

Gosfield School

Curriculum Outline

Subject: GCSE Art

Year: 10

General Information: GCSE: Edexcel Art and Design Unendorsed: Code 1AD0

The structure of the year is to enable all students access to a broad and balanced curriculum for Art, allowing them to develop their skills and focus on new techniques. The development of their understanding of other artists/designers work forms an integral part of the course.

The exam board has four attainment objectives in the structure of the course and students must address these through their portfolio and their practical outcomes.

First Half Term Topic <u>Natural Form</u> • Research topic • Primary resources • Formal Elements • Artist research • Photography Students are introduced to the course, the assessment objectives and calendar of events and deadlines. Assessment: Sketchbook work	Second Half Term Topics <u>Natural Form</u> • Ink • Painting • Mixed Media • Artist research • Ceramics Students will extend their skills in a variety of media and develop their sketchbook with research and annotation of other artists' work. Assessment: Outcome	Third Half Term Topics <u>Surfaces</u> • Research topic • Creating surface • Pattern • Artists and Designers • Trip to gather primary research Work on refining their ideas and developing responses to a high standard, producing individual pieces. Assessment: sketchbook work
Fourth Half Term Topics <u>Surfaces</u> • Research topic • Research Artists • Primary source material • Drawing Students will develop their work with new visual imagery and the inspiration from artists and designers. Assessment: Outcome	Fifth Half Term Topic Topics <u>Surfaces</u> • Develop ideas • Experiment with processes to refine designs. • Develop artists' research Development of drawings, sketches, and small studies will be the focus of this term. Assessment: Outcome	Sixth Half Term Topics <u>Structures</u> • Research topic • Research Artists • Primary source material • Drawing They must experiment and refine the level of skill to produce outcomes to a high standard. Assessment: sketchbook work

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Curriculum Outline

Subject: AQA GCSE Science: BIOLOGY

Year: 10 Triple & Trilogy

General Information: Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

(You'll find all the content of Combined Science: Trilogy, including the 21 required practicals, in the separate sciences. This means that this specification is fully co-teachable with the separate GCSE sciences).

Autumn Term

- ❖ Organisation & the Digestive System
 - Tissues & Organs
 - The Human Digestive System
 - Catalysts & Enzymes
 - Factors affecting Enzyme Action
 - How the digestive system works
 - Making Digestion efficient.
- ❖ Organising Animals & Plants
 - The Blood
 - The Blood Vessels
 - The Heart
 - Breathing & Gas Exchange
 - Tissues & Organs in Plants
 - Transport Systems in Plants
 - Evaporation & Transpiration

Spring Term

- ❖ Communicable Diseases
 - Health & Disease
 - Pathogens & Disease
 - Preventing Bacterial Growth (Triple)
 - Preventing infections
 - Viral diseases
 - Bacterial Diseases
 - Diseases caused by Fungi & Protists
 - Human defense responses
 - Plant Diseases (Triple)
 - Plant defense responses (Triple)
- ❖ Preventing & Treating Disease
 - Vaccination
 - Antibiotics & Painkillers
 - Developing Drugs
 - Monoclonal Antibodies (Triple)
- ❖ Non-communicable Disease
 - Cancer
 - Smoking
 - Diet, Exercise & Disease
 - Alcohols & other Carcinogens

Summer Term

- ❖ Photosynthesis
 - Photosynthesis
 - The Rate of Photosynthesis
 - Using Glucose
 - Efficient Photosynthesis
- ❖ Respiration
 - Aerobic Respiration
 - The Response to Exercise
 - Anaerobic Respiration
 - Metabolism & the Liver



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Curriculum Outline

Subject: GCSE Business

Year: 10

General Information: Students will be learning the Edexcel examination course (1BS0). There are two written examinations which will be taken at the end of Year 11: Theme 1 Investigating a Small Business and Theme 2 Building a Business. Both papers are 1 hour 45 minutes long, 90 marks and are worth 50% of the qualification each. Both papers are divided into three sections and consist of calculations, multiple-choice, short-answer and extended-writing questions.

During Year 10 students will learn the material and develop the required skills for Theme 1. This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

During Year 11 students will learn the material and develop the required skills for Theme 2. This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Autumn Term 1 Theme 1: Investigating small business • Topic 1.1: Enterprise and entrepreneurship	Autumn Term 2 Theme 1: Investigating small business • Topic 1.2: Spotting a business opportunity	Spring Term 1 Theme 1: Investigating small business • Topic 1.3: Putting a business idea into practice
Spring Term 2 Theme 1: Investigating small business • Topic 1.4: Making the business effective	Summer Term 1 Theme 1: Investigating small business • Topic 1.5: Understanding external influences on business	Summer Term 2 Theme 2: Building a Business • Topic 2.1: Growing the business



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Curriculum Outline

Subject: Spanish

Year: 10

General Information: Year 10 and Year 11 follow the Pearson Edexcel GCSE course. All skills are integral to each lesson (listening, speaking, reading, writing). Teachers and students use the target language as much as possible as the means of communication during lessons.

