



# CLAIRE'S COURT SENIORS

## Curriculum Statement

Year 10

2024 – 2025

Your place to *excel*

# Welcome to Year 10

This booklet consists of a collection of curriculum statements, one for each of the subjects your child is studying at GCSE. Each curriculum statement outlines what will be taught in each term, lesson allocation and the amount of homework per week for that particular subject. It also indicates how your child's progress will be assessed. As well as the information in this booklet you will receive further information about on-going assessments such as mock exams, and decisions relating to higher and foundation examination routes. Please note there is already a variation in Science courses between 'combined Science' (two GCSEs) and 'separate Sciences' (three GCSEs).

## **BASELINE TESTING**

Early in the new term all pupils in Year 10 undertake the Yellis baseline test, which is similar to the MidYs test sat in Year 7. A word of warning – due to the nature of the tests and because it includes a much bigger cohort of pupils, it is quite possible that pupil performance may vary by as much as 10% between the MidYis and Yellis tests, but this is nothing to worry about. The test helps us to learn more about an individual's current capabilities and aptitude for learning against a standardised national background, and may identify factors that could impact upon progress. In addition, the Yellis test has an attitudinal component, which alerts us if a pupil is under aspiring. What these do not do is override a teacher's knowledge of your child, predetermine future success or give a limiting mind-set on what she can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your child puts into their learning, in all its facets. We will be sharing the outcomes of the Yellis tests with you and if you have any concerns please make an appointment to see Deputy Head Academic Dr Karen Loughran or Mrs Sasha O'Clee.

## **REVIEWING PROGRESS AND LOOKING FORWARD**

At the beginning of Year 10 each pupil begins their Pupil Action Plan (PAP) with their tutor. This is an on-going document which records achievement and effort grades, individual work targets, information about the enrichment activities in which they might be engaged, and as time goes on a look towards the future 'post sixteen'.

The PAPs are on the Claires Court 'hub' and your child may choose to share it with you – but at the very least please discuss it with them.

## **ASSESSMENT AND MONITORING**

To enable us to monitor the progress of a whole year group, pupils undertake a series of common tasks (CT) which are identical pieces of work for all pupils in a Year (girls and boys). These are normally taken towards the end of each term, with the summer examinations being the largest. CTs will give valuable GCSE exam style practice. In addition to identifying how well the whole year group is working, we will be able to identify those pupils who are showing genuine scholarship potential as well as those who may be finding the work too challenging. CTs are also used to ensure

consistency of marking and teacher response across the whole cohort.

## **MASTERY**

At Claires Court School pupils acquire a deep, long term, secure and adaptable learning for all, with extension of able pupils (more things on the same topic) rather than acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that pupils gain:

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

## **DIGITAL TECHNOLOGY SUPPORTING LEARNING**

To support learning and progression we make extensive use of the Claires Court learning environment, the 'Hub'. The Hub makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas, and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible anywhere in the world.

## **DISTANCE LEARNING DURING SCHOOL CLOSURE**

During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claires Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

## **HOMEWORK**

In September a homework timetable is issued for the coming year. Homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils must check their 'To-do' lists for each subject in the relevant classroom where homework due dates will be set.

## **SUPPORTING LEARNING AT ALL LEVELS**

We strive to make learning enjoyable, challenging and stimulating. Progress is

not always even and not always linear, we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your child experiences any problems in their learning, and understanding and progress seems to elude them, no matter how hard they strive, please do not hesitate to contact their form tutor who will then pass on your concerns to the appropriate member of staff.

## **KEY VALUES**

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms.

## **GIRLS ON BOARD**

At Senior Girls we understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the details of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

## **WORKING WITH BOYS**

The 'Working with Boys' project' is focused on developing a culture of mutual respect which promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the promotion of online misogyny, targeting teenage boys, encouraging them to display toxic attitudes towards girls and women.

## **FINALLY...**

We have further developed the various opportunities to get the boys and girls together, through activity days spread throughout the year, including Duke of Edinburgh award, Combined Cadet Force as well as across their academic studies. We are passionate about learning, in all its forms and manifestations, and we know that our parents value the benefits to their child of a broad, stimulating, and challenging education. We challenge the pupils with academic trips, MFL trips to BFI, Art trip to V & A, Drama theatre trip, B.S trip, English theatre trip to support their learning and also offer opportunities to perform in major Music and Drama shows.

We know that we are at our most successful when we are working in partnership together, so if you wish to know more, or have any questions at all, either general or specific to your child, our doors are always open.

A full trips brochure 2024-25 is available covering the various residential opportunities throughout the year.

A handwritten signature in black ink, appearing to read 'SR', with a long horizontal flourish extending to the right.

Steven Richards – Head of Seniors  
September 2024

# The Form Tutor

The form tutor is the first point of contact for you and your child for all pastoral and academic issues. Your child's form tutor will get to know you well during the course of the year, and will be able to assist with any pastoral issues or academic issues which arise in school. Form tutors play an important role in helping raise your child's attainment through monitoring of reports, discussion with subject staff, counselling pupils during any period of difficulty, supporting the delivery of learning skills and of course liaising with parents.

## **METHODOLOGY**

Your child's tutor group meets each morning, for registration, the reading of any notices and of course an opportunity to engage in a range of discussion with her tutor. The tutor also leads the PSHEE programme.

## **MARKING AND ASSESSMENT**

Your child will receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When your child receives their report they will update their PAPs and fill out a self-assessment sheet during form time, on which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

## **REPORTING**

We report back on how well your child is progressing, their strengths and weaknesses, and how they can improve in a variety of ways.

## **AUTUMN TERM**

- Parents' evening
- October half term Grade Card
- End of term Grace Card

## **SPRING TERM**

- Full Report

## **SUMMER TERM**

- Year 10 Exam Grade Card
- Parents' evening

## **HOW PARENTS CAN HELP**

There are many ways in which you can help ensure that your child starts the day each morning positively.

### *Responsibility*

We aim for each pupil to become independent and fully responsible for themselves whilst at the school. Please encourage your child to become completely responsible for their Chromebook, school books, kit and personal belongings. Having every item named is essential.

### *Organisation*

Please assist your child by asking him if they have packed everything they may need for

the school day. This is best done the night before, and is a good habit for your child to get into.

### *Uniform*

Please assist us by ensuring that your child comes to school in the specified school uniform each day, and encourage high standards of dress.

### *Monitoring homework*

Your child receives homework on Google Classroom and you can see a summary of work pending or missed. Please encourage them to meet deadlines and to submit assignments promptly.

## **CONTACT**

Your child's form tutor is the first point of contact

Head of Year 10 @ CCSG: Ms Daisy Moore-Bridger - [dnm@clairescourt.net](mailto:dnm@clairescourt.net)

Head of Year 10 @ CCSB: Mr Steve Young - [spy@clairescourt.net](mailto:spy@clairescourt.net)

# Art and Textiles

Exam board: AQA

Specification code: Art, Craft and Design (8201) Textiles Design (8204)

## COURSE STRUCTURE

Course content	Weighting and marks	Requirements	Method of assessment
<ul style="list-style-type: none"><li>Personal portfolio in Art, Craft and Design or Textiles Design (coursework.)</li></ul>	<ul style="list-style-type: none"><li>60% of qualification</li><li>96 marks (24 marks for each of the four AO)</li></ul>	<ul style="list-style-type: none"><li>Must show evidence of two year's study</li><li>Must show evidence of all AOs</li><li>Must contain supporting studies and personal response.</li></ul>	<ul style="list-style-type: none"><li>Internally set</li><li>Internally marked</li><li>Externally moderated.</li></ul>

## ASSESSMENT OBJECTIVES (AOS)

- A01: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- A03: Record ideas, observations and insights relevant to your intentions in visual and/or other forms
- A04: Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<p>Pupils will create a portfolio of work which is project based, demonstrating their knowledge and understanding of art and design.</p> <p><b>Project one- part one</b></p> <ul style="list-style-type: none"><li>Initial skills based work</li><li>Developing ideas</li><li>Experimenting with media and techniques</li><li>Learning to critically analyse and document ideas and intentions in sketchbooks</li><li>Direct observation</li><li>Developing artistic and creative skills.</li></ul>
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<p><b>Spring term 2025</b></p>	<p><b>Project one - part two Art</b></p> <ul style="list-style-type: none"> <li>• 'My World'</li> <li>• How do artists and you, as an artist, see the world and your environment?'</li> <li>• Discovering the development of Modern Art in the 20th century and learning from artists whose work you can relate to and be inspired by.</li> <li>• Producing a large body of preparatory work such as sketchbooks and worksheets.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• 'Natural World'- looking at nature and our surroundings for inspiration in Textiles Design.</li> </ul>
<p><b>Summer term 2025</b></p>	<p><b>Project one - part three</b></p> <ul style="list-style-type: none"> <li>• Continuing to develop preparatory work for 'My World' or 'Natural World' projects with emphasis on selection and refinement of ideas, developing these towards a realisation, understanding composition and documenting intentions.</li> <li>• All preparatory work which has been carried out since the Lent term will conclude with a 10 hour exam over two days. This will be after half term, over two days, when you will produce a final piece for project one.</li> <li>• 10 hour examination - Final Piece for project one.</li> </ul>

### **HOW WILL PUPILS LEARN?**

Emphasis is placed on the processes and procedures by which work is produced with reference to the 'basic elements' of art: line, shape, form, texture, colour and pattern. Pupils will be learning several of the following in order to extend and develop their creative and expressive artistic skills.

Pupils will learn to work and think like an artist and will learn many new methods of carrying out personal research, different ways of experimentation into new techniques and methods and how to develop and refine all their ideas towards a final piece. We will learn about artists, past and present. Each pupil will acquire an adventurous and enquiring approach to art and develop the skills to express it. Pupils will explore their new found imaginative, practical and creative skills and use a greater knowledge to gain an understanding of past and contemporary Art and Design to try to make connections with their own work. All pupils will go on to produce a personal practical response, 'Final Piece', for their project at the end of the summer term. Sketchbooks must be thoroughly documented detailing to include every aspect of work.

### **MASTERY**

In Year 10 pupils will be taught a wide range of skills relating to the interests of the group. They will attain and demonstrate mastery through the production of final pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set in the first term each week and will be expected to take

between 1 and 2 hours. After that pupils will have deadlines they need to meet each half term. They will be expected to continue with at least 1 to 2 hours of homework each week when working on their personal projects.

### **WHAT RESOURCES WILL BE USED?**

The school has well-resourced and equipped art rooms and all media and equipment is available. 'Art packs' and A3 sized portfolios are provided for all GCSE pupils which they use to carry their work to and from school. The packs contain an assortment of media which the pupils can use at home. An A1 portfolio is also provided which is used to store larger completed work over the two years. Pupils are expected to always have the basic essentials as well as sketchbooks with them in lessons.

### **HOW DO WE MEASURE PROGRESS?**

Continual sketchbook monitoring, ensuring AO1, AO2, AO3 and AO4 are being met and that the evidence is fully documented as work progresses.

### **HOW CAN PARENTS HELP?**

Pupils at GCSE are taught to work independently and take possession of their own project. Parents can help by monitoring your child's sketchbook and by asking them to discuss their artwork with you in relation to the following points:

- Think ahead of each lesson in terms of carrying out and supplying personal research and come to the lesson with a plan of action
- Take photographs and provide images from which they can work and bring them to school for the next lesson
- Reinforce classwork by continuing or completing artwork outside of the lessons
- At the end of each lesson pupils should leave with a plan of action for homework so they always know what they should do at home, 'no homework set' is never an option
- Pupils must keep sketchbooks updated and documented at all times. They should sort out and stick in loose sheets and photos as they go along so that work is ongoing and not done retrospectively.

Many parents take their children on visits to art galleries and museums. This is of great benefit to the pupils' developing interest and understanding of the subject and supports all project work.

