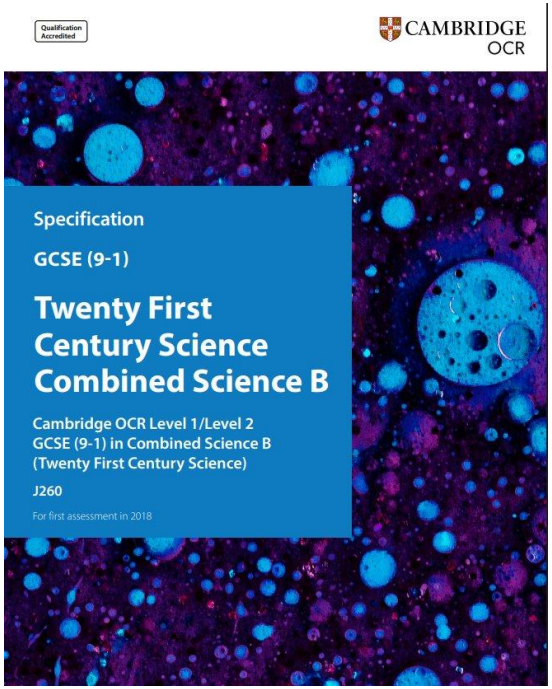
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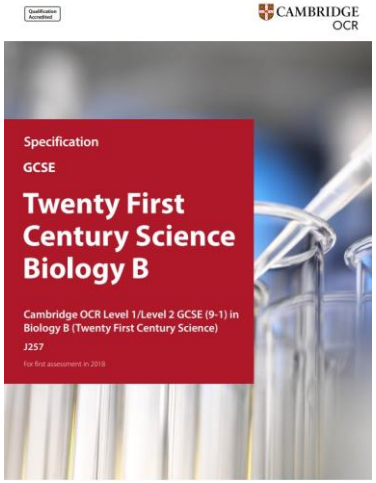
- Lunchtime revision sessions
- Practice papers
- Exam questions in lessons
- Mathswatch

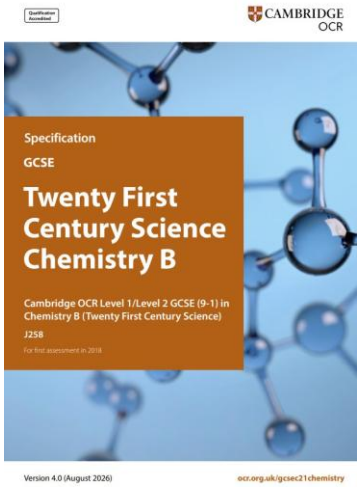


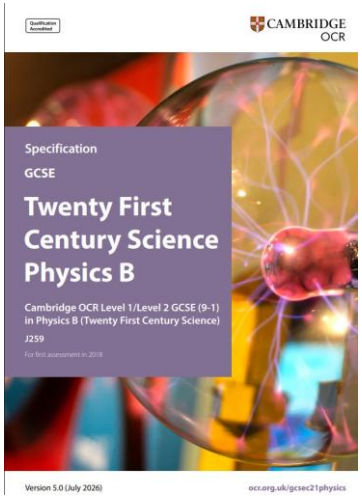
Science – course overview

- **Exam board:** OCR – 21st Century Science









Science – course overview

- **Number of qualifications:**

Combined Science

Students gain two Science GCSEs.

Foundation tier grade 1-5

Higher tier grade 4-9

Separate Science

Students gain three GCSEs from the course. A grade for Chemistry, a grade for Biology and a grade for Physics.

Foundation tier grade 1-5

Higher tier grade 4-9

Science – course overview

- **Content covered:**

The unit titles are the same for combined and separate science.

There is more content in the separate science specification to learn.

B1: You and your genes (Y10) B2: Keeping healthy (Y9) B3: Living together – food and ecosystems (Y10) B4: Using food and controlling growth (Y10/11) B5: The human body – staying alive (Y10/Y11) B6: Life on Earth – past, present and future (Y11) B7: Ideas about science (All years) B8: Practical skills (All years)	Biology units
C1: Air and water (Y9) C2: Chemical patterns (Y10) C3: Chemicals of the natural environment (Y10) C4: Material choices (Y10) C5: Chemical analysis (Y11) C6: Making useful chemicals (Y11) C7: Ideas about Science (All years) C8: Practical skills (All years)	Chemistry units
P1: Radiation and waves (Y10) P2: Sustainable energy (Y9) P3: Electric circuits (Y11) P4: Explaining motion (Y11) P5: Radioactive materials (Y10) P6: Matter – models and explanations (Y10) P7: Ideas about Science (All years) P8: Practical skills (All years)	Physics units

Science – course overview

- **Exam structure: combined science**

Roughly 75% of the taught content is examined.

However, students need to prepare for any of the content to be examined and need to revise all, where possible.

