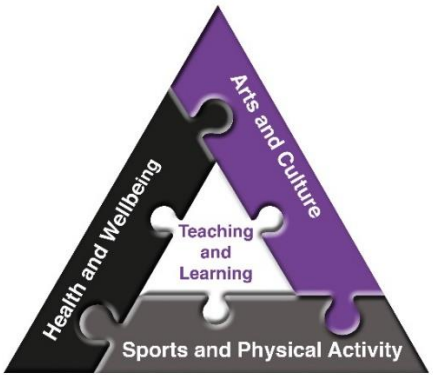
Year 10 Curriculum Booklet



We offer a rich and inspiring curriculum enabling each individual to explore their potential, build on their strengths and discover their passion.

We do this by embedding a culture of respect, responsibility, resourcefulness and resilience.

Our curriculum journey empowers students to make successful life choices and meaningful contributions to society.

Year 10 Curriculum

Welcome to Year 10. This booklet outlines what you should expect to learn during Year 10 as you begin your GCSE and vocational courses. For more information about what you should know at the end of each topic, please refer to our website: https://www.newcollege.leicester.sch.uk/

All students study the core subjects:

- GCSE English language and GCSE English literature
- GCSE Mathematics
- GCSE Combined Science or GCSE Biology, Chemistry, Physics (Triple Science)
- Physical Education
- Personal, social, health and economic education
- Careers, Citizenship, Computer Science, Sex and Relationship Education, Religious Education.

Students have also chosen 4 optional subjects to follow from those listed below. All are GCSE or equivalent qualifications:

Humanities	Languages	The Arts	Design & Technology	Other
Geography History Citizenship RE	French Spanish *Additional Languages	Art Music Performing Arts (Drama) Performing Arts (Dance)	Engineering Design Technology Hospitality & Catering Textile Design	Enterprise (Business) Computer Science ICT – I Media Hair & Beauty Health & Social Care Media Studies Sport

**GCSEs in additional languages can be taken by students who can read, write and speak, with limited additional coaching, in the identified language.*

Year 10 Tutor Team

The Year 10 tutor team is here to support you throughout your time at New College Leicester. Our email addresses are here, so that your parents can contact us if they need to:

10BPE	Mr Perkins	bperkins@newcollege.leicester.sch.uk
10DBR	Mrs Bryce	dbryce@newcollege.leicester.sch.uk
10ASP	Ms Sprlakova	asprlakova@newcollege.leicester.sch.uk
109KKA	Mr Karavadra	kkaravadra@newcollege.leicester.sch.uk
10GBL	Mr Bliss	gbliss@newcollege.leicester.sch.uk
10KMI	Mr Mitson	kmitson@newcollege.leicester.sch.uk
10BRO	Ms Roach	broach@newcollege.leicester.sch.uk
10JHL	Miss Hall	jhall@newcollege.leicester.sch.uk
Language School	Miss Maguire	emaguire@newcollege.leicester.sch.uk
Head of Year	Ms Walker	bwalker@newcollege.leicester.sch.uk
SLT Link	Ms Curtis	SCurtis@newcollege.leicester.sch.uk

Homework 2023 – 2024

Homework **develops positive study habits and independent learning**.

Research shows that homework has a positive impact on progress. Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in depth inquiry, prepare for lessons or revise for exams. In addition, homework gives parents a chance to see what is being studied in school and teaches our students how to take responsibility for their part in the educational process.

- You should expect to receive homework from each subject every week
- You may need to complete additional work when a coursework deadline is approaching
- When homework is not set, you should review your learning from lessons in preparation for your final examination
- You would usually be given a full week to complete their homework.
- Each homework should take you between 1 hour and 1 hour and 30 minutes

English Language and Literature (2 GCSE's)

In year 10, students continue their journey to becoming expert readers, writers and speakers. Throughout year 10, students will study two core literature texts (Journey's End and Frankenstein) along with a range of poems from the Conflict anthology. As well as this, students will shape their craft at creating effective narratives, writing transactionally and in performing speeches. Oracy is embedded as part of teaching and learning, so opportunities throughout the year are provided for students to present independent, develop their discussion skills and to hold purposeful and focused debates.

Term	***Unit***		Key Concepts:
Autumn 1&2	**Language Paper 1 Section A:** Narrative Writing **Literature Paper 1 Section A:** Journey's End **Literature Paper 2 Section B:** Conflict Poetry 5 weeks	**Literature Paper 2 Section B:** Conflict Poetry Students will study nine of the poems from the Conflict anthology throughout the year.	Texts and content are selected and sequenced for specific meaning. Writers use language and structure to convey meanings Standard English is vital in conveying confidence. Etymology, morphology and phonology is vital in decoding new material. Context informs interpretation Writers use language and structure to convey meanings. Texts and content are selected and sequenced for specific meaning. Standard English is vital in conveying confidence.
Spring 1 and 2	**Literature Paper 2 Section A:** Frankenstein		Context informs interpretation Writers use language and structure to convey meanings Texts and content are selected and sequenced for specific meaning. Etymology, morphology and phonology is vital in decoding new material.
Summer 1 and 2	**English Paper 1 Section A:** Analysis of 19th Century fiction **English Paper 2 Section A:** Analysis and comparison of non-fiction texts **Section B:** Transactional writing **Spoken Language Study:** Individual Speeches		Standard English is vital in conveying confidence. Writers use language and structure to convey meanings Texts and content are selected and sequenced for specific meaning. Etymology, morphology and phonology is vital in decoding new material. Context informs interpretation Writers use language and structure to convey meanings Texts and content are selected and sequenced for specific meaning.