### **FOR FURTHER INFORMATION PLEASE**

**CONTACT:** Mrs Rina Dharsi (Textiles) –

[rid@clairescourt.net](mailto:rid@clairescourt.net)

Mrs Jane Whimhurst (Textiles) - [jzw@clairescourt.net](mailto:jzw@clairescourt.net)

# Business

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Exam board: AQA  
Specification code:  
8132

## **COURSE STRUCTURE**

This is a two year course and the specification provides our pupils with the opportunity to explore real business issues and how businesses work.

The GCSE combines the use of business terminology with practical business examples including the review of well-known businesses such as Apple Inc. Academic rigour is also required. As the course progresses, pupils will develop analytical and critical thinking skills, by evaluating and justifying business decisions. These skills are readily transferable and will help each pupil study in other subjects, as well as their future study 'post sixteen'.

## **WHAT IS THE COURSE CONTENT?**

Pupils will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour.

Pupils will study six key business topics:

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance.

## **ASSESSMENT OBJECTIVES (AOS)**

The qualification is linear with exams taken at the end of the two years. There are two written exams, both worth 90 marks and each worth 50% of the whole GCSE:

- Paper 1: Influences of operations and HRM on business activity
- Paper 2: Influences of marketing and finance on business activity.

Each exam consists of three sections:

- Section A has multiple choice questions (20 marks)
- Section B consists of one case study with related questions(35 marks)
- Section C consists of one case study with related questions (35 marks).

The exams will measure how pupils have achieved the following AOs:

- AO1: Demonstrate knowledge and understanding of business concepts and issues.
- AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.
- AO3: Analyse and evaluate business information and issues to

demonstrate understanding of business activity, make judgements and draw conclusions.

### WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Business in the real world:</b> <ul style="list-style-type: none"><li>• The purpose and nature of businesses</li><li>• Business ownership</li><li>• Setting business aims and objectives</li><li>• Stakeholders</li><li>• Business location</li><li>• Business planning</li><li>• Expanding a business.</li></ul>
<b>Spring term 2025</b>	<b>Influences on business</b> <ul style="list-style-type: none"><li>• Technology</li><li>• Ethical and environmental considerations</li><li>• The economic climate on businesses</li><li>• Globalisation</li><li>• Legislation</li><li>• Competitive environment.</li></ul>
<b>Summer term 2025</b>	<b>Human resources:</b> <ul style="list-style-type: none"><li>• Organisational structures</li><li>• Recruitment and selection of employees</li><li>• Motivating employees</li><li>• Training.</li></ul> <b>Business operations:</b> <ul style="list-style-type: none"><li>• Production processes</li><li>• The role of procurement.</li></ul>

### HOW WILL PUPILS LEARN?

Much of the learning in GCSE Business Studies is structured around research. We will often ask pupils to select real businesses and research facts, such as the product portfolio of Apple. It could be a collaborative presentation, plan or template which either pairs or groups create and present to their peers after researching a topic or business. We encourage debate and discussion on all topic areas. Peer teaching forms part of our teaching approach as we would like to develop our pupils to identify and solve problems. Pupils will need to develop competent research and analysis skills and be prepared to make and justify a decision. Using their Chromebooks, pupils will be given the opportunity to conduct research in order to inform the above mentioned learning experiences. We also make use of video clips, including business programmes, such as Dragons Den, as well as company websites.

### Mastery

In Year 10 pupils will be taught a range of key skills to help develop an understanding of the business world. These include an understanding of how to analyse and interpret both quantitative and qualitative data. Recall exercises are employed throughout the course to help secure their mastery of knowledge. This will aid them in their understanding and ability to evaluate the key influences on businesses and the world around them. Worked examples, teacher modelling and

exemplar answers will be utilised to enable pupils to develop confidence in writing analytically and being able to evaluate the impact of a given situation. GCSE question formats will be used from the start of the year, to enable pupils to be prepared for their GCSE examinations.

### **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one main piece of homework set each week. This could involve a research project or, at the end of a topic, answering questions based on a business case study. This will develop the skills required to answer actual GCSE questions.

### **WHAT RESOURCES WILL BE USED?**

We will provide each pupil with a textbook at the beginning of the course. The book supports the specification, entitled 'AQA GCSE (9-1) Business', by Surridge and Gillespie. Most work will be completed in either an exercise book or using folders, which will be provided to keep notes, worksheets and practice papers.

All links to the AQA examination board, teaching resources and homework can be accessed via Google Classroom. All homework and lesson content, including presentation slides, will be placed on Google Classroom.

### **HOW DO WE MEASURE PROGRESS?**

Investigative activities will be qualitatively assessed; at times this will take the form of the groups presenting their findings using various Google applications in terms of the various learning essentials. Quantitative assessment takes place in various ways.

Folders are collected and reviewed every 3-4 weeks. Progress is monitored by use of homework assignments and common tasks every half term. Pupils will complete three common tasks, with one task each term. These will have a similar format as the final GCSE exams and will be based on multiple choice and quick questions, plus actual GCSE case study questions. There will also be smaller formative assessments throughout the year. All pupils are carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent will be made as soon as the teacher feels insufficient progress is being made.

### **HOW CAN PARENTS HELP?**

Parents can support their child's learning by insisting on well organised notes and work space at home as well as monitoring their revision programme. Parents should please check that their child is doing their homework and that they are happy that it is of an acceptable standard. Please show an interest in topics that are being studied, which will allow your child to consolidate what she is learning in class.

Parents can encourage their child to watch television programmes based on business such as 'Dragons Den' and 'The Apprentice'. Watching news items related to the economy and business will help with their learning and interest. This is particularly relevant when a big, well known business such as Tesco, is in the news.

Parents should please introduce their child to the business section of newspapers and discuss relevant news items with them.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Laura Jakes - [lmj@clairescourt.net](mailto:lmj@clairescourt.net)

# Design and Technology (D&T)

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- Exam board: Edexcel
- Specification code: 1DT0/F

## COURSE STRUCTURE

This first year of the two year course deals with acquiring the underpinning skills and knowledge that are essential to success in both the written paper and the controlled assessment. The majority of theory topics are covered during Year 10 with a project set in the Spring Term in order to prepare pupils for the Controlled Assessment unit. This Controlled Assessment unit begins in June and is finished by the February of Year 11. As pupils can only receive limited support during the Controlled Assessment, the Spring Term project is good preparation for the demands of GCSE.

## ASSESSMENT OBJECTIVES (AOS)

Pupils will be assessed on the following:-

- AO1: Identify, investigate and outline design possibilities to address needs and wants
- AO2: Design and make prototypes that are fit for purpose
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Core content topics</b> <ul style="list-style-type: none"><li>• Evaluating new and emerging technologies, smart and modern materials, papers and boards, woods, polymers, metals and textiles.</li><li>• Mechanical devices and types of movement, electronic systems, environmental, social and economic challenges.</li><li>• Working with a range of materials and basic electronics.</li></ul>
<b>Spring term 2025</b>	<b>Project and practical skills</b> <ul style="list-style-type: none"><li>• Project in preparation for the Controlled Assessment.</li><li>• Manufacturing processes, scales of production, tools and equipment, assembly, surface treatments and finishes.</li></ul>
<b>Summer term 2025</b>	<b>Timbers topic and beginning the Controlled Assessment</b> <ul style="list-style-type: none"><li>• Types and selection of timber and manufacturing processes.</li><li>• Selecting a contextual challenge and beginning research as the first section of the Controlled Assessment.</li></ul>

## **HOW WILL PUPILS LEARN?**

A D&T Notebook, based on Google Slides, is used to organise and evidence the theory topics covered in lessons and homework. The Controlled Assessment folderwork is also based on Google Slides where any paperwork or design work is scanned for pupils. In addition to the exam board approved textbook, Google Classroom is used to set homework and share resources with further resources added to the Design and Technology Hub pages. We also have a subscription to Focus Education resources for D&T which include online animations and video content in addition to theory information.

Practical skills, evidenced by photographs taken as they progress, are developed using tools and equipment in the workshop.

## **MASTERY**

To achieve mastery in GCSE Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in GCSE Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week to help reinforce or expand on theory topics taught or to support the timely completion of different sections of the Controlled Assessment unit.

## **WHAT RESOURCES WILL BE USED?**

Our workshops are well equipped and include:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For the theory study we will be using the approved textbook: [Edexcel GCSE \(9-1\) Design and Technology Student Book](#), the [technologystudent.com](http://technologystudent.com) website, [BBC Bitesize](#) and Focus Education resources. When designing using software we use, but are not limited to, Autodesk Fusion 360, Tinkercad, Focus Designer and Techsoft 2D Design Tools.

## **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress. A mock exam is set during the summer term.

## **HOW CAN PARENTS HELP?**



Parents can assist by encouraging their child to share with them the work they have completed in class and at home. In particular, they should always know what they need to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Drama

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Exam board: WJEC Eduqas

Specification code: C690QS

- Exam board: WJEC Eduqas
- Specification code: C690QS

## **WHY IS DRAMA A GOOD SUBJECT CHOICE FOR GCSE?**

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted **creativity** as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

## **WHAT WILL I MASTER THROUGH GCSE DRAMA?**

- You'll develop a wide range of skills.
- You'll gain confidence and have fun.
- You'll learn to work within a team and balance a range of ideas.
- You'll have a mix of practical and written work unlike any other subject.

## **WHAT SKILLS WILL I DEVELOP?**

You will have the opportunity to learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able to work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying drama, you will be equipped with the skills to succeed in your next steps.

## **What does GCSE Drama involve?**

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as:

- Lighting design

- Sound design
- Set design
- Costume, Hair and Make-Up Design

You will collaborate in devising your own piece of theatre and perform from a text. You can choose to concentrate on acting or design. You will explore and view a variety of live theatre productions. The Eduqas GCSE Drama specification has three components: Devising Theatre, Performing from a Text, and Interpreting Theatre.

## HOW IS THE COURSE STRUCTURED?

You will embark on a two-year course, which consists of three components:

### **Component One: Devising theatre** (40% of the course)

The devised practical performance requires pupils to create an original piece of theatre, culminating in a final performance. Pupils will complete a written report outlining influences, aspects of process and an evaluation of their own and others' performances. Pupils may choose one of the following options:

- Acting.
- Theatre design in lighting.
- Theatre design in sound.
- Theatre design in scenic production.
- Theatre design in costume and make-up.

### **Component Two: Performing from a text** (20%)

Pupils will participate in a performance based on two 10 minute extracts from a performance text of their own choice and will be assessed on either acting or design.

### **Component Three: Interpreting theatre** (40% - written examination)

- Section A: Set Text – Pupils will explore one text as an actor, designer and director from a choice of five.
- Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of one live theatre production the pupils have seen during the course.

This is a linear course which means that each pupil will take all assessments at the end of the course (Year 11).

## WHAT WILL I STUDY AND LEARN?

<b>Autumn term 2024</b>	An introduction to Drama GCSE to re-cap on all the techniques and skills used in KS3. You will also be learning about important practitioners and the various techniques used in theatre. You will be introduced to your set text and will analyse and evaluate a streamed live performance.
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<b>Spring term 2025</b>	<p>You will start your preparatory research for your devised piece; this will include research on style, practitioner and genre. You will create a performance adapting a text, rehearse the piece, make technical and design choices, develop your own acting skills and work cooperatively with others. You will log their process.</p> <p>You will explore their set text in detail, both practically and in theory.</p>
<b>Summer term 2025</b>	<p>You will start to devise their first formally assessed piece, responding to creative stimuli, researching relevant themes and topics, improvising sections of script and developing the content and concepts of their devised Performance.</p> <p>You will work on your portfolio of supporting evidence.</p>

### **HOW WILL I LEARN?**

You will mostly learn through the practical exploration of theatre and plays. You are expected to work in groups and to be a supportive member of the group who will always attend all the rehearsals. You will go to the theatre, read plays, do independent research, and write notes on plays and theatre productions you have seen, as well as your own work. You will learn through their own performances.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set twice per week, which will vary in content depending on the part of the course being covered. Homework could be research on theatre and drama, learning lines, reading plays or written work on the set text, the devised piece or live theatre.