Autumn Term 1 <u>1: ¡Diviértete!</u> Content: Digital life, sports and free time, going out at the weekend, describing a day that went wrong. Grammar: present tense regular and irregular verbs, opinion verbs and expressions, the near future, the preterite, direct object pronouns	Autumn Term 2 <u>2: Viajes</u> Content: travel plans, festivals, what you did on holiday, accommodation Grammar: conditional, present, comparative and superlative, "if" clauses, imperfect tense	Spring Term 1 <u>3: Mi gente, mi mundo</u> Content: family, people you admire Grammar: present continuous, ser and estar, adjectives, personal "a"
Spring Term 2 <u>3: Mi gente, mi mundo</u> Content: friendships and relationships, personal identity and values, problems and advice Grammar: reflexive	Summer Term 1 <u>4: Mi estilo de vida</u> Content: healthy daily routines, food and mealtimes, old and new habits, illness and injury Grammar: reflexive verbs, comparatives	Summer Term 2 <u>4: Mi estilo de vida</u> Content: complete the topic End of module assessments Examination skills

verbs, para + infinitive, conditional		
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Curriculum Outline 2025

Subject: GCSE Food Preparation and Nutrition

Year: 10

General Information:

The specification followed is the AQA GCSE Food (Specification 8585).

The Food Preparation and Nutrition GCSE focuses on the knowledge, understanding and skills required to cook and application of the principles of food science, nutrition and healthy eating.

The majority of the course is delivered through preparation and making activities. Pupils must make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped: Food, nutrition and health, Food Science, Food Safety, Food Choice and Food Provenance.

The GCSE will be examined in a 1 hour 45 minute written exam at the end of Year 11 worth 100 marks and 50% of the GCSE. It will also be assessed on two Non-exam assessments (NEAs). The first task is a Food Investigation worth 30 marks and the second is a Food Preparation assessment worth 70 marks. NEA 1 is assessed through a written or electronic report (1500-2000 words) including photographic evidence of the practical investigation. NEA 2 is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

First Half Term Topics	Second Half Term Topics	Third Half Term Topics
3.2 FOOD, NUTRITION AND HEALTH – 3.2.1 Macronutrients 3.2.2 Micronutrients & water Skill for NEA - Nutritional analysis – diet and recipe	3.2 FOOD, NUTRITION AND HEALTH – 3.2.3 Nutritional needs and health 3.4 FOOD SAFETY – 3.4.1 Food spoilage and contamination	3.4 FOOD SAFETY – 3.4.2 Principles of food safety 3.6 FOOD PROVENANCE 3.6.1 Environmental impact and sustainability of food
Fourth Half Term Topics	Fifth Half Term Topic Topics	Sixth Half Term Topics
3.6 FOOD PROVENANCE 3.6.2 Food production and processing	3.3 FOOD SCIENCE 3.3.1 Cooking of food and heat transfer 3.3.2 Functional and chemical properties of food	3.5 FOOD CHOICE 3.5.1 Factors affecting food choice 3.5.2 British and International cuisine 3.5.3 Sensory evaluations 3.5.4 Food labeling and marketing NEA 1 & 2 PRACTISE NEA skill – sensory analysis Practice Food Science Investigation



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Curriculum Outline

Subject: Dance

Year 10

A Level 2 Dance Award is Dance is offered as a co-curricular to.

General Information:

Dance Aims to:

- Help students to develop into rounded individuals who are confident, creative, cooperative, collaborative and considerate.
- Develop students' ability to work creatively and express themselves through dance.
- Train and develop students' performance skills in relation to a wide range of dance styles.
- Help students to consider the elements of different dance styles
- Promote a passion and interest in the Performing Arts.

Assessment will combine self, peer and teacher input.

Rotation Unit 1

Street Dance

- Health & Safety
- Social culture, background and context
- elements of style: moving and grooving, use of character, originality, intention, creativity, and social interaction
- unison, canon, formation, repetition, levels, direction, mirror, dynamics.
- Interpretive skills e.g. timing, focus, fluency, musicality, projection, energy, expression, quality, and emphasis.

Rotation Unit 2

Musical Theatre

- Conventions of MT dance
- Ensemble choreography
- Appreciation of professional works
- Refinement of technique
- Storytelling through dance

Characterisation through dance

Optional Block Unit 3

Dance from a Stimulus

- Set choreography
- Responding to a musical stimulus
- Independent/small group choreography
- Choreographic devices: Unison, Canon, Motif

Optional Block Unit 4

Exploration of Dance Styles through History (Workshops) eg:

- Charleston
- Disco
- Old Skool Musicals
- Dance from different cultures

Optional Block Unit 5

Choreography Challenge

- Principles of Choreography
- Application of chosen style



Gosfield School

Curriculum Outline

Subject: Drama

Year: 10

General Information

GCSE Drama follows the Eduqas syllabus, consisting of three Components which are all formally assessed in Year 11. Component 1 is Devised Drama. Students work in groups to create an original piece of theatre in a chosen genre/style. This piece must be developed from a choice of stimuli given by the exam board. This is a controlled assessment, comprised of a performance, Portfolio of work and written evaluation of the final performance.

Component 2 is a scripted practical examination. Students work in groups to rehearse 2 extracts from a play, which is examined by a Visiting Examiner.

Component 3 is the written exam. There are two sections: Section A studies a set text, with questions about acting, directing and design choices the student may make about a production of the set text. Section B is an evaluation question based on a piece of live theatre the students will see during the course.

Assessment

Assessment in Year 10 is teacher assessment, preparing students for the final assessments in Year 11. Mock assessments for all three Components take place throughout Year 10. Students can be assessed for Components 1 and 2 in either acting or theatre design (costume, set, lighting or sound design). Component 1 is worth 40%, Component 2 is worth 20% and Component 3 is worth 40% of the final GCSE.

Drama Aims to:

- Help students to develop into rounded individuals who are confident, creative, cooperative, collaborative and considerate.
- Develop their ability to work well as a team through the process of making theatre and giving constructive evaluation feedback to others.
- Train and develop students' performance skills in relation to a wide range of theatrical styles and genres
- Help students to consider the elements integral to creating effective Theatre especially the key dramatic techniques.
- Promote a passion and interest in the Performing Arts.