For further information, please contact Mrs Geraghty at ageraghty@newcollege.leicester.sch.uk

Mathematics (GCSE)

As with Key Stage 3, students are expected to progress through the curriculum when they are ready. This means that there is no formal end to Key Stage 3 or beginning to Key Stage 4.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a higher tier (grades 4 – 9). The course is assessed through three terminal papers at the end of Year 11. Content from any part of the specification may be assessed in any paper.

Topic	Key content
Dimensions	• Area of rectilinear shapes • Areas of circles and sectors • Properties of 3D shapes • Volume and surface area • Prisms and Pyramids • Cones and spheres
Units	• Metric and Imperial units • Conversion between units of area and volume • Compound units, e.g., Speed, Pressure and Density • Upper and lower bounds
Congruence and Similarity	• Congruence • Congruent triangles • Similarity • Similar solids
Pythagoras Theorem and Trigonometry	• Pythagoras theorem in 2 and 3 dimensions • Trigonometry for right-triangles in 2 and 3 dimensions • Exact values of trigonometric functions
Representing and Analysing Data	• Averages • Frequency tables • Charts and graphs, including bar charts, pictograms, pie charts, scatter diagrams, frequency polygons • Histograms • Cumulative Frequency and box plots • Comparing distributions
Quadratics	• Expressions, equations, identities, formulae • Expanding the product of two and three binomials • Factorisation • Solving quadratic equations • The quadratic formula • Completing the square • Roots and turning points

Real Life Graphs	• Rates of change • Proportionality • Speed, distance, time graphs • Velocity time graphs
Simultaneous Equations Inequalities	• Solving linear equations • Solving simultaneous equations: - using a graphical method - by elimination - by substitution • Solving simultaneous equations where one function is linear and the other quadratic • Inequality notation • Solving linear inequalities • Solving quadratic inequalities
Direct and Inverse Proportion Bounds	• The unitary method • Direct proportion • Inverse proportion • Graphs of proportionality • Rounding using decimal places and significant figures • Upper and lower bounds • Error intervals
Powers and Roots Sine and Cosine Rule	• Squares, cubes, powers and roots • Laws of Indices • Negative and fractional indices • Trigonometry in right-angled triangles • The Sine Rule • The Cosine Rule

For further information, please contact Mr Anyon at manyon@newcollege.leicester.sch.uk

Combined Science (2 GCSE's)

In Year 10, students will build on the knowledge and skills gained at Key Stage 3. Students will study Biology, Chemistry and Physics throughout the year. Biology is the study of life where students will learn how animals and plants co-exist, how the human body functions and responds to disease. Chemistry is the study of the material world, students will learn how scientific methods and theories have developed over time and the power and limitations of Science, considering ethical issues in their learning. Physics promotes the understanding of the rules that apply to how objects interact. It also considers how everyday objects and systems work and interact, developing students' interest and curiosity about the world we live in.

	Learning Cycle	Key Concepts
Autumn 1	**Animal Biology** **Disease and Human Defence Systems**	• Blood, the heart and circulation • Digestive system and enzymes • Respiration • Health, lifestyle and types of disease • Immune defences and vaccination • Development of drugs and uses of antibiotics and painkillers
Autumn 2	**Periodic Table** **Structure and Bonding**	• Separation techniques • Ions, atoms and isotopes • Periodic Table and development of the periodic table • Ionic, covalent and metallic bonding • Structure and properties of giant ionic structures, simple molecules, giant covalent structures, carbon allotropes and giant metallic structures.
Spring 1	**Chemical Changes** **Energy Changes**	• Neutralisation and making salts • Displacement • Electrolysis • Exothermic and endothermic reactions
Spring 2	**Energy**	• States of matter and density • Energy stores, calculating energy and efficiency • Energy resources
Summer 1	**Electricity** **Radioactivity**	• Circuits; Charge, current, resistance and potential difference • Cables, plugs and mains electricity • Nuclear radiation and half-life
Summer 2	**Homeostasis and Hormones** **Genetics**	• Homeostasis • Hormones and control of; glucose, reproduction and contraception • Reproduction, Variation, Inheritance and Genetic Disorders • Selective breeding and genetic engineering

We also offer triple Science as an extended after school lesson for students who are interested in pursuing that option.

For further information, please contact Mrs Bradley at sbradley@newcollege.leicester.sch.uk

Art (GCSE)

The curriculum provision at GCSE is three 100-minute lessons every two weeks. Students follow a lively structured GCSE course that involves a range of 2D and 3D work. This will enable them to produce a portfolio of personal and creative responses to set themes. It will build on the skills developed in Year 9 and earlier years. In Year 10 you will undertake a media and technique-based project to allow you to work more independently and gain confidence ready for the main coursework projects.

Our projects are broad and designed to be tackled individually. Over the two years, students will be given help and advice, but they must be prepared to take ownership and responsibility for their work. Personal research is an important part of Art, and our students will be required to develop their own ideas and interests into the project. We have two very experienced Art teachers at NCL with a strong track record of achieving good results.