### **WHAT RESOURCES WILL BE USED?**

You will use the internet, books, plays, the theatre but most of all your own creativity, enthusiasm and acting and design skills.

### **HOW DO WE MEASURE PROGRESS?**

Assessments are made throughout the year on your ability to apply performance and/or other production skills through the creation and realisation of performances. You will be regularly assessed on your ability to sensitively and confidently work with others and to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils will be assessed in accordance with the WJEC assessment criteria.

### **HOW CAN PARENTS HELP?**

Family theatre trips engage, inspire and expose your child to a wide range of theatrical experiences. When your child is planning or preparing for Drama at school, discuss with them what ideas or resources they could bring in to enhance those ideas. Parents can offer their support in learning lines and in attending performances.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Chris Bennett - [cmb@clairescourt.net](mailto:cmb@clairescourt.net)

Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

Mr Rob Bowen - [rjb@clairescourt.net](mailto:rjb@clairescourt.net)

# Design and Technology (D&T)

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- Exam board: Edexcel
- Specification code: 1DT0/F

## **COURSE STRUCTURE**

This first year of the two year course deals with acquiring the underpinning skills and knowledge that are essential to success in both the written paper and the controlled assessment. The majority of theory topics are covered during Year 10 with a project set in the Spring Term in order to prepare pupils for the Controlled Assessment project. This Controlled Assessment project begins in June and is finished by the February of Year 11. As pupils can only receive limited support during the Controlled Assessment, the Lent Term project is good preparation for the demands of GCSE.

## **ASSESSMENT OBJECTIVES (AOS)**

Pupils will be assessed on the following:-

- AO1: Identify, investigate and outline design possibilities to address needs and wants
- AO2: Design and make prototypes that are fit for purpose
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<b>Core content topics</b> <ul style="list-style-type: none"><li>• Evaluating new and emerging technologies, smart and modern materials, papers and boards, woods, polymers, metals and textiles.</li><li>• Mechanical devices and types of movement, electronic systems, environmental, social and economic challenges.</li><li>• Working with a range of materials and basic electronics.</li></ul>
<b>Spring term 2025</b>	<b>Project and practical skills</b> <ul style="list-style-type: none"><li>• Project in preparation for the Controlled Assessment.</li><li>• Manufacturing processes, scales of production, tools and equipment, assembly, surface treatments and finishes.</li></ul>
<b>Summer term 2025</b>	<b>Timbers topic and beginning the Controlled Assessment project</b> <ul style="list-style-type: none"><li>• Types and selection of timber and manufacturing processes.</li><li>• Selecting a contextual challenge and beginning research</li></ul>

	as the first section of the Controlled Assessment project.
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## **HOW WILL PUPILS LEARN?**

A D&T Notebook, based on Google Slides, is used to organise and evidence the theory topics covered in lessons and homework. The Controlled Assessment folderwork is also based on Google Slides where any paperwork or design work is scanned for pupils. In addition to the exam board approved textbook, Google Classroom is used to set homework and share resources with further resources added to the Design and Technology Hub pages. We also have a subscription to Focus Education resources for D&T which include online animations and video content in addition to theory information.

Practical skills, evidenced by photographs taken as they progress, are developed using tools and equipment in the workshop.

## **MASTERY**

To achieve mastery in GCSE Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in GCSE Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week to help reinforce or expand on theory topics taught or to support the timely completion of different sections of the Controlled Assessment project.

## **WHAT RESOURCES WILL BE USED?**

The workshop is well equipped and includes:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For the theory study we will be using the approved textbook: [Edexcel GCSE \(9-1\) Design and Technology Student Book](#), the [technologystudent.com](http://technologystudent.com) website, [BBC Bitesize](#) and Focus Education resources. When designing using software we use, but are not limited to, Autodesk Fusion 360, Tinkercad, Focus Designer and Techsoft 2D Design Tools.

## **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress. A mock exam is set during the summer

term.

### **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their child to share with them the work they have completed in class and at home. In particular, they should always know what they need to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)



# English Language and English Literature

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Exam board: Edexcel

Specification code: 4EA1 - Language/4ET1 - Literature

## **COURSE STRUCTURE**

The study of the Edexcel IGCSE English Language course continues in Year 10 - with the examination in the summer, and the English Literature course begins. Overall the courses aim to develop pupils' ability to read, understand and respond to all types of text, construct and convey meaning in written language and increase understanding and interpretation of all varieties of literature. Pupils will cover the key skills of reading and writing. Certain skills for the later literature papers are taught through the study of the materials for English Language.

## **ASSESSMENT OBJECTIVES (AOS)**

### **Language - 4EA1**

#### *Reading*

- AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
- AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects
- AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

#### *Writing*

- AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
- AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

### **Literature - 4ET1**

- AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects
- AO3: Explore links and connections between texts
- AO4: Show understanding of the relationships between texts and the contexts in which they were written.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<p><b>Autumn term 2024</b></p>	<p><b>English Language paper three - Anthology poetry and prose extracts</b></p> <ul style="list-style-type: none"> <li>- Close study of provided extracts</li> <li>- Identification and analysis of language devices</li> <li>- Preparation for and writing of coursework.</li> </ul> <p><b>English Language paper three - Imaginative writing</b></p> <ul style="list-style-type: none"> <li>- How to structure and deliver a piece of creative writing</li> <li>- How to use language devices effectively</li> <li>- Proof-reading and editing</li> <li>- Preparation for and writing of coursework</li> </ul>
<p><b>Spring term 2025</b></p>	<p><b>English Language Paper One - Anthology Non-fiction texts</b></p> <ul style="list-style-type: none"> <li>- Close study of provided text sources</li> <li>- Identification and analysis of language devices</li> <li>- Preparation for exam.</li> </ul> <p><b>English Language Paper One - Transactional writing</b></p> <ul style="list-style-type: none"> <li>- How to structure and deliver a piece of transactional writing</li> <li>- How to use language devices effectively</li> <li>- Proof-reading and editing.</li> </ul>
<p><b>Summer term 2025</b></p>	<p><b>Revision of all examination units for English Language</b></p> <ul style="list-style-type: none"> <li>- Recap of text sources</li> <li>- Activities on key themes and ideas</li> <li>- Preparation for exam</li> </ul> <p><b>English Literature Unit 3 - Prose (Of Mice and Men)</b></p> <ul style="list-style-type: none"> <li>- Close study of the whole text</li> <li>- Identification of key characters, themes, relationships</li> <li>- Investigate impact of text on reader</li> <li>- Preparation for exam</li> </ul> <p><b>English Literature Unit 1- Anthology poetry</b></p> <ul style="list-style-type: none"> <li>- Annotation of poems based on language and structural analysis</li> <li>- Explore the themes, ideas, feelings and linguistic features of the poems studied</li> <li>- Begin the study of one collection of poems</li> <li>- Reading with insight and engagement</li> </ul>

### **HOW WILL PUPILS LEARN?**

Pupils in Year 10 are streamed by ability. It is possible that pupils could be moved up or down a set if it is felt that this would be beneficial to the individual concerned, but movement is unlikely. Work is completed in English exercise books. It is likely that pupils will have the opportunity to see a stage version of at least one of the texts studied.

### **MASTERY**

In Year 10, pupils will be expected to regularly display the core skills and techniques that have underpinned the English curriculum throughout their time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they perfect their knowledge of what a good answer should look like, so that they can apply this knowledge in both coursework and exam conditions. GCSE level question styles will be encountered from the start of the year, and revisited regularly throughout both Year 10 and Year 11.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils are set homework twice per week, which will vary in content depending on the part of the course being covered.

### **WHAT RESOURCES WILL BE USED?**

The books we will use in Year 10 are:

- Edexcel IGCSE Text Anthology

The school provides this text and an exercise book. It is the pupil's responsibility to keep them in good condition. Pens, pencils, a ruler, a rubber, scissors and glue will be required on a day to day basis.

### **HOW DO WE MEASURE PROGRESS?**

Progress is measured through regular GCSE standard assessment and through the close scrutiny of exercise books.

### **HOW CAN PARENTS HELP?**

Parents can assist their children by encouraging reading on a regular basis, of any kind. Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, particularly if based around the set texts.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Luke Wespieser – [law@clairescourt.net](mailto:law@clairescourt.net)

# Food Preparation and Nutrition

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Exam board: WJEC/EDUQAS

Specification code: 601/8093/6

## **COURSE STRUCTURE**

This two year GCSE is an exciting and creative course which focuses on practical cooking skills, ensuring that pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Pupils will have the opportunity to:

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

## **ASSESSMENT OBJECTIVES (AOS)**

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<ul style="list-style-type: none"> <li>• Learn the principles of nutrition, including macronutrients and micronutrients</li> <li>• Understand the 'Eatwell Guide' and healthy eating</li> <li>• Develop practical skills</li> <li>• Explore different types of sensory testing</li> <li>• Carry out a range of food experiments to help develop an understanding of food properties and discover the effect of cooking on food</li> </ul>
<b>Spring term 2025</b>	<ul style="list-style-type: none"> <li>• Learn the energy requirements for different individuals</li> <li>• Develop research skills</li> <li>• Improve practical planning skills, including timings, hygiene and safety points</li> <li>• Analyse the nutritional value of different meals</li> <li>• Calculate the costs of constructing a dish or a meal</li> <li>• Introduction to the concept of non-exam assessment (NEA) tasks - practise individual investigation.</li> </ul>
<b>Summer term 2025</b>	<ul style="list-style-type: none"> <li>• Learn about how and where food commodities are grown and discover the importance of food provenance</li> <li>• Revise food hygiene and safety, including stock rotation, best before dates and temperature control</li> <li>• Undertake a practice food preparation NEA tasks, including cooking a three course meal in three hours.</li> </ul>

### **HOW WILL PUPILS LEARN?**

Pupils will have two double lessons per week. We aim to offer an interesting and stimulating programme of study that will increase confidence and resilience.

### **MASTERY**

Through a wide range of practical activities we want our pupils to experiment and be innovative with food, developing the confidence to learn independently. Each pupil will carry out practical tasks on their own and work together in mixed ability teams, giving them the opportunity to learn, practise skills and build a range of techniques.

Pupils will develop skills in product analysis and sensory evaluation will show that they can critically assess their own creations and those produced by others, suggesting ideas for improvement, and use spreadsheets to map the results. By taking photographs of their work pupils will be able to keep a record of what they have made to show your progress. Each pupil will be given the opportunity to problem solve and understand how food products are conceived, researched and developed. Practising NEA tasks will enable pupils to demonstrate imagination, inventiveness, critical thinking and problem solving skills.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework tasks are set regularly to extend learning and reinforce concepts learned in the classroom. The content will vary depending on the part of the course being covered, however will include the evaluation of practical work

carried out in the lesson, research tasks, and preparation and weighing of ingredients for practical lessons.

### **WHAT RESOURCES WILL BE USED?**

Each pupil will be issued with an Eduqas GCSE Food Preparation and Nutrition textbook. Written work will be kept in a folder, which pupils are expected to bring to all lessons and keep in a neat and organised fashion. All GCSE Food lessons are taught in our modern and well equipped Food Room. Pupils will need to provide ingredients for the practical activities and an appropriate container to take food products home. Occasionally pupils will need to provide cooking containers, depending upon the dish they plan to make.

### **HOW DO WE MEASURE PROGRESS?**

This is a linear GCSE course with assessment taking place in Year 11. This will comprise of 50% written exam and 50% non-exam assessment (NEA). The NEA consists of one food investigation, a 1,500 to 2,000 word report worth 15% and one food preparation assessment worth 35% to plan, prepare, cook and present a three course menu. In Year 10 folder work and practical work will be assessed regularly. Pupils will also undertake a written mock exam and two practise NEA assignments.

### **HOW CAN PARENTS HELP?**

The support of parents in ensuring that pupils have the correct ingredients and containers is greatly appreciated. Parents can encourage their child to examine and discuss food and nutritional labels, food products available for sale and food choices. Parental interest in the food related topics that frequently arise in today's media can help develop critical analysis, and debate current food issues. Of course parents also enjoy being the 'taste-testers' to help objectively evaluate the food products!