Autumn 1

- **Introduction to C1 Devising Theatre:** the devising process, working with stimuli, introduction to Portfolio
- **Theatre exploration:** Stage Types & Set Design, Props

Assessment: Non-graded C1 style Baseline assessment

Autumn 2

- **C1 Devising & collaboration:** Mock C1 project (minus specific practitioner/style)
 - **C3 Section B: Live Theatre Evaluation:** National Theatre production Acting Focus
 - **Theatre exploration:** Lighting & Costume Design
- Assessment: Mock C1 performance**

Spring 1

- **C1 Genre Study:** Physical Theatre
- **C1 Practitioner Study:** Katie Mitchell
- **C3 Section B: Live Theatre Evaluation:** National Theatre production Design Focus
- **C3 Section A:** Comprehension of set text

Assessment: Physical Theatre OR Katie Mitchell Practical, Portfolio and Evaluation

Spring 2

- **C1 Practitioner Study:** Brecht & Epic Theatre
- **C3 Section B:** exam technique developing written technique
- **C3 Section A:** Practical Exploration of set text

**Assessment: Brecht Practical, Portfolio and Evaluation
C3 Section A/B practice**

Summer 1

- **C2 Performing from a Text:** rehearsal techniques (Stanislavski & naturalism)
- **C3 Section A:** Set text Practical Exploration and exam practice
- **C3 Section B: Live Theatre Evaluation:** National Theatre production exam practice

Summer 2

- **C3 Section A:** Set text Practical Exploration and exam practice
- **C3 Section B: Live Theatre Evaluation:** National Theatre production exam practice
- **C2 Performing from a Text:** Mock C2 exam

**Assessment: C3 Sections A and B Summer Exam
C2 Mock exam**



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Curriculum Outline

Subject: GCSE DT

Year: 10

General Information: GCE: AQA Product design: 3D Design

The structure of the year is designed to prepare students for taking on a major GCSE project in year 11 worth 50% of the GCSE. Projects in year 10 are therefore structured to develop research skills, graphics skills, designing skills as well as being able to manufacture to high standards in a variety of materials. CAD/CAM is very much part of the structure of these projects with all students using 3D printing, laser cutting and 2D/3D design software to develop final ideas.

Theory teaching focuses on the fundamentals in this first year of the GCSE level course and so understanding materials and manufacturing processes are at the centre of the students' learning. Other topics will include industrial systems, design movements, work of famous designers, sustainability, new and emerging technologies as well as ergonomic principles. An end of year exam in the summer term will give a first taste of a past paper under examination conditions and so students will have covered most of the theory from the specification by this stage.

The exam paper is made up of parts A, B and C

A – core principles

B – Specialist technical principles

C – Designing and making principles

Autumn Term 1 <u>Phone holder Project</u> • Marking out skills • Drilling accuracy • Filing and polishing • Linebending <u>Supporting theory</u> • Wood and plastics materials • Stock forms • Treatment and finishes • Properties	Autumn Term 2 <u>Storage box project</u> • Measuring and marking • Use of saws • Jointing technique • Wood finishing <u>Supporting theory</u> • Metal and composite materials • Stock forms • Treatments and finishes • Properties	Spring Term 1 <u>Tealight holder design Project</u> • Research skills • Design specification • Graphics Skills <u>Supporting theory</u> • Smart materials and modern materials • Stock forms • Applications
Spring Term 2 <u>Tealight holder Design Project</u>	Summer Term 1 <u>Tealight holder Project</u>	Summer Term <u>Choosing the final A level Project</u>

• 3D modelling skills • Manufacturing development <u>Supporting theory</u> • Plastics processes • Wood processes	• Final manufacture • Evaluation <u>Supporting theory</u> • Metal processes • Composites processes	• Design Brief • Analysis of the problem • Research skills <u>Supporting theory</u> • Industrial practices • Production systems • ICT in manufacture
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Curriculum Outline

Subject: GCSE English Language and Literature

Year:10

General Information:

The specifications followed are AQA GCSE English Language (Specification 8700) and AQA GCSE English Literature (Specification 8702).

Each GCSE builds towards two exams at the end of the course, assessing the skills built during Years 10 and 11. The course planned integrates teaching and learning in both Language and Literature, with frequent crossover in the application of skills developed between the two subjects. A grade between 9 and 1 will be awarded at the end of the course based on exam performance for each subject.

Additionally, GCSE English Language has a compulsory 'endorsed' Spoken Language component with skills such as presenting and responding to questions assessed separately, graded either as Pass, Merit or Distinction.

First Half Term Topics

English Literature Paper 2

An Inspector Calls by J.B Priestley

Students will be taught to:

- Read and understand the plot, characters, and key events of the play
- Analyse Priestley's use of language, structure, and dramatic techniques
- Explore key themes such as responsibility, social class, and morality
- Support interpretations with precise textual references
- Develop clear, structured responses to exam-style question

Second Half Term Topics

English Literature Paper 1

A Christmas Carol by Charles Dickens

Students will be taught to:

- Read and understand the plot, characters, and key events of the novella
- Analyse Dickens' use of language, description, and narrative techniques
- Explore themes such as family, social responsibility, and redemption
- Support interpretations with relevant textual references
- Develop clear, structured responses to exam-style questions

Third Half Term Topics

English Literature Paper 2

AQA Power and Conflict Poetry Anthology

Students will be taught to:

- Read and understand a range of poems, considering meaning, tone, and mood
- Analyse poetic techniques such as imagery, structure, and language
- Explore themes of power, conflict, and human experience
- Support interpretations with evidence from the text
- Compare poems, developing clear and structured responses to exam-style questions

Fourth Half Term Topics	Fifth Half Term Topics	Sixth Half Term Topics
English Language Paper 1 Students will be taught to: Section A – Reading • Read and understand unseen texts • Analyse language, structure, and meaning • Support interpretations with precise textual references • Answer a range of comprehension and analysis questions Section B – Writing • Plan and produce imaginative or descriptive writing • Use vocabulary, sentence structure, and punctuation to engage the reader • Organise ideas clearly and coherently • Adapt writing for purpose, audience, and form	• Romeo and Juliet by William Shakespeare Students will be taught to: • Read and understand key scenes, characters, and plot developments • Analyse Shakespeare’s language, dramatic techniques, and structure • Explore themes such as love, conflict, fate, and family • Support interpretations with textual evidence • Develop clear, structured responses to exam-style questions	Spoken Language - assessment and preparation Students will be taught to: • Understand the requirements of the Spoken Language assessment • Plan and structure presentations and speeches effectively • Use appropriate tone, register, and rhetorical techniques for an audience • Develop confidence, clarity, and expression in spoken delivery • Reflect on and improve their performance through rehearsal and feedback

GCSE Physical Education

Delivery Outline

Component 1 - Fitness and Body Systems

Topic 1 - Applied Anatomy and Physiology

1.1 The structure and functions of the musculo-skeletal system			
	Delivered By	Year	Timeline
1.1.1 The functions of the skeleton	Bir	10	Sept to October Half Term
1.1.2 Classifications of bones	Bir	10	Sept to October Half Term
1.1.3 Structure of skeleton	Bir	10	Sept to October Half Term
1.1.4 Classification of joints	Bir	10	Sept to October Half Term
1.1.5 Movement possibilities at joints	Bir	10	Sept to October Half Term
1.1.6 Role of ligaments and tendons	Bir	10	Sept to October Half Term
End of Half term Test	Bir	10	October Half term
1.1.7 Classification and characteristics of muscle types	Bir	10	Oct half term to Christmas
1.1.8 Location and role of the voluntary muscular system	Bir	10	Oct half term to Christmas
1.1.9 Antagonistic pairs of muscles	Bir	10	Oct half term to Christmas
1.1.10 Characteristics of fast and slow twitch muscle fibre types	Bir	10	Oct half term to Christmas
1.1.11 How the skeletal and muscular systems work together	Bir	10	Oct half term to Christmas
End of term test	Bir	10	End of Autumn term

1.2 The structure and functions of the cardio-respiratory system			
	Delivered By	Year	Timeline
1.2.1 Function of the cardiovascular system	Bir	10	Christmas to Feb half term
1.2.2 Structure of the cardiovascular system	Bir	10	Christmas to Feb half term
1.2.3 Structure of the arteries, capillaries and veins	Bir	10	Christmas to Feb half term
1.2.4 Redistribution of blood flow	Bir	10	Christmas to Feb half term
1.2.5 Function of red and white blood cells	Bir	10	Christmas to Feb half term
End of Half term Test	Bir	10	Feb Half term
1.2.6 Composition of air	Bir	10	Feb Half term to Easter
1.2.7 Vital capacity and tidal volume	Bir	10	Feb Half term to Easter
1.2.8 Components of respiratory system	Bir	10	Feb Half term to Easter
1.2.9 Structure of alveoli	Bir	10	Feb Half term to Easter
1.2.10 How cardiovascular and respiratory systems work together	Bir	10	Feb Half term to Easter
End of term Test	Bir	10	Spring Term

3.1 The relationship between health and fitness and the role that exercise plays in both			
	Delivered By	Year	Timeline
3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	Bir & isi	10	Easter to Summer
3.2 The components of fitness, benefits for sport and how fitness is measured and improved			
3.2.1 The components of fitness and the relative importance of these components in physical activity and sport	Bir & isi	10	Easter to Summer
3.2.2 Fitness tests	Bir & isi	10	Easter to Summer
3.2.3 Collection and interpretation of data from fitness results	Bir & isi	10	Easter to Summer
3.2.4 Fitness tests for specific components of fitness	Bir & isi	10	Easter to Summer
3.2.5. How fitness is improved - see 3.3.1 - 3.3.3	Bir & isi	10	Easter to Summer
3.3 The principles of training and their application to personal exercise/training programme			
3.3.1. Planning training using the principles of training	Bir & isi	10	Easter to Summer
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities	Bir & isi	10	Easter to Summer
3.3.3 The use of different training methods for specific components of fitness, physical activity and sport	Bir & isi	10	Easter to Summer
3.4 The long term effects of exercise			
3.4.1. Long term effects of aerobic and anaerobic training	Bir & isi	10	Easter to Summer
3.4.2 Long term training effects - train for longer and more intensely	Bir & isi	10	Easter to Summer
3.4.3 Long term training for effects and benefits - muscular system	Bir & isi	10	Easter to Summer
3.4.4 long term training for effects and benefits - cardiovascular system	Bir & isi	10	Easter to Summer
3.6 Effective use of warm-ups and cool downs			
3.6.1 The purpose and importance of warm ups and cool downs	Bir & isi	10	Easter to Summer
3.6.2 Phases of warm up	Bir & isi	10	Easter to Summer
3.6.3 Activities included in	Bir & isi	10	Easter to Summer