Students will follow the OCR syllabus for Art, Craft and Design as an endorsement of Art & Design.

Link to examining body: https://www.ocr.org.uk/

Link to specification: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/

Term	Topic	Key Content
Autumn	Introduction to GCSE Structure and expectations Coursework introduction (Component 01) Begin initial investigations based on a given theme.	Key areas of developing a project- **AO1** - Develop ideas through investigations, showing critical understanding of selected sources. **AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. **AO3** - Record ideas, observations relevant to intentions as work progresses. **AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Spring	Continue Coursework (independent work)	As above • looking at a range of appropriate Artists that can inform the independent work
Summer	Continue coursework project by independently developing personally informed ideas	As above • How to develop and refine ideas through meaningful and purposeful investigations using a range of appropriate media

For further information, please contact Mr Thomas at jthomas@newcollege.leicester.sch.uk

Citizenship (GCSE)

GCSE Citizenship is a popular course and prepares students for life in modern Britain. GCSE Citizenship is an academically rigorous course that develops foundation knowledge for both Law and Politics at A Level, as well as lending itself well to A levels in History, Journalism, English, Media, Psychology and International Relations.

Term	Learning Overview	Key concepts
Autumn	**Theme A: Living together in the UK**	• How have communities developed in the UK? • What is identity? • What are democratic values and where do they come from? • How does local democracy work?
Spring	**Theme B: Democracy at work in the UK**	• Who runs the country? • How does Parliament work? • How is power shared between Westminster and the devolved administrations? • How does government manage public money?
Summer	**Theme E: Taking citizenship action**	• How can I make a difference? • What actions influence and change society? • How can the following skills be developed? • Research and enquiry • interpretation of evidence • planning • collaboration • problem-solving • advocacy and campaigning • evaluation.

All students also study Citizenship as part of the Personal Development Programme.

Through Citizenship at New College Leicester, you have many opportunities to get involved with active projects and campaigns that benefit others. Our students have made a real difference to the lives of others, we support national charities, actively engage with calendared events such as Parliament Week and Human Rights Day. We have built strong relationships with our MP and local councillors who visit the school and we organise visits to learn more about our democracy and place in the world.

We have a strong Student Parliament leadership team that anyone may join. The Student Parliament represents student voice at our school and works for positive change. They have taken part in Select Committee sessions, gathering evidence with members of the House of Lords. They have appeared on BBC East Midlands, worked with Universities of Leicester and Middlesex to help to drive forward issues that concern our community. Our Student Parliament is recognised and members have consistently been short listed for the Lord Lieutenant Leicestershire Award.

For further information, please contact Mrs Shortland at sshortland@newcollege.leicester.sch.uk

Computer Science GCSE

Computer Science is one of the most sought-after qualifications in industry today. The J277 qualification allows students to understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms, and data representations.

Students learn how to analyse problems in computational terms using practical examples in the designing, writing and debugging of computer programs.

In year 10 students will learn following

Topic	Key content
1.1 Systems Architecture	• Fetch-execute-cycle • Role and purpose of components in the CPU • The purpose of registers • The difference between storing data and addresses • The effects of changing any of the common characteristics on system performance. • What embedded systems are • Typical characteristics of embedded systems • Familiarity with a range of different embedded systems
1.2 Memory and storage	• Why computers have primary storage • Key characteristics of RAM and ROM • Virtual Memory • Secondary Storage • The units of data storage • Binary • Hexadecimal • How characters are represented in binary • Character Sets • How images are represented on a computer • How sound is represented on a computer • Types of Compression
1.3 Computer networks, connections and protocols	• Types of networks • Factors that affect the performance of networks • The role of client-server and peer to peer networks • The hardware needed to connect stand-alone computers into a LAN • The internet as a worldwide collection of computer networks • Star and Mesh network topologies • Modes of connection • Encryption • IP addressing and MAC addressing • Standards • Common protocols • The concept of layers
1.4 Network Security	• Threats to computer systems and networks • Identifying and preventing vulnerabilities

1.5 Systems Software	• Operating systems • Utility software
1.6 Ethical, legal, cultural and environmental impacts of digital technology	• Impacts of digital technology on a wider society • Legislation relevant to computer science

Programming Project	• 20 HOUR python programming project that includes:
	  ○ Input
	  ○ Output
	  ○ Sequencing
	  ○ Selection
	  ○ Iteration
	  ○ Functions
	  ○ Procedures
	  ○ Validation
	  ○ File manipulation

For further information, please contact Mr Mitson at kmitson@newcollege.leicester.sch.uk

Creative iMedia

The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Using these skills, learners will ultimately be creating fit-for-purpose creative media products.