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Kerry Irons - [kei@clairescourt.net](mailto:kei@clairescourt.net)

## Geography

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Exam board: Edexcel/Pearson Geography Specification A  
Specification code: 1GA0

### **COURSE STRUCTURE**

Assessment in Geography Specification A consists of three externally examined papers. Pupils must complete all assessments in May and June at the end of Year 11. The course is divided into three components:

- **Component one:** The physical environment (Paper one code: 1GA0/01)
- **Component two:** The human environment (Paper two code: 1GA0/02)
- **Component three:** Geographical investigations: Fieldwork and UK challenges (Paper three code: 1GA0/03).

### ASSESSMENT OBJECTIVES (AOS)

- AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales.
- AO2 - Demonstrate geographical understanding of:
  - o Concepts and how they are used in relation to places, environments and processes
  - o The inter-relationships between places, environments and processes.
- AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- AO4 - Select, adapt and use a variety of skills and techniques to investigate geographical concepts.

### WHAT WILL PUPILS STUDY AND LEARN?

<p><b>Autumn term 2024</b></p>	<p><b>Component one: Topic 1 - The Changing Landscapes of the UK</b>          A recap of the distribution and characteristics of the UK's changing landscapes and geology.          A detailed study of:</p> <ul style="list-style-type: none"> <li>• Topic one: Coastal landscapes and processes</li> <li>• Topic two: River landscapes and processes.</li> </ul> <p>This topic will be tested with a full past paper question (total = 30 marks)</p>
<p><b>Spring term 2025</b></p>	<p><b>Component two: Topic 4 - Changing Cities</b>          This topic covers:</p> <ul style="list-style-type: none"> <li>• Global urban processes and trends</li> <li>• A detailed case study of a UK major city (we study Cardiff which supports the fieldwork undertaken in year 10)</li> <li>• A detailed case study of a city in an emerging country (we study Sao Paulo in Brazil)</li> </ul> <p>This topic will be tested with a full past paper question (total = 30 marks)          March 2025 - 3 day/2 night residential to Margam Discovery Centre in Wales to undertake the human and physical geography fieldwork requirements of the specification.</p>
<p><b>Summer term 2025</b></p>	<p><b>Component two: Topic 5 - Global Development</b>          This topic covers:</p> <ul style="list-style-type: none"> <li>• The causes and consequences of uneven global development</li> <li>• Uneven development within individual countries; core and periphery</li> <li>• A detailed case study of a developing country (Tanzania) in terms of its context, geopolitics, challenges and progress.</li> </ul>

	This topic will be tested within the end of year examination, along with the previous two topics.
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### **HOW WILL PUPILS LEARN?**

Geography is taught twice a week and is unstreamed. Lessons involve encouraging independent learning through discussion and researching topical and contemporary geographical issues. The use of IT is encouraged and supported by Google classroom, Seneca learning for revision purposes and a wide range of geographical clips and resources. The imperative within the department is to make Geography accessible, relevant and exciting using a variety of teaching and learning techniques to suit all types of learner.

Residential (3 day/2 night) fieldwork is planned for this cohort to cover the skills requirements of component 3; a physical and human geography enquiry.

### **MASTERY IN GEOGRAPHY**

The core geographical skills required for interpreting the world around us and therefore for success at GCSE are integrated into lessons from the very beginning. These include essential map skills, the ability to interpret geographical information presented in a variety of ways, for example photographs of landforms, images of the quality of life for people across the world, statistics to compare places, maps showing change over time. As soon as we are able, GCSE standard exam questions are used in class and for homework assignments so that pupils are aware early on of how they will be assessed. This may be delivered as a scaffolded activity in class, paired work or analysing exemplar answers for their good points and improvements.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework is normally set once a week and will encompass a variety of tasks involving reading, writing and retrieval activities. Past exam questions will be used regularly to allow pupils to learn *how* to answer questions as well as testing their understanding of the content. We will also expect revision materials to be made for the final exams.

### **WHAT RESOURCES WILL BE USED?**

A variety of resources will be used such as atlases, Britannica online, the Ordnance Survey Digimap online software, video clips from "Time for Geography" and similar sites. The course will be supported by the Edexcel/Pearson official text.

### **HOW DO WE MEASURE YOUR PROGRESS?**

Pupils are examined using past exam papers at the end of each module as Common Tasks and are also examined at the end of the year. Pupils are assessed formatively through discussion, questioning and the marking of your exercise book and homework tasks.

### **HOW CAN PARENTS HELP?**

Parents can help by taking a daily broadsheet newspaper/subscribing to one electronically and encouraging their child to read and engage in discussion on relevant topics. Encourage pupils, by suitable media, to explore the world



around them; there are so many excellent documentaries available through BBC iPlayer or The National Geographic Channel, to name just two. Encourage the reading of books such as 'Prisoners of Geography' by Tim Marshall to broaden pupils' understanding of global context.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Damian Gray (Head of Department) - [drg@clairescourt.net](mailto:drg@clairescourt.net)

# Higher Project Qualification (HPQ)

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Exam board: AQA City and Guilds Level one (foundation) and Level two (higher) Project Qualification  
Specification code: 7991 / 7992

## **COURSE STRUCTURE**

The level one and two project will require up to 60 guided hours of learning in one double lesson per week. Pupils will complete their project during Years 10 and 11.

## **ASSESSMENT OBJECTIVES (AOS)**

Projects are marked by the supervisor and moderated externally. They are marked as follows:

- **AO1 Manage**      With appropriate guidance, select, plan and carry out an individual project or tasks within a group project, applying organisational skills and using a range of methods and resources, to achieve agreed objectives (10 marks)      *20%*
- **AO2 Use Resources**      Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives (10 marks)      *20%*
- **AO3 Develop and Realise**      Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives (20 marks)      *40%*
- **AO4 Review**      Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format (10 marks).      *20%*

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<b>Introduction to the project qualification</b> Pupils will carry out a range of activities to acquire the essential skills needed to produce a project. Begin your own project: <ul style="list-style-type: none"> <li>• Brainstorm ideas for your own project title</li> <li>• Research skills, bibliography, Harvard referencing system, bias, plagiarism.</li> </ul>
<b>Spring term 2025</b>	<b>The project</b> Plan and produce your own project whilst learning new skills: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Structure of the project</li> <li>• Resources</li> <li>• Gantt charts and sticky notes</li> <li>• How to produce questionnaires and interview questions</li> <li>• Problem solving and working with others</li> <li>• Research and reliability.</li> </ul>
<b>Summer term 2025</b>	<b>The project, the log and the presentation</b> Complete your project and log: <ul style="list-style-type: none"> <li>• Synthesis and evaluation</li> <li>• Keep a log record</li> <li>• Presentation skills - oral, multimedia.</li> </ul>

### **HOW WILL PUPILS LEARN?**

The topic for the project is chosen by each pupil and agreed by their teacher who then acts as their supervisor. Choice of topic can be an extension from their studies for other qualifications at level one and two such as GCSE, or a topic that interests, motivates or enthuses the pupil.

### **MASTERY**

The pupils have to show that they can plan, deliver and present a piece of work at either level one or two of the National Qualifications Framework. The level one or two project will require up to 60 guided learning hours, of which half will be spent on teaching, and half on independent work by the pupils.

Examples of skills that might be taught include presentational skills, use of appropriate ICT or developing time management skills.

Pupils will have to:

- Choose a topic
- Draft a project title
- Agree aims and objectives
- Plan, research and carry out the project
- Provide evidence of all stages of project production
- Deliver a presentation to a specified audience.

### **HOW WILL HOMEWORK BE ASSIGNED?**

One piece of homework is set per week. However, to complete the project pupils will need to take the initiative to complete research in their own time.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be encouraged to use as wide a range of resources as possible. Each

pupil will be encouraged to collect their own data through questionnaires and interviews, as well as to use resources such as the internet and magazines.

### **HOW DO WE MEASURE PROGRESS?**

The supervisor will monitor each pupil's work during weekly lessons. The final project will be marked by the supervisor using the AQA mark scheme. It will be moderated externally.

### **HOW CAN PARENTS HELP?**

Parents can support their child's learning and skill acquisition by enquiring and taking an interest in the project they are developing and the processes involved. Please encourage the pupils to use the skills they acquire in different aspects of their life.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Steven Richards - [smr@clairescourt.net](mailto:smr@clairescourt.net)

# History

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Exam board: Edexcel

Specification code: 4HI1

## **COURSE STRUCTURE**

This is a two-year course. There are two examination papers, both of which are taken at the end of the course. There are two topics on each paper and the History course enables pupils to study the 20th Century world.

## **ASSESSMENT OBJECTIVES (AO)**

In Y10 pupils will study half of the required work, preparing both of the Paper 1 topics. These will test knowledge, understanding and interpretation.

In Y11 the studies for Paper 2 will include a historical investigation, for which the questions test pupils' ability to evaluate and analyse source material and a breadth topic to test the understanding of the concept of change.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<b>Topic 3 Germany: development of dictatorship, 1918-45</b> This is a depth study Areas of study will be: <ul style="list-style-type: none"><li>• The establishment of the Weimar Republic and its early problems</li><li>• The recovery of Germany, 1924-29</li><li>• The rise of Hitler and the Nazis to January 1933</li><li>• Nazi Germany 1933-39</li><li>• Germany and the occupied territories during the Second World War.</li></ul> <b>There will be a Common Task on Germany to be completed by both girls and boys</b>
<b>Spring term 2025</b>	<b>Topic 7 - A divided Union: civil rights in the USA 1945-74</b> A further depth study and the areas of study will be: <ul style="list-style-type: none"><li>• The Red Scare and McCarthyism</li><li>• Civil rights in the 1950s</li><li>• The impact of civil rights protests, 1960-74</li><li>• Other protest movements: pupils, women, anti-Vietnam</li><li>• Nixon and Watergate.</li></ul> <b>There will be a Common Task on America to be completed by both girls and boys</b>
<b>Summer term 2025</b>	<b>Completion of Topic 7</b> <b>Common Task 3:</b> the Y10 Summer exam, in which all work completed so far will be tested.  Start work on the first Paper 2 topic: <b>Russia and the Soviet Union, 1905-23</b>

## **HOW WILL PUPILS LEARN?**

Grouping is by subject choice and pupils are not streamed by ability. Lessons will encourage pupils to become responsible for their own learning, making relevant and useful notes to assist in exam preparation. At the same time, the topics selected lend themselves to an inquiry-based approach in which pupils will be able to evaluate cause and consequence in relation to some of the 'big questions' of 20th Century history. Pupils can expect to work in pairs as well as individually, and to make use of the internet and other resources as appropriate.

## **MASTERY**

In Year 10 pupils will be taught core skills and concepts together with the knowledge that will underpin the study of History at this level. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on honing source analysis and interpretation skills. Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluative at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the world around them. We will use the question styles for the Common Tasks, which will prepare them for the eventual styles they encounter at GCSE.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Work is set after each of the two lessons per week. Pupils can expect a substantial piece of work, usually a written exercise, and sometimes a practice exam question. Each piece of homework should take 30 and 45 minutes to complete thoroughly.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be issued with appropriate textbooks to support the topics studied and appropriate websites will also be used. Written work will be on paper rather than in an exercise book, with all work stored in ring-files; this easily allows for additional resources to be added.

## **HOW DO WE MEASURE PROGRESS?**

Common tasks during the year enable us to check progress against the standards expected for success at GCSE level. The third Common task is an internal school exam in the summer term, made up of the whole year's work.

## **HOW CAN PARENTS HELP?**

By ensuring that homework, set twice a week, is done promptly and thoroughly when it is set. By discussing current events with your child, so that they can see the relevance of the topics studied, and can make links between past and present.