Combined Science	
Examination	**Information**
Paper 1: Biology	• Covers all Biology chapters • Structured questions including extended writing • 1hr 45 mins • 95 marks • 26.4% weighting
Paper 2: Chemistry	•Covers all Chemistry chapters • Structured questions including extended writing • 1hr 45 mins • 95 marks • 26.4% weighting
Paper 3: Physics	• Covers all Physics chapters • Structured questions including extended writing • 1hr 45 mins • 95 marks • 26.4% weighting
Paper 4: Data Analysis	• Covers all Biology / Chemistry / Physics chapters • Science literacy and practical questions including extended writing • 1hr 45 mins • 75 marks • 20.8% weighting

Science – course overview

- **Exam structure: Separate sciences**

Almost 100% of the taught content is examined.

Students need to revise the content in preparation for the exams, knowing there will be questions of nearly all the content.

Separate Science	
Examination	**Information**
Biology	
Paper 1: Breadth	• Covers all Biology Chapters, across the two exams • Short answer questions up to 3 marks in paper 1 • Structured questions including extended writing in paper 2 • 1hr 45mins • 90 marks • 50% weighting
Paper 2: Depth	
Chemistry	
Paper 1: Breadth	• Covers all Chemistry Chapters, across the two exams • Short answer questions up to 3 marks in paper 1 • Structured questions including extended writing in paper 2 • 1hr 45mins • 90 marks • 50% weighting
Paper 2: Depth	
Physics	
Paper 1: Breadth	• Covers all Physics Chapters, across the two exams • Short answer questions up to 3 marks in paper 1 • Structured questions including extended writing in paper 2 • 1hr 45mins • 90 marks • 50% weighting
Paper 2: Depth	

Science – what should students be completing at home?

Home learning

- They should be completing this thoughtfully and in entirety, on time.
- Getting help from their class teacher when they can't complete the task.
- Be proactive to get help.

Revision

- Starting to revise previous topics
- Organising the resources they need to revise from and plan how they will revise.
- Little and often with revision at this point, increasing as they near mocks and end of year exams.

Science – what can parents do to support?

- **Be inquisitive:**
- Check Arbor and have conversations about the home learning tasks set.
- Ask if they understand what to do.
- Talk about the records of reward points and incidents logged on Arbor.

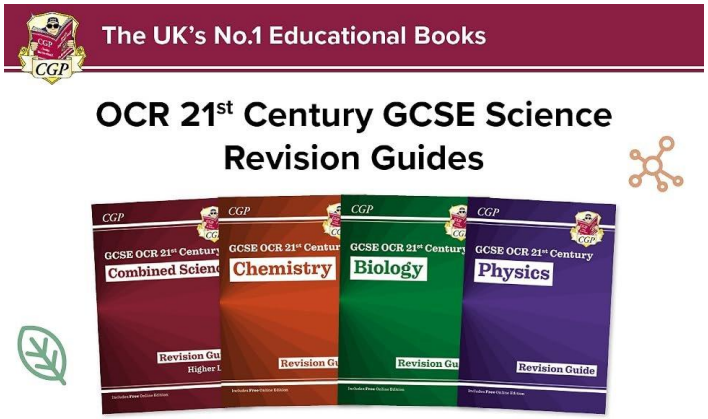
- **Home learning: Completion of home learning will improve a pupil's outcomes when done consistently and thoughtfully.**
- Support your child to complete their home learning and put the responsibility on them.
- Contact the class teacher, or me, if you have concerns regarding home learning.
- Expect your child to seek support from their teacher if they can't do the task – they are happy to help!
- Expect them to attend the KS4 drop-in on Monday lunchtimes for help and support where needed.

- **Organising**
- Encourage your child to organise their revision: bookmarks for revision guides, them making notes of what they have done, organise digital bookmarks on web browsers, log in to revision platforms and add relevant courses.
- Set aside time at the weekend and evenings for them to have dedicated schoolwork time.

Science – what resources are available for students to use?

Teams > Science revision materials

Revision guides



Combined Science: £15 for the bundle (guide, workbook and answer booklet. 3 books in total)

Separate Science: £25 for the bundle (as above but for each science. 9 booklets in total)

Websites: These are all free, there are some paid aspects, but often it is unnecessary to pay for it.

- https://www.physicsandmathstutor.com/ - has lots of revision resources, including exam questions organised into topics.
- https://cognito.org/ - revision platform with videos and notes, then quizzes.
- https://senecalearning.com/en-gb/ - revision platform with videos and notes, then quizzes.
- https://www.ocr.org.uk/qualifications/past-paper-finder/ - past papers
- https://www.bbc.co.uk/bitesize/levels/z98jmp3 - revision content

Key dates

- Thursday 12th November – sixth form open evening
- Tuesday 1st December – progress review 1 is issued
- Thursday 3rd December – year 11 parents' evening
- Thursday 10th December – year 10 parents' evening
- Monday 11th January – mock exams begin
- Tuesday 9th March – progress review 2 is issued
- Thursday 11th March – supporting your child with revision evening
- Monday 10th May – external written exams begin
- Monday 14th June – year 10 end of year exams begin (maths, English, science)
- Monday 12th July – work experience week (year 10)
- Tuesday 13th July – progress review 3 is issued (year 10)

Thank you for listening