Topic	Key content
R093 Creative iMedia in the media industry	Autumn 1 • R093: Media industry sectors and products (TA1) • R093: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2) • R093: Audience demographics and segmentation (TA2) • R093: Media codes used to convey meaning, create impact and/or engage audiences (TA2)
R093 / R094 Creative iMedia in the media industry Visual identity and digital graphics	Autumn 2 • R093: Work planning and documents used to support ideas generation (TA3) • R093: Documents used to design/plan media products (TA3) • R094: Purpose, features, elements and design of visual identity • R094: Graphic design concepts and conventions • R094: Properties of digital graphics and use of assets
R094 Visual identity and digital graphics	Spring 1 • R094: Techniques to plan visual identity and digital graphics • R094: Tools and techniques to create visual identity and digital graphics • R094: Technical skills to source, create and prepare assets for use within digital graphics
R094 Visual identity and digital graphics R096 Animation and Audio	Spring 2 • R094: Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats) • R094: NEA Assessment (working on)
R094: NEA Assessment R096 Introduction	Summer 1 • R094: NEA Assessment (Working on and submit1 for moderation) • R096 (or alternative optional unit): TA1 Introduction (with R093 key content embedded)
R094: NEA Assessment Introduction to R096	Summer 2 • R096: Features and conventions of animation and audio • R096: Creativity in animation and audio • R096: Resources required to create animation with audio

For further information, please contact Mr Mitson at kmitson@newcollege.leicester.sch.uk

GCSE Design & Technology

Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

	Topic	Key content	What you will know at the end of this term
Autumn Term -Speaker project – INVESTIGATE – DESIGN- MAKE – EVALUATE	**Investigate Design Evaluate**	- Identify, investigate and outline design possibilities. - Design and make prototype model that is fit for purpose. - Make electronic speaker component. - Analyse and evaluate.	- Learners will investigate the design brief and research the work of others as a starting point. - Learners will write their own design brief and specification that links to the research carried out. - Learners will Create a range of imaginative, creative ideas solving a problem that links to the investigation carried out. - Learners will develop their ideas through a range of 2D/3D techniques, including CAD, model making and realising idea using a range of materials. - Learners will understand how to evaluate the success of their ideas through testing and analysis. - Learners will study a range of core technical topics that link to design and the wider world.
	Practical Make – Model making	- Develop idea through model making creating an outcome that is fit for purpose. - Make working electronic speaker component.	
	Exam topics Core technical principles	- New & Emerging technologies, including culture, society and the environment. - Energy generation and storage - System's approach to designing. - Ecological issues in the design and manufacture of products.	

Spring Term – Design and make tasks linked to Materials	**Metals and Alloys.** **Tealight candle holder**	- Design sketching skills. - Metalwork making skills, how to shape and form using cutting abrasion and joining. - Finishing materials. - Ferrous, non-ferrous and alloys.	- Learners will practice different sketching techniques. - Learners will develop practical skills in metalwork and learn tools equipment and processes. - Learners will have an understanding, of how and why materials are finished. - Learners through practical based tasks learn about different metals and their properties. - Learners will learn about Thermoplastics and Thermosetting plastics and how they are shaped and formed. - Learners will learn about mechanical devices and different types of movement through model making practical tasks. - Learners will study a range of core technical topics that link to design and the wider world.
	Polymers **Chocolate box vacuum forming**	- woodwork and vacuum forming, how to shape and form. - Thermo & Thermosetting plastics. - Specialist manufacturing processes.	
	Mechanical devices. **Linkages and CAMS modelling**	- How things move and work. - Series of model making tasks that physically demonstrate different types of movement.	
	Exam topics **Core technical principles**	- Developments in new materials. - Mechanical devices - Metals and Alloys - Material properties - Stock forms. - Forces and stresses - Scales of production - Commercial manufacturing.	
Summer Term – Coursework	**Analysis of context set by AQA** **Identifying and investigating design possibilities**	- Design possibilities identified and explored. - A user/client has been profiled in relation to task set. Their needs and wants explored. - Research into the work of others	- Learners will investigate the design brief given by AQA and complete an analysis of task. - Learners will identify a user and establish a clear profile of their needs and wants in relation to brief set.

		- Analysis of existing products completed and evaluated.	- Learners will carry out a Product analysis of a range of existing products. - Learners will investigate a designer/architect or design style that will inform and act as a starting point for design development. - Learners will study a range of core technical topics that link to design and the wider world. -
	Exam topics Core technical principles	- Ecological and social issues relating to design and manufacture of products. - Green design, product life cycle analysis. - Investigation into the work of past and present designers.	

For further information, please contact Mrs Bryce at dbryce@newcollege.leicester.sch.uk

Engineering (WJEC Vocational)

This vocational qualification introduces students to many basic engineering skills and principles. Students will learn how to communicate effectively as an engineer by way of three-dimensional (3D) drawing techniques and technical drawings, as well as being able to use and identify many tools, machines and pieces of equipment that are commonplace in the engineering world. The course introduces learners to a range of considerations that impact engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

	Topic	**Key content**	**What you will know at the end of this term**
Autumn Term -KEY Fob - Metal based practical activity	**Designing Engineering products**	- Drawing an Engineering design solution that adheres to recognised standards. - Justifying suitable materials for use in an engineered solution. - Using mathematical techniques for solving applied engineering problems	- Learners will develop the skills to be able to produce an engineering drawing. - Learners will be able to use units of measurement – meters and millimetres.
	Practical skills Manufacturing Engineering products	- Interpreting engineering solutions - Selecting the correct equipment. - Planning and sequencing.	- Learners will learn how to interpret engineering information from drawings and manufacturing specification