Parents can encourage their child to watch relevant films and documentaries and by encouraging them to read about the topics studied. Visiting appropriate and relevant historical sites and locations and sharing the experience as an enjoyable and rewarding family pastime.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Camilla Bullough - [crb@clairescourt.net](mailto:crb@clairescourt.net)

Ms Catherine Tookey [cbt@calirescourt.net](mailto:cbt@calirescourt.net)

Mr Padriac Flynn [ppf@clairescourt.net](mailto:ppf@clairescourt.net)

# Information and Communication Technology (ICT)

- Exam board: Pearson Edexcel
- Specification code: 4IT1

## COURSE STRUCTURE

This two year course provides our pupils with the opportunity to demonstrate their skills and knowledge through the use and application of ICT. They will learn about and use a variety of software applications and use ICT to solve problems. Pupils will become fully aware of the ways in which ICT can help in the home, learning and work environments and also help them understand the implications of technology in society. At the end of Year 11 each pupil will sit a written paper, worth 50% of the final grade, and complete a practical examination, worth 50% each of the final grade, where they can demonstrate the skills they have learned.

## ASSESSMENT OBJECTIVES (AOS)

- AO1: Demonstrate knowledge and understanding of ICT
- AO2: Apply knowledge, understanding and skills to produce ICT based solutions
- AO3: Analyse, evaluate, make reasoned judgements and present conclusions.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<ul style="list-style-type: none"><li>• Chapter 1: Digital Devices</li><li>• Chapter 2: Software</li><li>• Chapter 3: Memory and Processors</li></ul>
<b>Spring term 2025</b>	<ul style="list-style-type: none"><li>• Chapter 4: Digital Communication</li><li>• Chapter 5: Networks</li><li>• Chapter 6: Risks to Data and Personal Information</li><li>• Chapter 7: Impacts of the Internet</li></ul>
<b>Summer term 2025</b>	<ul style="list-style-type: none"><li>• Chapter 8: Online Communities</li><li>• Chapter 9: The Implications of Digital Technologies</li><li>• Chapter 10: Online Information</li><li>• Chapter 11: Online Services</li><li>• Chapter 12: The Cloud</li><li>• Chapter 13: Applying ICT</li></ul>

## HOW WILL PUPILS LEARN?

Pupils will work through a variety of assignments and practical tasks which will allow them to develop theory knowledge but also apply this in a practical way. Pupils will record their learning digitally through the use of Google Workspaces for Education including using Google Classroom and Google Slides. A textbook, endorsed by the examination board, will be used to ensure all the required theory work is fully covered. Further learning resources can also be gained from the many Internet based resources that are also available.

## MASTERY

To achieve mastery in ICT, pupils should have a deep understanding of computer systems and networks, including their components, functions, and interconnections. They should also be able to use a range of software applications effectively, including



word processing, spreadsheet, and database software. Pupils should be able to use digital technologies responsibly and ethically; understanding the importance of issues such as data security, privacy, and intellectual property. They should also be able to communicate effectively using digital technologies, including the ability to create and share digital content and collaborate with others using online tools and platforms.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week, typically using Google Classroom. There will be a variety of different types of part two work set across the year depending on the classroom activity or topic that particular week. The completion of part two work will also support preparation for assessments

### **WHAT RESOURCES WILL BE USED?**

Continuous use of ICT and access to the Internet, both at school and at home, are automatically an essential part of the course. The Chrome web browser is recommended when using Google Workspaces for Education and completing work online. A textbook, endorsed by the examination board, will be used to support learning and as an aid to examination preparation. Pupils are still required from time to time to use stationery when working offline.

### **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork, part two work and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress.

### **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their son to share with them the work they have completed in class and at home. In particular, your child should always know what they need to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Mathematics - Higher

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Exam board: Edexcel

Specification code: 4MA1

## COURSE STRUCTURE

We will follow the IGCSE Mathematics course at higher tier, studying topics on number, algebra, geometry and statistics. This qualification consists of two externally assessed papers; 1H and 2H, and candidates will be entered in the higher tier which is targeted at grades in the range 9 to 4. Pupils may also study extension topics not covered by the IGCSE Maths syllabus to help prepare for A Level Mathematics or other relevant qualifications.

## ASSESSMENT OBJECTIVES (AOS)

- A01 (57 - 63%): Demonstrate knowledge, understanding and skills in number and algebra: numbers and calculations; solving numerical problems; equations, formulae and identities; sequences, functions and graphs
- A02 (22 - 28%): Demonstrate knowledge, understanding and skills in shape, space and measures: geometry; and transformation geometry
- A03 (12 - 18%): Demonstrate knowledge, understanding and skills in handling data: statistics and probability.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Algebraic proportion</b> <ul style="list-style-type: none"><li>• Direct and inverse proportion.</li></ul> <b>Equation of a straight line (1)</b> <ul style="list-style-type: none"><li>• <math>y=mx+c</math>.</li></ul> <b>Polygons</b> <ul style="list-style-type: none"><li>• Properties of quadrilaterals</li><li>• Polygons</li><li>• Interior and exterior angles.</li></ul> <b>Surds and indices</b> <ul style="list-style-type: none"><li>• Understand surds</li><li>• Manipulate surds</li><li>• Rationalise the denominator</li><li>• Use index laws (including fractional powers).</li></ul> <b>Circle theorems</b> <ul style="list-style-type: none"><li>• Understand intersecting chord properties</li><li>• Understand and use angle properties of the circle.</li></ul> <b>3D shapes</b> <ul style="list-style-type: none"><li>• Find the surface area of prisms including cylinders</li><li>• Find the volume of prisms including cylinders</li><li>• Surface area and volume of spheres and cones.</li></ul> <b>Compound measures</b> <ul style="list-style-type: none"><li>• Use compound measures such as speed,</li></ul>
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	<p>density and pressure.</p> <p><b>Graphical representation of data</b></p> <ul style="list-style-type: none"> <li>• Use different methods of presenting data</li> <li>• Cumulative frequency diagrams.</li> </ul>
<p><b>Spring term 2025</b></p>	<p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>• Line and rotational symmetry</li> <li>• Translation</li> <li>• Reflection</li> <li>• Rotation</li> <li>• Enlargement.</li> </ul> <p><b>Simultaneous equations</b></p> <ul style="list-style-type: none"> <li>• Calculate the exact solution of two simultaneous equations in two unknowns.</li> </ul> <p><b>Similarity and congruence in 2D</b></p> <ul style="list-style-type: none"> <li>• Recognise similar and congruent shapes</li> <li>• Calculate missing sides in similar shapes</li> <li>• Calculate missing areas and volumes in similar shapes.</li> </ul> <p><b>Factorising and plotting quadratics</b></p> <ul style="list-style-type: none"> <li>• Expand two or three linear expressions</li> <li>• Factorise quadratic expressions</li> <li>• Solve quadratic expressions by factorisation</li> <li>• Plot graphs of quadratic functions.</li> </ul> <p><b>Equation of a straight line (2)</b></p> <ul style="list-style-type: none"> <li>• Find the gradient of a line given two points</li> <li>• Parallel and perpendicular lines</li> <li>• Regions defined by linear inequalities.</li> </ul> <p><b>Set language, notation and Venn diagrams</b></p> <ul style="list-style-type: none"> <li>• Sets</li> <li>• Set notation</li> <li>• The complement of a set</li> <li>• Venn diagrams</li> <li>• Probabilities from Venn diagrams</li> <li>• Subsets</li> <li>• <math>N(a)</math> notation.</li> </ul> <p><b>The quadratic formula</b></p> <ul style="list-style-type: none"> <li>• Solve quadratic equations by using the formula.</li> </ul> <p><b>Arithmetic sequences</b></p> <ul style="list-style-type: none"> <li>• Understand the first term and the common difference in an arithmetic sequence</li> <li>• Know and use the formula for the <math>n</math>th term</li> <li>• Find the sum of the first <math>n</math> terms.</li> </ul>

<b>Summer term 2025</b>	<b>Completing the square</b> <ul style="list-style-type: none"><li>• Solve quadratic equations by completing the square.</li></ul> <b>Calculus</b> <ul style="list-style-type: none"><li>• Differentiate powers of <math>x</math></li><li>• Investigate gradients of curves and stationary points</li><li>• Applying calculus to kinematics.</li></ul> <b>Advanced trigonometry</b> <ul style="list-style-type: none"><li>• Sine rule, cosine rule and area of any triangle.</li></ul>

## **HOW WILL PUPILS LEARN?**

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our pupils to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

## **MASTERY**

Throughout the year pupils study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 10 is on learning about concepts that require multiple skills. For example, in Quadratics, factorising can be used to solve equations, sketch curves or solve geometric problems. Our 60 minute lessons with our pupils are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our pupils how to work on Maths outside of lessons in order to help them build good study habits, essential for future success.

## **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one homework task each week and this can be in written form or completed online.

## **WHAT RESOURCES WILL BE USED?**

We will use the Chris Pearce Edexcel International GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson. Pupils should make good use of their Google Classroom area which, as well as being used to set homework, is a rich source of information including revision booklets and past papers. This Classroom is a fluid resource that is updated across the year in a way that helps pupils plan their revision and develop independent study skills.

## **HOW DO WE MEASURE PROGRESS?**

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

## **HOW CAN PARENTS HELP?**

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where pupils have access to a Year 10 course section which is specific to this curriculum statement. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Rachel Barnes - [rlb@clairescourt.net](mailto:rlb@clairescourt.net)

# Mathematics - Foundation

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Exam board: Edexcel  
Specification code: 4MA1

## COURSE STRUCTURE

We will follow the IGCSE Mathematics course A, foundation tier, studying topics on number, algebra, geometry and statistics. This qualification consists of two externally assessed papers, 1F and 2F, and candidates will be entered at foundation tier which is targeted at grades in the range 5 to 1. Pupils may also study extension topics from the higher tier.

## ASSESSMENT OBJECTIVES (AOS)

- A01 (57 - 63%): Demonstrate knowledge, understanding and skills in number and algebra: numbers and calculations; solving numerical problems; equations, formulae and identities; sequences, functions and graphs
- A02 (22 - 28%): Demonstrate knowledge, understanding and skills in shape, space and measures: geometry; and transformation geometry.
- A03 (12 - 18%): Demonstrate knowledge, understanding and skills in handling data: statistics and probability.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Algebra Review</b> <ul style="list-style-type: none"><li>• Including learning how to expand double brackets.</li></ul> <b>Bearings and Constructions</b> <ul style="list-style-type: none"><li>• Drawing bearings and calculating bearings</li><li>• Perpendicular bisector and angle bisector.</li></ul> <b>Polygons</b> <ul style="list-style-type: none"><li>• Properties of quadrilaterals</li><li>• Polygons</li><li>• Interior and exterior angles.</li></ul> <b>3D shapes</b> <ul style="list-style-type: none"><li>• Recognise and name solids</li><li>• Understand face, edge and vertex</li><li>• Find the surface area of solids including cylinders</li><li>• Find the volume of prisms including cylinders.</li></ul> <b>Metric units</b> <ul style="list-style-type: none"><li>• Converting between units of area and volume</li></ul> <b>Compound measures</b> <ul style="list-style-type: none"><li>• Use compound measures such as speed, density and pressure.</li></ul> <b>Graphical representation of data</b> <ul style="list-style-type: none"><li>• Use different methods of presenting data; interpret statistical diagrams.</li></ul> <b>Similarity and congruence in 2D</b>
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	<ul style="list-style-type: none"> <li>• Recognise similar and congruent shapes</li> <li>• Calculate missing sides in similar shapes.</li> </ul> <p><b>Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Use sine, cosine and tangent to determine lengths and angles in a right-angled triangle.</li> </ul> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>• Line and rotational symmetry</li> <li>• Translation</li> <li>• Reflection</li> <li>• Rotation</li> <li>• Enlargement.</li> </ul>
<p><b>Spring term 2025</b></p>	<p><b>Standard form</b></p> <ul style="list-style-type: none"> <li>• Calculations with standard form.</li> </ul> <p><b>Percentages review</b></p> <ul style="list-style-type: none"> <li>• Focus on reverse and compound percentage problems.</li> </ul> <p><b>Set language, notation and Venn diagrams</b></p> <ul style="list-style-type: none"> <li>• Sets</li> <li>• Set notation</li> <li>• The complement of a set</li> <li>• Venn diagrams</li> <li>• Probabilities from Venn diagrams.</li> </ul> <p><b>Drawing graphs and inequalities</b></p> <ul style="list-style-type: none"> <li>• Coordinates</li> <li>• Midpoints</li> <li>• Conversion graphs</li> <li>• Linear functions</li> <li>• Linear inequalities and regions.</li> </ul>
<p><b>Summer term 2025</b></p>	<p><b>Algebra review</b></p> <ul style="list-style-type: none"> <li>• Simplifying algebraic expressions</li> <li>• Expanding bracket</li> <li>• factorising</li> <li>• Linear equations and inequalities</li> <li>• Sequences.</li> </ul> <p><b>Angle facts</b></p> <ul style="list-style-type: none"> <li>• Angle properties</li> <li>• Parallel lines</li> <li>• Types of triangles.</li> </ul> <p><b>Pythagoras' theorem</b></p> <ul style="list-style-type: none"> <li>• Pythagoras' theorem in two dimensions.</li> </ul>



## **HOW WILL PUPILS LEARN?**

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our pupils to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

## **MASTERY**

Throughout the year pupils study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 10 is on learning about concepts that require multiple skills. For example, a right angled triangle question may involve Pythagoras' theorem as well as trigonometry. Our 60 minute lessons with our pupils are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our pupils how to work on maths outside of lessons in order to help them build good study habits, essential for future success.