1.4 The short and long term effects			
	Delivered By	Year	Timeline
1.4.1 Short and long term effects of physical activity on lactate accumulation etc	ZFo	11	Sept to October Half Term
1.4.2 Short and long term effects of physical activity on the heart etc	ZFo	11	Sept to October Half Term
1.4.3 Short and long term effects of physical activity on breathing	ZFo	11	Sept to October Half Term
1.4.4 Respiratory and cardiovascular systems work together in physical activity	ZFo	11	Sept to October Half Term
1.4.5 Long term effects of exercise on the body systems	ZFo	11	Sept to October Half Term
1.4.6 Interpretation of graphs	ZFo	11	Sept to October Half Term
End of Half term test	ZFo	11	October Half term

Topic 2 – Movement Analysis

2.1 Lever systems			
	Delivered By	Year	Timeline
2.1.1 First, second and third class levers and their use in physical activity and sport	ZFo	11	October Half Term to Christmas
2.1.2. Mechanical advantage and disadvantage	ZFo	11	October Half Term to Christmas
2.2 Planes and Axes of Movement	ZFo	11	October Half Term to Christmas
2.2.1. Movement patterns using body plans and axes	ZFo	11	October Half Term to Christmas
2.2.2 Movement in the sagittal plane about the frontal axis	ZFo	11	October Half Term to Christmas

2.2.3 Movement in the frontal plane about the sagittal axis	ZFo	11	October Half Term to Christmas
2.2.4 Movement in the transverse plan about the vertical axis	ZFo	11	October Half Term to Christmas
END OF UNIT TEST			
1.3 Anaerobic and Aerobic Exercise			
	Delivered By	Year	Timeline
1.3.1 Energy	ZFo	11	Christmas to Feb Half term
1.3.2 Energy sources	Zfo	11	Christmas to Feb Half term
3.5 How to optimise training and prevent injury			
3.5.1 The use of PARQ to assess personal readiness for training	Zfo	11	Christmas to Feb Half term
3.5.2 Injury prevention	Zfo	11	Christmas to Feb Half term
3.5.3 Injuries that can occur in physical activity and sport	Zfo	11	Christmas to Feb Half term
3.5.4 RICE	Zfo	11	Christmas to Feb Half term
3.5.5 Performance enhancing drugs	Zfo	11	Christmas to Feb Half term

Component 2 - Health and Performance

Topic 1 - Health, Fitness and Well Being

1.1 Physical, emotional and social health, fitness and wellbeing			
	Delivered By	Year	Timeline

1.1.1 Physical health	Isi	10	Sept to October Half Term
1.1.2 Emotional health	Isi	10	Sept to October Half Term
1.1.3 Social health	Isi	10	Sept to October Half Term
1.1.4 Impact on fitness on well being	Isi	10	Sept to October Half Term
1.1.5 How to promote personal health	Isi	10	Sept to October Half Term
1.1.6 Lifestyle choices	Isi	10	Sept to October Half Term
1.1.7 Positive and negative impact on lifestyle choices	Isi	10	Sept to October Half Term
End of half term test	Isi	10	
1.2 The consequences of a sedentary lifestyle			
1.2.1 A sedentary lifestyle and its consequences	Isi	10	October Half Term to Christmas
1.2.2 Interpretation and analyse of graphical representation of data associated with trends in physical health issues	Isi	10	October Half Term to Christmas
1.3 Energy use, diet, nutrition and hydration			
1.3.1 Nutritional requirements and ratio of nutrients for a balanced diet	Isi	10	October Half Term to Christmas
1.3.2 The role and importance of macronutrients	Isi	10	October Half Term to Christmas
1.3.3 The role and importance of micronutrients	Isi	10	October Half Term to Christmas
End of Term Test	Isi	10	Christmas
1.3.4 The factors affecting optimum weight	Isi	10	Christmas to feb Half term
1.3.5 The variations in optimum weight according to roles in specific physical activities and sport	Isi	10	Christmas to feb Half term
1.3.6 The correct energy balance to maintain a healthy weight	Isi	10	Christmas to feb Half term
1.3.7 Hydration for physical activity and sport	Isi	10	Christmas to feb Half term
End of Half term Test	Isi	10	

Topic 2 – Sport Psychology

2.1 Classification of skill			
	Delivered By	Year	Timeline
2.1.1 Classification of a range of sports skills using the open/closed, basic, complex, low organisation/high organisation continua	Isi	10	feb Half term to Easter
2.1.2 Practice structures	Isi	10	feb Half term to Easter
2.1.3 Application of knowledge of practice and skill classifications	Isi	10	feb Half term to Easter
2.2 The use of goal setting and SMART targets to improve and/or optimise performance			
2.2.1 The use of goal setting	Isi	10	feb Half term to Easter
2.2.2 Principles of SMART targets	Isi	10	feb Half term to Easter
2.2.3 Setting and reviewing targets	Isi	10	feb Half term to Easter
End of Term Test	Isi	10	Easter

2.3 Guidance and feedback on performance			
2.3.1 Types of guidance to optimise performance	Cbr	11	Sept to October Half term
2.3.2 Advantages and disadvantages of each type of performance	Cbr	11	Sept to October Half term
End of Half term Test	Cbr	11	
2.3.3 Types of feedback	Cbr	11	Sept to October Half term to Christmas
2.3.4 Interpretation and analysis of graphs of data associated with feedback on performance	Cbr	11	Sept to October Half term to Christmas
2.4 Mental preparation for performance			
2.4.1 Mental preparation for performance	Cbr	11	Sept to October Half term to Christmas
End of Half term test	Cbr	11	Sept to October Half term to Christmas