			- Learners will learn about Ferrous and non-ferrous metals - Learners will understand how to identify and select the equipment that is needed at each stage of manufacturing. - Learners will be able to present their plan of processes, sequencing and tools in planning.
	Exam topics Solving Engineering Problems	- Describing engineering developments. - Understanding materials, their properties and specific purpose. - Properties of materials for engineered products - Engineering processes. - Safe working practices.	
Spring Term – Producing Engineered products - COURSEWORK Submission MAY	**Interpreting engineered information**	- Identifying features of engineered products - Function of a proposed solution. Generating a range of engineering solutions	- Learners should be able to identify and select the equipment that is needed for each stage of the manufacturing. - Learners should be able to demonstrate safe working practices with a range of engineering tools. - Learners should be able to apply a range of key engineering processes. - Learners will practise exam techniques and build upon knowledge - Learners will apply mathematic skills to practical examination and engineering drawing skills to exam style questions.
	Planning engineering production	- Identify materials and equipment required for production. - Understand the sequence of activities and consideration of resources when producing an engineered product to given information.	
	Use tools in the production of an engineered product	- Use a range of tools and machinery in the production of an engineered product. - Hand tools - Lathe - Portable power tools	

Summer Term - Designing engineered products Unit 2 Coursework	**Designing Engineering products**	- Primary features of an engineered product. - Function of the proposed solution. - Generating a range of engineered solutions. - Communicating design idea. - Justifying suitable materials and manufacturing processes. - Producing an design specification.	- Learners will be able to identify primary features of a working product - Learners will be able to explain the functional properties of their design solution. - Learners will generate a range of solutions that meet a given brief. - Learners will be able to create engineering drawings using a scale, enabling them to plan a final manufactured product - Learners will be able to specify the correct materials and manufacturing processes. - Learners should know and understand how destructive and non-destructive testing is undertaken.
	Exam topics Solving Engineering Problems	- Understanding materials and their properties. - Explaining how materials are tested - Understanding and producing engineered drawings.	

For further information, please contact Mrs Bryce at dbryce@newcollege.leicester.sch.uk

Enterprise (BTEC)

Students will cover the key concepts of Enterprise and researching why businesses are successful, the key ingredients to success and the impacts of the external environment on business' success.

Term	Topic	Key content
Autumn 1	**Size and features of SME's/Aims and activities of enterprises**	• Size and features of SME's & types of profit making • Different sectors and business models in which enterprises operate • Industries in which enterprises operate • Aims of enterprises
	Skills and characteristics of entrepreneurs	• Reasons why entrepreneurs start their business and skills and impact • Reasons why entrepreneurs start their own business and characteristics and impact
Autumn 2	**Market research**	• Benefits and drawbacks of primary research • Benefits and drawbacks of secondary research • Understanding customer needs and after sales services and adapting products
	Situational analyses	• PEST analysis (political) • PEST analysis (economic) • PEST analysis (social) • PEST analysis (technological) • -WOT analysis • SWOT analysis (strengths and weaknesses)
Spring 1	**Situational analyses**	• SWOT analysis opportunities • SWOT analysis threats • How strengths and weaknesses help to maximise opportunities and minimise threats

	Exploring Enterprises (PSA Completion)	• All previously taught content from the learning cycle used to support completion of PSA
Spring 2	**Exploring Enterprises (PSA Completion)**	• *All previously taught content from the learning cycle used to support completion of PSA*
Summer 1	**Choosing ideas for a micro-enterprise/Plan for a micro-enterprise**	• Choosing ideas for a micro enterprise • Plan for a micro enterprise (features of the product to be sold) • Plan for a micro enterprise (methods of promotion) • Plan for a micro enterprise (identifying the target market and resources required) • Plan for a micro enterprise (financial planning and forecasting) • Risk assessment • Viability of the plan
Summer 2	**Choosing ideas for a micro-enterprise/Plan for a micro-enterprise**	• Choosing ideas for a micro enterprise • Plan for a micro enterprise (features of the product to be sold) • Plan for a micro enterprise (methods of promotion) • Plan for a micro enterprise (identifying the target market and resources required) • Plan for a micro enterprise (financial planning and forecasting) • Risk assessment • Viability of the plan

For further information, please contact Miss Collier at ccollier@newcollege.leicester.sch.uk

French (GCSE)

Term	Topic	Key content
Autumn	**GCSE module 1: Who am I?** **GCSE module 2: Sports and hobbies**	• Talking about relationships with friends and family, making plans for the future, describing a recent event in the past, talking about what you used to do, role models • Sport, the internet and technology, books, music, tv, actors and films
Spring	**GCSE module 3: Celebrations and traditions** **GCSE module 4: town and local area**	• Daily life, food, special occasions, formal and informal language, celebrations, festivals and traditions • Your region, dream/nightmare places to live, making plans depending on the weather, community projects
Summer	**GCSE module 5: Holidays** **Revision of modules 1-5**	• Ideal holidays, booking and reviewing hotels, ordering food and drinks in a restaurant, modes of transport, descriptions of past holidays

For further information, please contact Mr Hepworth-Adcock at jhepworth-adcock@newcollege.leicester.sch.uk

Geography (GCSE)