## **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one homework task each week and this can be in written form or completed online.

## **WHAT RESOURCES WILL BE USED?**

We will use the Chris Pearce Edexcel International GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson. Pupils should make good use of their Google Classroom area which, as well as being used to set homework, is a rich source of information including revision booklets and past papers. This Classroom is a fluid resource that is updated across the year in a way that helps pupils plan their revision and develop independent study skills.

## **HOW DO WE MEASURE PROGRESS?**

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

## **HOW CAN PARENTS HELP?**

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where pupils have access to a Year 10 course section which is specific to this curriculum statement. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Rachel Barnes - [rlb@clairescourt.net](mailto:rlb@clairescourt.net)

# Modern Foreign Languages: French

Exam board: AQA  
Specification code: 8652

## COURSE STRUCTURE

The course is examined at the end of two years in the four skill areas of listening, speaking, reading and writing. GCSE French has a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9), and all four skills must be taken at the same tier in the same series.

## ASSESSMENT OBJECTIVES (AOS)

- AO1: understand and respond to spoken language in speaking and in writing
- AO2: understand and respond to written language in speaking and in writing
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Theme 1: Identity and culture</b> <i>Module 1 Qui suis-je?</i> <ul style="list-style-type: none"><li>• Friends, family and relationships</li><li>• Role models and celebrities</li><li>• Adjectival agreement</li><li>• Reflexive verbs</li><li>• The present, perfect, near future and imperfect tenses</li></ul> <i>Module 2 Le temps des loisirs</i> <ul style="list-style-type: none"><li>• Free time activities (sport, music, reading, film/TV)</li><li>• Technology</li><li>• <i>Depuis</i> + present tense</li><li>• Negatives</li><li>• Comparatives and superlatives</li></ul>
<b>Spring Term 2025</b>	<i>Module 3 Jours ordinaires, jours de fête</i> <ul style="list-style-type: none"><li>• Daily life</li><li>• Food and meals</li><li>• Family celebrations</li><li>• Customs and festivals in French-speaking countries</li><li>• The pronoun <i>en</i></li><li>• Modal verbs</li><li>• Asking questions in the <i>tu</i> and <i>vous</i> forms</li></ul> <b>Theme 2: Local, national, international and global areas of interest</b> <i>Module 4 De la ville à la campagne</i> <ul style="list-style-type: none"><li>• Where you live (town/region)</li><li>• Weather</li><li>• Directions</li><li>• Tourist information</li><li>• <i>Si</i> clauses</li><li>• The simple future</li><li>• The imperative</li></ul>

<b>Summer Term 2025</b>	<i>Module 5 Le grand large...</i> <ul style="list-style-type: none"> <li>● Normal holidays</li> <li>● Disaster holidays in the past</li> <li>● Dream holidays</li> <li>● Methods of travel</li> <li>● Hotels and restaurants</li> <li>● The conditional tense</li> <li>● The pluperfect tense</li> </ul>
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### **HOW WILL PUPILS LEARN?**

Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much French as possible in class in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home.

### **MASTERY**

To master a language, teachers use various methods. Pupils engage by making connections, exploring new cultures, and embracing curiosity and resilience. We create an environment where mistakes are valued and learning is relatable. Teachers prompt understanding through questioning, reflection, and feedback. Pupils practise both spoken and written language, while also developing reading and listening skills. Regular vocabulary and grammar practice aids comprehension and language manipulation. Diverse activities and resources, including games, songs, and videos, enhance enjoyment and motivation. The curriculum ensures repeated exposure to key themes across stages.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set every week and will often take the form of vocabulary learning and/or comprehension or consolidation exercises related to the topic or grammar studied in class.

### **WHAT RESOURCES WILL BE USED?**

Each pupil will be issued with an AQA GCSE French textbook. In addition, it is a good idea for pupils to have a dedicated vocabulary book.

Written work will be done online, in exercise books or in the Grammar workbook. Pupils are expected to bring all books to all lessons and to file any worksheets in a neat and organised fashion. Pupils will also have access to the digital content of the course through ActiveLearn, which accompanies the course book.

### **HOW DO WE MEASURE PROGRESS?**

Progress will be monitored through homework, regular vocabulary and grammar tests and more extensive end of unit tests or mock exams which will cover the four skill areas.

### **HOW CAN PARENTS HELP?**

Parents can support their daughter's learning in French by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, regular quizzing.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Diana Wadsworth - [dfw@clairescourt.net](mailto:dfw@clairescourt.net)

# Modern Foreign Languages: German

- Specification code: 8662
- Exam board AQA

## COURSE STRUCTURE

The course is examined at the end of two years in the four skill areas of listening, reading, writing and speaking. GCSE German has a foundation tier, grades 1 to 5, and a higher tier, grades 4 to 9, and all four skills must be taken at the same tier, in the same series.

## ASSESSMENT OBJECTIVES (AOS)

- AO1: Understand and respond to spoken language in speaking and writing
- AO2: Understand and respond to written language in speaking and writing
- AO3: Demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Zurück zur Schule!</b> <ul style="list-style-type: none"><li>• Talking about your school, school subjects, school rules, school uniform and daily routine</li><li>• Comparing the German with the English school system</li><li>• Using regular, irregular and modal verbs in the present tense and adjectives with nouns</li></ul> <b>Endlich mal Freizeit!</b> <ul style="list-style-type: none"><li>• Expressing preferences about music, films and TV shows, sports, and other leisure activities</li><li>• Discussing how you spend time online</li><li>• Discussing pro and cons of celebrity culture</li><li>• Using comparatives, superlatives, intensifiers and frequency words</li></ul>
<b>Spring term 2025</b>	<b>Meine Welt, deine Welt!</b> <ul style="list-style-type: none"><li>• Talking about relationships with family members and friends</li><li>• Describing family celebrations and parties,</li><li>• Talking about festivals and cultural events</li><li>• Discussing role models</li><li>• Using the present, past and future tenses</li></ul> <b>Bleib gesund!</b> <ul style="list-style-type: none"><li>• Discussing a healthy diet, fitness and wellbeing</li><li>• Talking about accidents and illnesses</li><li>• Using modal verbs in the imperfect</li></ul>

<b>Summer term 2025</b>	<b>Meine Ecke!</b> <ul style="list-style-type: none"> <li>• Talking about your hometown, its shopping facilities and transport</li> <li>• Describing your home and your ideal place to live</li> <li>• Using prepositions, the conditional and the time-manner-place rule</li> <li>• Preparation for end of year exams</li> </ul>
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## HOW WILL PUPILS LEARN?

Pupils will have two one hour lessons per week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much German as possible in class in order to improve speaking and listening skills. All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources such as [Languagesonline](#), [Memrise](#), [Quizlet](#) and [BBC GCSE Bitesize](#) to reinforce vocabulary. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home.

## MASTERY

To master a language, teachers use various methods. Pupils engage by making connections, exploring new cultures, and embracing curiosity and resilience. We create an environment where mistakes are valued and learning is relatable. Teachers prompt understanding through questioning, reflection, and feedback. Pupils practise both spoken and written language, while also developing reading and listening skills. Regular vocabulary and grammar practice aids comprehension and language manipulation. Diverse activities and resources, including games, songs, and videos, enhance enjoyment and motivation. The curriculum ensures repeated exposure to key themes across stages.

## HOW WILL HOMEWORK BE ASSIGNED?

Pupils will be set a weekly vocabulary learning task and a reading or writing consolidation task related to the topic or grammar studied in class.

In addition to the work set pupils are encouraged to extend and refresh vocabulary on a daily basis by visiting one of the websites mentioned above or by watching German television, listening to German radio or watching short videos in German online. It is a good idea to try and practise ten minutes of German a day, little and often is the key to success.

## WHAT RESOURCES WILL BE USED?

Each pupil will be issued with the 'Stimmt' AQA GCSE German textbook and a dedicated vocabulary book. Written work will be done on chromebooks and in exercise books which pupils are expected to bring to all lessons and in which they should keep worksheets and documents in a neat and organised fashion.

## HOW DO WE MEASURE PROGRESS?

Progress will be monitored through homework, regular vocabulary and grammar tests and more extensive end of unit tests which will cover the four skill areas.

## **HOW CAN PARENTS HELP?**

Parents can support learning in German by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, testing or going through the list of words.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Annette Denton - [ahd@clairescourt.net](mailto:ahd@clairescourt.net)

# Modern Foreign Languages: Spanish

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Exam board: AQA

Specification code: 8692

## **COURSE STRUCTURE**

The course is examined at the end of two years in the four skill areas of listening, speaking, reading and writing. GCSE Spanish has a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9), and all four skills must be taken at the same tier in the same series.

## **ASSESSMENT OBJECTIVES (AOS)**

- AO1: understand and respond to spoken language in speaking and in writing
- AO2: understand and respond to written language in speaking and in writing
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<b>The Spanish-speaking World</b> <ul style="list-style-type: none"><li>• Spanish-speaking celebrities</li><li>• Talking about life online</li><li>• Talking about holiday destinations in Spain and Latin America</li><li>• Regular and irregular verbs in the present tense</li><li>• Possessive adjectives</li><li>• Regular and irregular verbs in the present tense</li><li>• Near future</li><li>• The preterite tense</li></ul>
<b>Spring term 2025</b>	<b>People and lifestyle</b> <ul style="list-style-type: none"><li>• Talking about socialising and family</li><li>• Talking about days that went wrong</li><li>• Discussing fitness and wellbeing</li><li>• Direct object pronouns</li><li>• The preterite and the imperfect tenses</li><li>• Using the present continuous to describe a picture</li></ul>
<b>Summer term 2025</b>	<b>School life and the world of work</b> <ul style="list-style-type: none"><li>• Learn about schools in Spain</li><li>• Talk about your ideal school</li><li>• Describing a school trip in the past</li><li>• The conditional tense</li><li>• Using a range of past tenses</li></ul>

## **HOW WILL PUPILS LEARN?**



Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much Spanish as possible in class in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home.

## **MASTERY**

To master a language, teachers use various methods. Pupils engage by making connections, exploring new cultures, and embracing curiosity and resilience. We create an environment where mistakes are valued and learning is relatable. Teachers prompt understanding through questioning, reflection, and feedback. Pupils practise both spoken and written language, while also developing reading and listening skills. Regular vocabulary and grammar practice aids comprehension and language manipulation. Diverse activities and resources, including games, songs, and videos, enhance enjoyment and motivation. The curriculum ensures repeated exposure to key themes across stages.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set every week and will often take the form of vocabulary learning and/or comprehension or consolidation exercises related to the topic or grammar studied in class.