Topic 3 – Socio-cultural influences

3.1 Engagement patterns of different social groups in physical activity
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	Delivered By	Year	Timeline
3.1.1 Participation rates in sport	Cbr	11	Christmas to feb half term
3.1.2 Interpretation and analysis of graphs of data associated with trends in participation rates	Cbr	11	Christmas to feb half term
3.2 Commercialisation of physical activity and sport			
3.2.1 The relationship between commercialisation the media and physical activity and sport	Cbr	11	Christmas to feb half term
3.2.2 The advantages and disadvantages of commercialisation and the media	Cbr	11	Christmas to feb half term
3.2.3 Interpretation and analysis of graphs of data associated with trends in the commercialisation of physical activity and sport	Cbr	11	Christmas to feb half term
End of half term Test	Cbr	11	
3.3 Ethical and socio- cultural issues in physical activity and sport			
3.3.1 The different types of sporting behaviour	Cbr	11	feb half term to Easter
3.3.2 Interpretation and analysis of graphs of data associated with trends in ethical and socio-cultural issues in physical activity and sport	Cbr	11	feb half term to Easter
End of term Test			

Gosfield School

Curriculum Outline

Subject: GCSE Geography

Year: 10

General Information: *AQA GCSE Course* – This includes a physical paper, a human paper and a controlled assessment.

Fieldwork is essential in order to equip pupils with the skills for Paper 3.

Autumn Term 1 Hazards • What are hazards? • Tectonic hazards • Earth's Structure • Plate Tectonics • Volcanoes and Earthquakes • Weather hazards	Autumn Term 2 Climate Change • Factors causing it • How to prevent it Ecosystems • Different types-What are they? • Tropical rainforests • Impact on tropical rainforests • How to manage them sustainably	Spring Term 1 Cold Environments • What are they? • How they are created? • Why they are now at risk? UK Physical landscape • Rivers and their processes • Landforms • Flooding and management
Spring Term 2 Coasts • Processes • Landforms • Case studies • Management and at-risk areas	Autumn Term 1 Urban issues and challenges • Growing cities • Factors affecting rate of growth • LIC case study • UK case study • Sustainability	Autumn Term 2 Fieldwork for the skills paper • River investigation techniques • Settlement investigation techniques • Presentation ideas

Gosfield School

Curriculum Outline

Subject: History

Year: 10

General Information: In History, students develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. The GCSE course is from the Edexcel board. There will be three written papers (all in May/June of Year 11).

Autumn Term 1 Medicine in Britain 1250-Present • Theory of the four humours • Influence of Hippocrates and Galen • Medieval approach to hospital care • Black Death 1348 • Medical Renaissance in Britain • William Harvey • Great Fire of London • Industrial Revolution • Louis Pasteur and the Germ Theory To recap causation and importance skills by introducing exam questions.	Autumn Term 2 Medicine in Britain 1250-Present • Florence Nightingale • Jenner and Snow • Modern Britain • Magic Bullet • Creation of the NHS • Fleming, Florey and Chain. • Improvements in technology. Exam skills - mind mapping, analysing cartoons, using sources. What to revise? Types of exam question To recap causation and importance skills by introducing exam questions.	Spring Term 1 Medicine –British Sector of the Western Front • Ypres, Somme, Arras and Combrai • Conditions requiring treatment, rifle shots and explosions • Work of RAMC and FANY • Significance of medicine on the Western Front, Thomas splint, mobile x-rays and blood banks etc • Source Work To build on and improve on source skills.
Spring Term 2 Superpower relations and the Cold War • Early tensions between East and West • -The development of the Cold War • -Cold war Intensifies- Hungarian Uprising • -Cold War Crises, 1958-70, Berlin, Cuba and Czechoslovakia	Summer Term 1 Superpower relations and the Cold War • Attempts to reduce tension between East and West • Flashpoints –invasion of Afghanistan • The Collapse of Soviet Control- Gorbachev, fall of the Berlin Wall and Collapse of the Soviet Union	Summer Term 2 Anglo Saxon and Norman England, 1060-88 • Anglo –Saxon Society and Economy. • Edward the Confessor • Law and Order



Gosfield School

Curriculum Outline

Subject: Mathematics

Year: 10 - 11

General Information

Students in years 10-11 follow a 2-year GCSE course. The current resource used is the Just Maths' GCSE scheme of work. Higher students follow the 'Cross-Over' and 'Working Above' schemes. Intermediate students follow a selection of 'Working Towards' and the 'Cross-Over' schemes. Foundation students study the 'Working Towards' scheme and a small selection of topics from the 'Cross-Over' scheme.

At the end of the course, there are 3 x 1.5-hour GCSE examinations for both tiers (Foundation, Higher).

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment. In addition, students sit an End of Year exam that is graded and compared to their (CEM) targets to check progress made. These are comprised of GCSE questions to gain a more reliable measure of where our students are in their learning.

As a result of how different students learn, teachers may adjust their approach to teaching by altering the flow of topics dependent on the level at which the students are working. The flow of topics will also depend on the group a student is in. Consequently, each class may work faster or slower according to the needs and learning styles of the students.

Topics exclusive to the higher paper are in bold.