Term	Topic	Key content
Autumn 1	UK Physical Geography – Rivers People and the Biosphere	The River Severn - What were the causes, impacts and responses? • Physical geography of the UK • Geology distribution – SIM characteristics • Uplands vs lowlands – UK Yorkshire Dales and the North and South downs • Human activities – FIS • River Processes – TED, HACA, SSST • River Severn – Long Profile • Storm hydrographs • River Severn Floods • Biomes – Distribution & Characteristics – ARSD & LL • Biosphere Services – CAWS – FRM • Biosphere exploitation – CLUMPH • Malthus vs Boserup (+) & (-)
Autumn 2	Dynamic Cities UK – Birmingham vs London	How and why do cities change? • Urban core vs rural peripheral regions of the UK • Economic change – North Vs South • National and International migration • Globalisation – impacts • Booming Birmingham – Site and situation • Migration and impacts – SHAPED/C • Challenges and sustainability • Interdependence with rural areas • Birmingham overview presentations • London – site and situation • London migration and inequalities • London decline • London expansion and regeneration
Spring 1	**Development dynamics**	How do countries develop? • Measuring development and development indicators • India location: site and situation • Geo-political influence • Globalisation • Regional disparities • Regeneration and sustainable development
Spring 2		How do human and physical processes shape UK landscapes? • River processes

	River processes and pressures	• Drainage basins • Human activity and modification • Flood management and mitigation • Investigating the River Severn
Summer 1	**Coastal Change and Conflict**	What is a cost-benefit coastal management analysis? • UK physical landscapes – Upland and lowland areas • Coastal landscapes and change • Erosion and weathering • Conflict along the coast – Groups • Concordant vs discordant • Landforms of erosion and deposition • Human activities • Investigating Dorset coastal management • 2013 Storm Surge • ICZM &SMPs - DME
Summer 2	**Hazardous Earth and Techtonics**	How do human and physical processes lead to disasters? • Natural and human causes of climate change • Tectonic processes Haiti Vs Japan • Disaster management

For further information, please contact Miss Smith at jsmith1@newcollege.leicester.sch.uk

Hair and Beauty (City and Guilds Technical)

Students will study the following:

1. Science of hair and beauty – Students will explore the relevance of the associated sciences and how this influences the development of products in the hair and beauty industry
2. Exploring the world of hair and beauty – Students will explore the key features of typical hair and beauty businesses. Students will understand how hair and beauty has developed from ancient times to the present day.
3. Design in the hair and beauty sector – Students will explore ideas, perspectives, attitudes and images which promote businesses, products and services.

Term	Topic	Key content - Theory	Key content - Practical
Autumn	**Science of hair and beauty**	• Anatomy and physiology of hair, skin and nails • Hair, skin and nail conditions and how they can affect or limit treatments	• Health and Safety • Consultation • Technical skills – Hair • Review and analyse
Spring	**Science of hair and beauty**	• The effects of acids and alkalis on hair and skin • The scientific principles of ingredients in hair and beauty products • Ingredients in hair and beauty products • Ethical considerations for testing cosmetics	• Health and Safety • Consultation • Technical skills – Nails • Review and analyse
	Exploring the world of hair and beauty	• The industries in the sector • Key features of hair and beauty careers • Business and industry links	
Summer	**Exploring the world of hair and beauty**	• Key features of hair and beauty in ancient eras and decades of the past hundred years • Hair and beauty in today's society	• Health and Safety • Consultation • Technical skills – Make Up • Review and analyse
	Design in the hair and beauty sector	• The importance of using design • The factors to consider when creating design images	

For further information, please contact Mrs King at eking@newcollege.leicester.sch.uk

Health and Social Care (BTEC)

In Year 10 students develop an understanding of the way in which we grow and develop and the key milestones that occur during the life stages. Students develop a foundation of knowledge around factors effecting health and wellbeing; whilst also exploring health and social care services that support the health and wellbeing of others.

Term	Topic	Key content
Autumn	**Component 1 Learning Aim A –** **Understand human growth and development across the life stages and the factors that affect it.**	• PIES (physical, intellectual, emotional, social development) • Life stages (infancy up to later adulthood) • Milestones of the life stages • Factors that affect development
Spring	**Component 1 Learning Aim B -Coping with changes caused by life events**	• Different types of life events (health and wellbeing, relationship changes, life circumstances) • Coping with the change caused by life events (character traits that influence how individuals cope, sources of support, types of support)
Summer	**Component 2 Learning Aim A- Understand different types of health and social care services and barriers to accessing them.** **Component 2 Learning Aim B - Understand the skills, attributes and values required to give care.**	• Health conditions • Health services • Social care and social care services • Additional care • Barriers to accessing services (physical, sensory, cultural, EAL, geographical, text and financial barriers) • Skills • Attributes • The 6 C's • Obstacles individual my face who require care • The benefits to individuals of the skills, attributes and values in health and social care practice

For further information, please contact Miss Collier at ccollier@newcollege.leicester.sch.uk

History (GCSE)

	GCSE Topic	Key concepts
Autumn and Spring	**Anglo Saxons and the Norman Conquest 1060-1088**	- Anglo Saxon society prior to 1066 - The Succession Crisis and Battles - How William I kept control up to 1069 - Key rebellions and the Harrying of the North - How William I kept control after 1069 - The Normanisation of England - Later rebellions - William's death and succession crisis
Spring and Summer	**Migration 1000-today**	- Migration in the Middle Ages including Vikings case study - Migration 1500-1750 including the Walloons and the Huguenots - Migration 1750-1900 including Irish migration and migration from the British empire - Modern migration including from the commonwealth and refugees. - Case Study – Migration to Notting Hill in the 1950s and 1960s