## **WHAT RESOURCES WILL BE USED?**

Every pupil will receive the 'AQA GCSE Spanish' textbook. Additionally, they will receive a vocabulary book to note down new words. It's expected that pupils bring all books to every lesson and keep any worksheets neatly filed. Pupils will also have access to the digital course content via ActiveLearn, which complements the course book.

## **HOW DO WE MEASURE PROGRESS?**

Progress will be monitored through homework, regular vocabulary and grammar tests and more extensive end of unit tests or mock exams which will cover the four skill areas.

## **HOW CAN PARENTS HELP?**

Parents can support their child's learning in Spanish by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, regular quizzing.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Eva Urzaiz - [emu@clairescourt.net](mailto:emu@clairescourt.net)

# Music

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Exam board: AQA

Specification code: 8271

## **COURSE STRUCTURE**

- Component one: Understanding music - the exam is a one and half hour listening paper (*worth 40% of the final mark*)
- Component two: Performing music - one solo and one ensemble piece is prepared either live or via production (*worth 30% of the final mark*)
- Component three: Composing music - composition one, composition to a brief, and composition two, free composition.

## **ASSESSMENT OBJECTIVES (AOS)**

- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how these inform the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds;
- Develop awareness of music technologies and their use in the creation and presentation of music.

Music is all around us, we listen to it at all times of the day for many different purposes, it influences our moods and emotions but do we really hear it? Studying Music teaches us how to understand what we hear, to be able to describe and articulate the component parts and engage with it more as a result.

Studying GCSE Music will allow pupils to develop their skills and knowledge in the three areas of listening, composing and performing. A GCSE in Music can lead to further study in both Music and Music Technology as well as developing many transferable skills such as collaboration, confidence and resilience.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<p><b>Autumn term 2024</b></p>	<p><b>Component one: Understanding music</b>  Western Classical Tradition: 1650-1910. Pupils will study a range of music from the genre, learning key words, musical terminology, and applying active listening skills to identify stylistic application of elements within music of this genre.  Popular Music: Pupils will study a range of music from the genre, learning key words, musical terminology, and applying active listening skills to identify stylistic application of elements within music of this genre.</p> <p><b>Component two: Performance</b>  Lessons will continue on the chosen instrument/voice. If completing performance via production, pupils will begin to learn about more detailed technological skills using relevant software and audio recording techniques.</p> <p><b>Component three: Composition</b>  A series of individual and group projects will be undertaken, exploring different styles and ways of approaching the process of composition.</p>
<p><b>Spring term 2025</b></p>	<p><b>Component one: Understanding music</b>  Traditional Music: Pupils will study a range of music from the genre, learning key words and musical terminology, and applying active listening skills to identify stylistic application of elements within music of this genre.</p> <p><b>Component two: Performance</b>  Lessons will continue on the chosen instrument/voice. If completing a performance by production, pupils will start work on their ensemble production piece.</p> <p><b>Component three: Composition</b>  Work will begin on the first composition proper; a free composition, based around a student's own musical interests.</p>
<p><b>Summer term 2025</b></p>	<p><b>Component one: Listening and appraising</b>  Set Works: Pupils will study the two set works associated with chosen AoS.</p> <p><b>Component two: Performance</b>  Lessons will continue on the chosen instrument/voice. If completing a performance by production, pupils will continue work on their ensemble production piece.</p> <p><b>Component three: Composition</b>  Pupils will continue to work on their first composition.</p>

### HOW WILL PUPILS LEARN?

There are two lessons per week. One lesson each week will focus on the listening paper (component 1); the other on composition (component 3).

The listening paper comprises two parts; short-answer questions on a series of 'unknown' pieces are posed in section A (68 marks), while questions relating to two set works are answered in section B (28 marks). Lessons relating to this component will cover relevant aspects of music theory (which is then applied in context) and analysis of the set works.

In composition lessons, led by use of the medium in which they are most comfortable (own/classroom instruments, notational/sequencing software or elements in combination), pupils will work to compile a series of 'sketchbook' compositions based either on exploration of a certain genre or technical focus. Linking with aspects of component 1, this work is supported by research and analysis of exemplars from the musical canon.

## **MASTERY**

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claire's Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and endless opportunities for peer- and individually-led learning and appraisal.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Consisting of learning key vocabulary, answering questions based on musical examples and preparing solo and group items for the performance module, homework will be assigned once per week. It is also expected that pupils research and prepare ideas for their compositions at home and bring these notes to the lessons. This is vital to support the most effective learning dialogue in a 'flipped' classroom, where feedback and responsive teaching are key.

## **WHAT RESOURCES WILL BE USED?**

Led by the use of MIDI keyboards or other instruments as appropriate, pupils will often use computers running either Sibelius or Logic Pro software to work on their compositions. Other wide-ranging softwares such as Focus on Sound Pro and Auralia/Musition are often used to address theoretical content and promote development of active listening and aural skills.

## **HOW DO WE MEASURE PROGRESS?**

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for pupils to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an informed and ever-evolving self-awareness of 'what went well' and 'even better if'.

## **HOW CAN PARENTS HELP?**

Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision. We ask that parents actively encourage their son to participate in ensemble musical activity, to be aware of homework deadlines, and to

become familiar with music from the 'Recommended Listening' lists shared at the commencement of the course.

Exposure to live music is also encouraged by attending and performing in concerts, either locally or in London; in short, taking advantage of every experiential opportunity for further musical enrichment!

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Nicholas Wolstencroft (Head of Music, Senior Boys) - [niw@clairescourt.net](mailto:niw@clairescourt.net)

Mr Dan Gravett (Head of Music, Senior Girls) - [dng@clairescourt.net](mailto:dng@clairescourt.net)

# Personal, Social, Health and Economic Education (PSHEE)

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Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 7:

- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

Claire's Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>AUTUMN TERM 2024</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>• Is managing my online and offline world within my control?</li></ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"><li>• Does difference result in inequality?</li></ul>
<b>LENT TERM 2025</b>	<b>Careers - Unifrog</b> <ul style="list-style-type: none"><li>• How do I research possible work experience placements? What are CVs and covering letters? What makes a great team player?</li></ul> <b>Healthy Me</b> <ul style="list-style-type: none"><li>• When it comes to health, to what extent am I in control?</li></ul>
<b>SUMMER TERM 2025</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>• Is love all you need?</li></ul> <b>Changing Me</b> <ul style="list-style-type: none"><li>• Can all changes be positive in some way?</li></ul>

### Working with Boys

Working with Boys is a programme designed to promote a culture of 'Gentle Masculinity' among the boys. It is designed to support boys in being the best that they can be and create a culture of mutual respect in school.

A core component of the programme is an understanding of 'Mutual Respect'. This is fundamental as we encourage boys to respect everyone they interact with, including their peers, teachers and, for boys, females. This links in to understanding the dangers of misogyny and why it cannot be accepted in school or society. Y7, 8 & 9 work on the 'Man Box', investigating toxic masculinity. This was initially championed with workshops led by Matt Pinkett.

[The Man Box - Redefining Masculinity at CC](#)

Further work has been developed with the campaign of 'Come off it, mate', allowing boys to have the courage to call out their peers if they witness unacceptable behaviour, notably disrespect of misogynistic behaviour.

[Come off it, Mate](#)

### **HOW WILL PUPILS LEARN?**

Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

The programme expects pupil engagement and takes an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

### **HOW WILL HOMEWORK BE ASSIGNED?**

No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

### **WHAT RESOURCES WILL BE USED?**

- Presentations, worksheets and videos will be used by the form tutor
- External speakers are also invited in to support some of the topics covered.

### **HOW DO WE MEASURE PROGRESS?**

Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

### **HOW CAN PARENTS HELP?**

Please read the Jigsaw ['A brief guide'](#) leaflet

Please take time to discuss social, political and other issues in the news. Encourage your child to use a variety of media to make themselves aware of the issues in the world such as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your child to take part in events you are helping to foster loyalty and respect among the pupils in their school. You would also be supporting the school's sense of community.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Your child's form tutor is the first point of contact

Head of Year 10 @ CCSG: TBC

Head of Year 10 @ CCSB: Mr Steve Young - [spy@clairescourt.net](mailto:spy@clairescourt.net)



# Physical Education (PE)

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Exam board: OCR

Specification code: J587

## **COURSE STRUCTURE**

The PE course is a 60% theoretical and 40% practical performance/analysing and evaluating performance split and is set up as follows:

## **COURSE CONTENT**

### **Physical factors affecting performance**

*(One hour theoretical paper worth 30%)*

- Applied anatomy and physiology
- Physical training.

### **Socio-cultural issues and sports psychology**

*(One hour theoretical paper worth 30%)*

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

### **Performance in Physical Education**

*(Non-examined assessment/coursework 40%).*

- Practical activity assessment (30%)
- Analysing and evaluating performance. (10%)

## **ASSESSMENT OBJECTIVES (AOS)**

Pupils will:

- Demonstrate and apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport
- Demonstrate and apply relevant skills and techniques in physical activity and sport
- Analyse and evaluate performance.

Pupils must show performances in three activities taken from the two approved lists:

- One from the 'individual' list
- One from the 'team' list
- One other from either list.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn Term 2024</b>	<ul style="list-style-type: none"><li>• The structure and function of the skeletal system</li><li>• The structure and function of the muscular system</li><li>• Movement analysis</li></ul>	<ul style="list-style-type: none"><li>• Health, fitness and well-being</li><li>• Sports psychology</li></ul>
<b>Spring Term 2025</b>	<ul style="list-style-type: none"><li>• Applying the principles of training</li></ul>	<ul style="list-style-type: none"><li>• Sports psychology</li><li>• Engagement patterns of different social groups in</li></ul>

	<ul style="list-style-type: none"> <li>• Preventing injury in physical activity and training</li> </ul>	physical activities and sports
<b>Summer Term 2025</b>	<ul style="list-style-type: none"> <li>• Revision for Mock</li> <li>• Analysing and Evaluating Performance (Non-examined assessment)</li> </ul>	

### **HOW WILL PUPILS LEARN?**

Pupils will have two theory lessons alongside the games lessons per week. During the theory lessons we will study PE in an academic setting, allowing us to critically analyse and evaluate physical performance and apply experience of practical activities in developing knowledge and understanding of the subject. The practical sessions (games) will allow learners to explore a range of activities in the role of performer, including both team and individual activities. Pupils will also analyse and evaluate performance in a chosen activity as part of their non-examined assessment (NEA).

### **MASTERY**

Physical Education will aim to ensure that all pupils have mastered key concepts before moving on to the next topic. This is through regular topic testing and practical assessments. The GCSE curriculum has carefully sequenced topics so that pupils gradually build on foundational knowledge. Time allocated to GCSE PE means that teachers have flexibility to spend as much time as they need on any particular topic.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week or once every two weeks to help reinforce or expand on theory topics taught during the week. Practical performance is also an important requirement of the course and it is necessary to hone one's skills to the highest realistic level through attendance at the specific extra-curricular activities.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be given two GCSE textbooks 'OCR GCSE Physical Education' by Matthew Hunter and 'My Revision Notes OCR GCSE 9(-1) PE', second edition by Sarah Powell which are OCR GCSE endorsed textbooks. Each pupil will also be given plenty of worksheets and resources to complete during both theory and practical lessons.

There will be revision aids to help prepare for examinations and pupils will be given access to online resources to help consolidate learning.

### **HOW DO WE MEASURE PROGRESS?**

There are two examinations, one hour each, at the end of Year 11. Each pupil will take 'end of unit' tests to assess progress and will do many exam practice questions throughout the course. All grades given will be judged using the OCR grade descriptors.

### **HOW CAN PARENTS HELP?**

It would be advisable for parents to become familiar with the structure of the course as they will find it easier to monitor their progress. As the course is 40% practical, it is essential that pupils take regular part in extra-curricular teams and practices run at school as well as clubs externally. Pupils need as much practice as possible over the course of the two years in order to gain the most marks possible. It is recommended

that your child participates in school sports squads (A team standard) where possible, or external clubs if their chosen sport is not offered on the curriculum. Please be aware that for 'offsite' activities and sports which are not conducted in school, parents will be required to support the collation of practical evidence in the form of video recordings.