- Prime Factorisation
- Factors and Multiples
- Pythagoras' theorem, including in 3D
- Trigonometry
- **Similarity**
- Rectangles
- Compound shapes
- Area of 2D shapes
- Circles, theorems
- Transformations
- Pythagoras' theorem, **including in 3D**
- **Trigonometry**
- Negative/fractional powers
- Limits of accuracy
- **Cumulative Frequency**

- Probability
- Mutually exclusive and exhaustive outcomes
- Expectation
- Two-way tables
- Venn diagrams
- **Quadratic formula**
- Standard form
- Mutually exclusive and exhaustive outcomes
- Experimental probability
- 3D shapes
- Volume & surface area
- Mutually exclusive and exhaustive outcomes
- Expectation
- Two-way tables
- Venn diagrams
- **Algebraic fractions**

- Linear inequalities
- **Graphical inequalities**
- Trial and improvement
- Reciprocals, recurring decimals
- Negative/fractional powers
- **Surds & bounds**
- Limits of accuracy
- Solving linear equations
- Variable on both sides
- Trial and improvement
- **Sine & Cosine rule**
- Percentage increase / decrease
- Vectors – **proof questions**
- **Congruency**

• Completing the square • Solving linear and non-linear equations • Sampling data • Frequency polygons • Cumulative frequency graphs • Box plots • Histograms • Equivalent FDPs • Percentages • Compound measures • Reverse percentages • Direct and inverse proportion • Quadratic graphs • Percentage increase/decrease	• Combined events • Tree diagrams • Independent events • Conditional probability • Sampling • Pie charts • Scatter diagrams • Grouped data and averages • Constructions • Loci • Tree diagrams • Independent events • Conditional probability • Solving linear and non-linear equations • Frequency polygons • Cumulative frequency graphs • Histograms	• Consolidation/Revision • End of Year exams
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Gosfield School

Curriculum Outline 2025-2026

Subject: Music

Year: 10

General Information:

Three main components - **Listening, performing and composition.**

The skills learned in KS3 will be built upon and developed further. The course is accessible to all but it is a requirement that students can play an instrument or sing up to at least grade 3 standard. It's also recommended that one-one music lessons are taken alongside the classroom lessons. Composition and performance take place throughout the course as an ongoing concern.

There are four main **Areas of Study (AoS):**

1: Musical Forms & Devices – Baroque, Classical & Romantic eras.

2: Music for Ensemble – Jazz, Blues, Chamber Music.

3: Film Music – Mood, atmosphere and motifs.

4: Popular Music – All genres of pop music from 1900 – present day.

First Half Term

Intro to course
Basic Skills

Listening: AoS2: Music for ensembles. Small groups.

Elements: MAD T_SHIRT mnemonic. How to analyse music.

Performing: Related to AoS2

Composing: Intro to composition techniques related to AoS2.

Second Half Term

Composing techniques

Listening: Wider listening to AoS2

Elements:
Harmony/Structure

Performing: Related to AoS2

Composing: Finalise piece related to AoS2

Third Half Term

Film Music

Listening: John Williams, Korngold, John Barry, Hans Zimmer, Gicchino.

Elements: Melody, dynamics

Performing: Related to AoS3

Composing: Creating and developing a Leitmotif

Fourth Half Term POP MUSIC Listening: Unfamiliar pop music. Set work – TOTO. Elements: 12 Bar Blues (structure) etc. Performing: Related to AoS4 Composing: Writing an effective pop song	Fifth Half Term MUSICAL FORMS & DEVICES Listening: Baroque, classical, romantic. Set Work - Bach Elements: All. Performing: Related to AoS1 Composing: Composing a classical minuet & Trio	Sixth Half Term Recap of all Areas of Study Listening: Wider listening for all AoS Performing: Ensemble pieces Composing: Finalise FREE comp 1
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Gosfield School

Curriculum Outline

Subject: AQA GCSE SCIENCE PHYSICS

Year: 10 Triple & Trilogy

General Information: Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

(You'll find all the content of Combined Science: Trilogy, including the 21 required practicals, in the separate sciences. This means that this specification is fully co-teachable with the separate GCSE sciences).

Autumn Term

- ❖ Molecules & Matter
 - Density
 - States & Changes of Matter
 - Internal Energy
 - Specific Latent Heat
 - Gas Pressure & Temperature
 - Gas Pressure & Volume (triple)
- ❖ Radioactivity
 - Discovery of the Nucleus
 - Alpha, Beta & Gamma Radiation
 - Half-Life
 - Nuclear Radiation in Medicine (Triple)
 - Nuclear Fission (Triple)
 - Nuclear Fusion (Triple)

SpringTerm

- ❖ Wave Properties
 - The Nature of Waves
 - The properties of Waves
 - Reflection & Refraction
 - Sound Waves (Triple)
 - Ultrasound (Triple)
 - Seismic Waves (Triple)
- ❖ Electromagnetic Waves
 - The Electromagnetic Spectrum
 - Long Wave Radiation
 - Communications
 - Short Wave Radiation
 - X-rays in Medicine
- ❖ Light (Triple)
 - Reflection of Light
 - Refraction of Light
 - Colour
 - Lenses

Summer Term

- ❖ Electric Circuits
 - Electric Charges & Fields (Triple)
 - Electric Current
 - Potential Difference & Resistance
 - Component Characteristics
 - Series Circuits
 - Parallel Circuits
- ❖ Electricity in the Home
 - Alternating Current
 - Cables & Plugs
 - Electrical Power
 - Fuses
 - Appliances & Efficiency



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SENIOR SCHOOL PE PROGRAMME

	Sept – Oct Half Term	Oct Half term – Christmas		Christmas to Feb Half Term	Feb Half term to Easter		Summer Term
YEAR 7, 8, 9 Boys	Basketball Group 1 Football Group 2	Basketball Group 1 Football Group 1		Rackets Sports Group 1 Rackets Sports Group 2	Attacking Principles of Play Group 1 & Group 2		Athletics until Half term Tennis & Golf
Year 7,8,9 Girls	Netball	Football		Attacking Principles of Play	Racket Sports		Athletics until Half term Tennis & Golf