For further information, please contact Mr Creissen at lcreissen@newcollege.leicester.sch.uk

Hospitality & Catering (WJEC Vocational)

	Topic	Key content
Autumn Term	**Coursework preparation -Nutrition**	• Investigation into the brief • Micro and macro nutrients • Different life stages • Special dietary requirements
	Practical skills	• Basic savoury sauces (ragu and bechamel) • Use of fresh and dried herbs • Bread • Pastry • Pasta
	Exam topics -Food safety	• Food related causes of ill health • Symptoms and signs of food induced ill health • Preventative control measures • The Environmental Health Officer (EHO)
Spring Term	**Coursework preparation -Cooking methods**	• How cooking methods can impact on nutritional value
	Practical skills	• Desserts- Swiss roll, profiteroles and meringues • Sweet sauces- coulis • Preparing fresh meat- de boning chicken • Presentation techniques
	Exam topics -Health & Safety	• Health and safety in hospitality and catering provisions • Food safety
Summer Term	**Coursework preparation -Menu planning**	• Factors affecting menu planning • How to plan production of dishes
	Practical skills	• Planning and making own recipes to fit brief • Evaluating cooking skills • Food safety practices • Presentation techniques
	Exam topics How Hospitality and Catering provisions operate	• Operation of the front and back of house • Customer requirements in Hospitality and Catering • Hospitality and Catering provisions to meet specific requirements

For further information, please contact Mrs Bryce at dbryce@newcollege.leicester.sch.uk

Media (GCSE)

Students begin the study of GCSE Media Studies in Year 10.

The year focuses upon embedding students' knowledge of media language and representation through a series of case studies. Through these case studies, students will also explore key media institutions and explore how media audiences shape the media but are also influenced by it. Finally, towards the end of the year, students will begin work on their production coursework.

	Learning Cycle	Key Concepts
Autumn Term	TV Crime Drama	Students will explore the codes and conventions of TV Crime Drama through two specific case studies. This will focus embed key aspects of media language and representation, as well as introducing students to key institutions. Throughout this term, students will also be introduced to some of the set media texts, focusing upon analysis of media language and representation.
Spring Term	Music Videos	Students will study three music videos, along with their websites, exploring how key messages and meanings are constructed. Furthermore, students will explore how audiences are interacted with in the music industry. As with the Autumn Term, students will continue to study some of their set media texts.
Summer Term	Production	Students will begin researching and planning their film marketing coursework. This will include exploring the conventions of DVD covers, film posters and specific film genres. Alongside this unit, students will complete their study of the media set texts.

For further information, please contact Ms Curtis at scurtis@newcollege.leicester.sch.uk

Music (BTEC)

In Year 10 students study the BTEC TECH Award in Music Practice. There are 3 components in this vocational course. They will complete Component 1, which will explore and evaluate different styles of music and produce products in a coursework based assignment set from Pearson.

	Topic	Key content
Autumn/Spring Term	**Component 1: Exploring Music Products and Styles**	• In this component, you will develop your understanding of different types of music product and the techniques used to create them • You will explore how musical elements, technology and other resources are used in the performance, creation and production of music • You will also practically explore the key features of different genres of music and music theory • You will apply your knowledge and understanding to developing your own creative work
Summer	**Introduce Music Skills Development**	• You will develop technical, practical, personal and professional skills • You will specialize in at least two of the following areas: music performance, creating original music, music production • Throughout your development, you will review your progress and consider how to make improvements • You will learn how musicians share their work and collaborate with others. • You will develop your own skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others

In addition to their school Music lessons, students are also able to sign up for instrumental lessons. These lessons are free of charge.

We are offering instrumental lessons in: Piano, Violin, Guitar, Bass Guitar, Clarinet, Flute, Percussion and vocals.

For further information, please contact Miss Tutty at gtutty@newcollege.leicester.sch.uk

Performing Arts (BTEC)

Students can choose to study either Dance or Drama as a BTEC Tech Level 2 Award at Key Stage 4. Both courses follow the same structure. Students have 3 lessons a fortnight.

	Topic	Key content
Autumn Term	Component 1: Exploring the performing Arts	- Detailed exploration of three varied professional works with analysis of a specific style - Stylistic qualities of the professional works - Intentions and purpose the professional works - Actors and directors / dancers and choreographers' responsibilities and skills for specific productions
Spring & Summer Term	Component 3 (Mock): Performing to a brief	• Create and develop a performance piece in response to a brief • Work effectively as a company of actors/dancers • Explore and apply techniques used by professional practitioners • Create and execute a rehearsal schedule • Apply appropriate rehearsal techniques • Document and reflect on the creative process • Evaluate your workshop performance • Apply the knowledge and skills acquired during the autumn term to the externally set brief

For further information please contact Miss Shaw at eshaw@newcollege.leicester.sch.uk

Personal Development (Tutor time)

In Year 10 Personal Development is taught during tutor time.