**FOR FURTHER INFORMATION PLEASE  
CONTACT:**

Mrs Niomi Lee [nil@clairescourt.net](mailto:nil@clairescourt.net)

Mr James Hammerton [jmh@clairescourt.net](mailto:jmh@clairescourt.net)

# Religious Studies

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Exam board: AQA A  
Specification code: 8062

## COURSE STRUCTURE

This is a two year course which is entirely assessed via two exams taken at the end of Year 11. Year 10 will see pupils study the beliefs and practices of both Christianity and Islam, which is assessed in the first exam. Year 11 allows pupils to study four ethical and philosophical topics which are assessed in the second exam.

## ASSESSMENT OBJECTIVES (AOS)

AO1: Demonstrate knowledge and understanding of religion and beliefs including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2024</b>	<b>Islam: Beliefs and practices</b> We will investigate the key beliefs of Islam and how they affect the lives of Muslims all around the world. Topics such as the nature of Allah, the Qur'an, differences between Sunni and Shi'a Muslims will be studied as well as Jihad and the Five Pillars of Islam. Pupils will use this knowledge to compare and contrast with their own views and those of other faiths.
<b>Spring term 2025</b>	<b>Christianity: Beliefs and practices</b> We will investigate the key beliefs of Christianity and how they affect Christians around the world. Topics such as the Trinity, evil and suffering and the life of Jesus will be studied along with the sacraments, wealth and poverty and evangelism. Pupils will use this knowledge to compare and contrast with their personal views and those of other faiths.
<b>Summer term 2025</b>	After a practice examination on the two faiths studied, pupils will begin work on the ethical and philosophical units of study. They will begin with: <b>Theme A - Relationships and family</b> This will see pupils investigate two main topics: <ul style="list-style-type: none"><li>• Sex, marriage and divorce</li><li>• Families and gender equality.</li></ul>

## HOW WILL PUPILS LEARN?

The GCSE course covers religion and ethics. Pupils do not have to be religious to study this course. The ethical, moral and philosophical questions that are raised

will be studied from several angles: religious; secular; and political. Each pupil is encouraged to develop skills of reflection and critical enquiry.

The aim of the course is to allow our pupils to develop their own views and ideas from whatever background they come from whilst coming to a better understanding of other views and beliefs. In order to do this well, pupils are required to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence they are guided to become enquirers. Much of the work is done in groups or pairs, and several pieces of work are completed collaboratively. Pupils are required to communicate their findings and views through group work, discussion and in presentations. Problem-solving takes place in a number of ways, for example when they apply knowledge of a religious view and work out how that group might respond to an ethical quandary.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils have two lessons of 60 minutes each week. Homework is given out once per week and will take the form of research, revision or exam practice from the lesson that day. Often that homework will be assigned on Google Classroom.

### **WHAT RESOURCES WILL BE USED?**

Pupils work in folders, with stimulus sheets given out during lessons to provide support. There are several textbooks for the course, which will be used in class and for homework tasks.

### **Mastery**

Religious Studies equips pupils with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

### **HOW DO WE MEASURE PROGRESS?**

Any grades given in Year 10 do not count towards the final GCSE grade, which is awarded after completing two exams at the end of Year 11. However, in order to monitor progress, each pupil will complete four end of unit tests which will take the form of exam style questions and a full paper at the end of the year. Marks for each assessment and attitude to learning will be entered into the mark sheets contained at the back of the pupil's folder which parents will be able to see. There is also an assessment grid at the back of each folder which explains what each grade means and gives guidance on how to move up a grade.

### **HOW CAN PARENTS HELP?**

The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support their daughter by discussing global events around the dinner table, questions such as "What do you think about...?"; "What are your views on...?" are just the sort of questions that allow you to develop both oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Mandy Davis - [mcd@clairescourt.net](mailto:mcd@clairescourt.net)

Mr Richard Hogg - [rih@clairescourt.net](mailto:rih@clairescourt.net)

# Science

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Pupils will study either GCSE Combined Science or GCSE Biology, GCSE Chemistry and GCSE Physics.

Exam board: Edexcel

Specification codes: 1SC0/1BIO,1CH0, 1PH0.

## **COURSE STRUCTURE**

There are two routes available. The separate Science route leads to three GCSEs in the individual Science disciplines of Biology, Chemistry and Physics. Each subject can be taken at the higher tier. The combined Science route leads as two GCSEs which comprise all three disciplines and can also be taken at either the higher or foundation tier; however, all three subjects must be taken at the same tier. The final decision on which route pupils follow is made in the Lent term of year 10.

For both routes, there will be two examinations in each of the Science disciplines at the end of Year 11. These will include questions based on a number of core practical investigations that will be completed during the course. The A level requirement of a grade 7 or above remains irrespective of whether this is obtained through the separate Science route or the combined Science route.

## **ASSESSMENT OBJECTIVES (AOS)**

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures - 40%
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures - 40%
- AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures - 20%.

## **WHAT WILL PUPILS STUDY AND LEARN?**

<b>Autumn term 2024</b>	<p><b>Biology</b></p> <ul style="list-style-type: none"><li>• Separate Science – genetic modification, genes in agriculture and medicine, plant structures and their functions, photosynthesis, transport in plants, plant hormones</li><li>• Combined Science - genes in agriculture and medicine, plant structures and their functions, photosynthesis, transport in plants</li></ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"><li>• Separate Science - electrolytic processes, obtaining and using metals, and transition metals, alloys and corrosion.</li><li>• Combined Science - electrolytic processes, obtaining and using metals and groups in the periodic table.</li></ul> <p><b>Physics</b></p> <ul style="list-style-type: none"><li>• Separate Science - radioactivity and atomic models</li></ul>
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	<ul style="list-style-type: none"> <li>• Combined Science – radioactivity and atomic models.</li> </ul>
<p><b>Spring term 2025</b></p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Separate Science – health, disease and the development of medicines, virus life cycles, antibiotics, DNA</li> <li>• Combined Science – health, disease and the development of medicines, DNA</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Separate Science - groups in the periodic table, heat energy changes in chemical reactions, and rates of reaction.</li> </ul>



	<ul style="list-style-type: none"> <li>• Combined Science - heat energy changes in chemical reactions and rates of reaction.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Separate Science - electric circuits, current, charge, resistance and power, electrical safety and static electricity.</li> <li>• Combined Science - electric circuits, current, charge, resistance and power, and electrical safety.</li> </ul>
<p><b>Summer term 2025</b></p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Separate Science – protein synthesis, genetic variation and inheritance</li> <li>• Combined Science – genetic variation and inheritance</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Separate Science - reversible reactions and dynamic equilibrium, calculations involving masses, and chemical cells and fuels cells.</li> <li>• Combined Science - calculations involving masses.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Separate Science – light and hearing, static electricity, magnetism and electromagnetic induction</li> <li>• Combined Science - magnetism and the motor effect/electromagnetic induction.</li> </ul>

## **HOW WILL PUPILS LEARN?**

All of the learning in GCSE is structured around investigation which will vary in nature. This could be a practical investigation which pupils will have to research, plan and execute. It could be a collaborative presentation, poster or model which groups create and present to peers after researching a topic. We encourage debate and discussion where more controversial topics are being addressed. Peer teaching forms a large part of our teaching approach as we would like our pupils to develop into independent and confident young scientists who have competent research skills.

Chromebooks in the laboratory will be provided to give opportunity for research in order to inform the above mentioned learning experiences. We also afford each pupil the opportunity to keep abreast of exciting scientific developments ensuring that we look after the scientists of tomorrow.

## **Mastery**

Pupils will continue to consolidate previous knowledge from Year 9 through regular integration of past paper questions. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Chemical Changes, Forces and Fields and The Building Blocks of Life. Regular formative assessments are embedded to identify areas for support in learning.

## **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one piece of homework set in each of the three Sciences each week following the double lesson. This will be varied in nature and will be aimed at further consolidation and/or further development of taught topics.

## **WHAT RESOURCES WILL BE USED?**

We will use a course specific textbook and revision guide along with Chromebooks. Our learning platform can be found on the Edexcel online ActiveLearn Digital Service which affords pupils the opportunity to revise independently throughout the year. All links to examination boards, teaching resources and homework can be accessed via the Claires Court 'hub'. Lessons will take place in Science laboratories with appropriate scientific equipment. What pupils need to provide are a pen, a pencil, a rubber, a ruler, a calculator and a glue stick.

## **HOW DO WE MEASURE PROGRESS?**

Investigative activities will be qualitatively assessed; at times this will take the form of groups presenting their findings using various Google applications. Quantitative assessment takes place in various ways. Exercise books are marked every two weeks. Progress is monitored by use of homework assignments and common tasks. Pupils will complete at least two common tasks in each Science as well as smaller formative assessments throughout the year. A summer examination will allow us to assess the progress each pupil has made through the year. Pupils are carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent will be made as soon as the teacher feels insufficient progress is being made.

## **HOW CAN PARENTS HELP?**

Parents can support learning by insisting on well organised notes and a quiet work space at home, as well as monitoring revision programs. Taking an interest in topics they are studying will allow them to consolidate what they are learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options as well. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Helen Williams - [haw@clairescourt.net](mailto:haw@clairescourt.net)

Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)

## Study Skills

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The aim of the Study Skills is to enable our pupils to find out how to study and learn efficiently and effectively. Study skills are an important set of transferable life skills.

Key points about study skills:

Will enable a pupil to develop their **own personal approach** to study and learning in a way that meets their own individual needs. As you develop your study skills you will discover what works for you, and what doesn't.

Study skills are **not subject specific** - they are generic and can be used when studying any subject area.

You need to **practice and develop your study skills**. This will increase your awareness of how you study and you'll become more confident. Once mastered, study skills will be beneficial throughout your life.

**Study skills are transferable** - you will take them with you beyond your education into new contexts. For example, organisational skills, time management, prioritising, learning how to analyse, problem solving, and the self-discipline that is required to remain motivated. These are the types of skills employers look for.

**Year 10:**

## **WHAT WILL PUPILS STUDY AND LEARN?**

### **The Learning Strategies**

**-The Learning Strategies and how they help us to learn**  
**-How to use the learning strategies to make your revision more effective**

- Retrieval Practice
- Spaced Practice

### **The six revision techniques:**

- FlashCards
- Mind maps
- Blank sheet recall
- Converting text to pictures
- Cover. write, check
- Cornell notes

### **Preparing for summer examinations**

- Planning revision
- Producing and keeping a revision grid
- Dealing with exam anxiety

### **Command Words:**

- What is a command word?
- The top 25 examination board command words
- How are command words used in examinations?
- Identify and understand the command words in examination questions.

### **Post examination reflection**

- Scaffold framework to reflect on each subject examination outcomes
- WWW, EBI.....

## **HOW WILL PUPILS LEARN?**

Pupils will attend lessons throughout the academic year and learn through practical tasks, collaborative and independent activities, discussions and worked examples.

## **MASTERY**

Independent learners require a mastery of study through discussion, modelling and practice. Pupils will learn the key skills to be confident and discriminatory learners who can effectively navigate and implement study skills to suit their individual requirements . Pupils will also become experts learning about how they learn by encouraging self-evaluation and reflection both in the study skill techniques they use and subsequent internal and external assessments.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be taught study skills techniques and learn what methods are the most effective for them to use across the curriculum.

## **HOW DO WE MEASURE PROGRESS?**

Progress is monitored through the completion of study skills tasks and tracking of their internal and external assessments.

## **HOW CAN PARENTS HELP?**

Please help your child to make the time to reflect and learn how they learn. Please encourage them to talk about the study skill methods that best support their learning and acquisition of knowledge. Please get involved in helping them to learn actively by asking them how they are revising, going over any resources they have made with them, encouraging them to get organised, plan and timetable for assessments and by testing them.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

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Mrs Louise Thomas [ljt@clairescourt.net](mailto:ljt@clairescourt.net)



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\*this booklet is correct at the time of going to print and details may be subject to change  
08/24