Boys PE – Groups 1 & 2 will be finalised after the First week of term and pupils will be informed of what group they are in



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SENIOR SCHOOL GAMES PROGRAMME

	Autumn Term	Spring Term	Summer Term
YEAR 7 & 8 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 7 & 8 GIRLS	Hockey	Netball	
YEAR 9 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 9 GIRLS	Hockey	Netball	
YEAR 10, 11,	Hockey all girls Football Boys all boys There will be U15 & U16 Hockey, Netball and Football Fixtures this term	Choice of Rugby Rugby Touch Netball Basketball Table Tennis / Badminton / Weights (These choices are subject to change depending on facility and staff availability) If in previous years you have played Netball or Football for school it will be expected you play these sports in this term's games afternoon There will be U16 rugby, Netball Fixtures this term	Choice of Girls Cricket Boys Cricket Athletics (team) (These choices are subject to change depending on facility and staff availability) If in previous years you have played Cricket for school it will be expected you play this sport in this term's games afternoon



Gosfield School

Curriculum Outline

Subject: French

Year: 10

General Information: Year 10 and Year 11 follow the Pearson Edexcel GCSE course. Year 10 began the GCSE units 1-3 in Year 9. All skills are integral to each lesson (listening, speaking, reading, writing). Teachers and students use the target language as much as possible as the means of communication during lessons.

Autumn Term 1 <u>3: School life</u> Content: memories of Primary school, languages and the future Grammar: imperfect tense, direct object pronouns, 3 tenses (present, imperfect, near future)	Autumn Term 2 <u>4: Good Health</u> Content: meals, good mental health, illness, seeing the doctor, accidents, future lifestyle changes Grammar: partitive, present and perfect tenses, modal verbs, perfect tense with avoir and etre	Spring Term 1 <u>5: Holidays</u> Content: ideal holidays, what you can see and do, festivals, reviewing and booking a holiday, holiday activities Grammar: pour + infinitive, modal verbs, negatives, "if" clauses, range of tenses
Spring Term 2 <u>6: Our planet</u> Content: geography and climate, environmental problems Grammar: comparative, future, present and perfect, multiple tenses	Summer Term 1 Examination skills <u>6: Our planet</u> Content: social issues and our contributions Grammar: multiple tenses	Summer Term 2 Revise and Revisit Year 9 topics adding HIGHER content Content: free time, digital life, sport, family and friends, school life Grammar: Higher features



Gosfield School

Curriculum Outline

Subject: Computer Science

Years: 10-11

General Information: Pupils will develop their e-safety awareness, digital soft skills and text-based coding skills throughout the course of the year.

Autumn Term 1: *Back to Basics and 1.3 Networks*

Pupils will learn:

- what the different internal components of a computer are;
- how to write code to ask the user for an input and manipulate it;
- what the internet is;
- how the internet works;
- what the difference is between a LAN and WAN;
- what hardware is needed in a network;
- the differences of different networks;
- how to draw and identify network topologies;
- the advantages and disadvantages of wired and wireless connections.

Autumn Term 2: *1.4 Network Security and 2.1 Algorithms*

Pupils will learn:

- about different types of malware;
- about different network attacks including DoS;
- how networks are tested for weaknesses in security;
- the different types of hacker;
- how networks can be protected;
- how to read and draw flowcharts to solve problems;
- how to perform Bubble, Merge and Insertion Sorts;
- how to write pseudocode;
- how to perform Binary and Linear Searches.

Spring Term 1: *1.1. Systems Architecture*

Pupils will learn:

- what the Central Processing Unit (CPU) is;
- how the CPU works;
- what the cache is and where it is located;
- what a peripheral is;
- what primary memory is;
- what Von Neumann Architecture is;
- what affects CPU performance;
- what embedded systems are.

Spring Term 2: *1.5 Systems Software and 2.2 Programming Fundamentals*

Pupils will learn:

- what an Operating System (OS) is and what they do;
- what compression is;
- what defragmentation is;
- what encryption is;
- what variables are;

Summer Term 1: *1.6 Ethical Issues and 2.3 Robust Programming*

Pupils will learn:

- ethical issues surrounding device use;
- cultural issues surrounding device use;
- privacy issues surrounding device use;

Summer Term 2: *1.2 Memory and Storage and 2.4 Boolean Logic*

Pupils will learn:

- what primary storage is;
- what secondary storage is;
- data is measured in;
- how images are stored;
- how audio files are stored;
- what file compression is;

○ what and how to use variables; ○ what sequencing and selection is; ○ what and how to use iterations; ○ how to use string casting; ○ what data persistence is; ○ what SQLs are; ○ what arrays are.	○ law and legislations surrounding device use; ○ how...	○ what logic gates are; ○ draw logic circuits; ○ read and create truth tables;
Autumn Term 3: Component 1 Revision and 2.5 Programming Languages <u>Pupils will learn:</u> ○ how to	Autumn Term 4: Component 1 Revision and 2.2 Programming Fundamentals Revision <u>Pupils will learn:</u> ○ how to u	Spring Term 3: Component 1 Revision and 2.2 Programming Fundamentals Revision <u>Pupils will learn:</u> ○ how to
Spring Term 4: Component 1 Revision and 2.2 Programming Fundamentals Revision <u>Pupils will learn:</u> ○ how to	Summer Term 5: Components 1 and 2 Revision <u>Pupils will learn:</u> ○ how to	