	Key content
Autumn 1	**This is US** • My areas of strength and development • Influences on self-concept and esteem • Developing assertiveness and resilience. • Characteristics of emotional health and empathy • Coping with change **Finance and Management** • Effectively make financial decisions • Recognise and manage the range of influences on their financial decisions • How they can challenge or seek support for financial exploitation in different scenarios including online • Evaluate financial advantages/disadvantages of employment contracts.
Autumn 2	**Relationships, Sex and Health Education** • Overcome barriers (embarrassment, myths, misconceptions) about sexual health and use of health services. • Choose and access appropriate contraception (including emergency contraception) and negotiate use with partner • The physical and emotional responses to unintended pregnancy; options available whom to talk to
Spring	**Drugs, alcohol, and associated risks** • The consequences of substance use and misuse for the mental and physical health of individuals, families and wider consequences in the community • Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle • Identify risky and emergency situations linked to the use and supply of legal and illegal substances. (Crime and gangs) • Identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking.
Summer	**Relationships** • Recognise when others are using manipulation, persuasion or coercion and how to respond • The law about abuse in relationships, including coercive control and online harassment • Skills and strategies to respond to exploitation, bullying, harassment and control in a relationship • The law relating to 'honour' based violence and forced marriage • Strategies to challenge all forms of prejudice and discrimination **Citizenship** • Financial Citizenship • Which government solution works best? • Understanding government spending

For further information, please contact Mrs Kopicki at skopicki@newcollege.leicester.sch.uk

Personal Development Carousel

The personal development carousel consists of one lesson a fortnight, in which students are taught:

- Career Planning
- Citizenship
- Information Technology
- RSHE (Relationships, Sex and Health Education)
- RE (Religious education)

Career Planning

Topic	Key content
Exploring the recruitment process	• Consider what job roles are interesting. • Research the labour market and education system. • Recognising the main learning pathways and considering which one students want to follow and how they will access and succeed in it. • Research the learning and qualification requirements for jobs and careers that they are interested in. • Research the range of workplaces and what it is like to work in these workplaces • Research how recruitment and selection processes work and what students need to do to succeed in them.
Managing your own career	• Recognising the different ways in which people talk about careers and reflecting on its meaning to them. • How to build confidence and optimism about their future. • Making plans and developing a career pathway for their future. • Consider the risks and rewards associated with different pathways and careers. • To know how to take steps to achieve GCSE's and make a decision about P16 pathways. • Knowing how to deal with and learn from challenges and setbacks.
Creating Opportunities	• Know how to develop friendships and relationships and reflect on their relationship to a career. • To know how to take responsibility for making things happen in their career. • To know how to reflect on and change career ideas and the strategies that are needed to achieve them. • To know how to speak up for themselves and others. • To know what role models are and reflect on what leadership is • Entrepreneurialism and self-employment.
Balancing life and work	• Reflect on the different ways in which people balance their work and life • Reflect on their physical and mental wellbeing and consider how they can improve these • Recognise the role that money and finances will play, in the decisions that they make and, in their life and career • Recognise the role that they play in their family and community and considering how that might shape their career

	• Consider how they want to move through different life stages and manage different life roles • Develop knowledge of rights and responsibilities in the workplace and society • Identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces
Seeing the big picture	• Evaluating different media, information sources and viewpoints. • Explore local and national labour market trends. • Explore trends in technology and science. • Explore the relationship between career and the environment. • Explore the relationship between career, community and society. • Explore the relationship between career, politics and the economy.

Citizenship

	Key content	**What you will know at the end of this term**
Rights and equalities:	• How are we affected by the economy? • Why do we pay taxes? • What can I do to support the UK economy?	• I can describe the economy and how COVID has had an impact on the UK economy. • I know what tax is and how the government raises and spends tax. • I can explain the term youth offending and give some statistics. • I can talk about ways to prevent youth crime.

Religious Education

Topic	**Key Content**	**What you will know at the end of this term**
Multiculturalism	• Introduction to multiculturalism • Prejudice and Discrimination • Religion and Social justice • Social justice project	• I can describe the term multiculturalism and how Leicester is a multicultural city. • I can explain and identify the term prejudice and discrimination in a range of scenarios. • I can describe what is meant by social justice and equality • I can explain the importance of fighting for justice and fairness.

Information Technology

Year 10 students practice the basics of computing on a course based on the European computer driving licence. This enables all students to have a basic understanding of all Microsoft Office applications to a standard that will enable them to be proficient in any working environment. In Year 11 students spend the first months to Christmas writing a personal statement and uploading this to their own UCAS site.

Topic	Key Content	Learning outcomes
Microsoft Word	• General formatting text • Inserting images • Adding tables • Formatting tables • Adding data to tables • Understanding and implementing Mail Merge • Connecting a word document to a spreadsheet • Understanding Templates	Students will learn how to create various documents using MS Word working towards a customer's requirement
Microsoft PowerPoint	• Create a master slide • Insert images to a slide • Insert a title slide • Formatting a presentation • Setting single slide layout • Adding a table to a slide • Inserting a spreadsheet to a slide • Adding a graph to a slide using data from a spreadsheet • Add transition formatting in addition to animation	Students learn the basics of creating a business presentation based on customers' requirements.
Microsoft Excel	• Add data in a number of formats to a simple spreadsheet • Format data within a spreadsheet • Use basic formula to given outcomes • Use what if statements • Use conditional formatting • Understand the use of basic functions • Insert a variety of charts and graphs to display data trends	Students learn the basics of creating a spreadsheet based on a set of customer requirements.

RSHE

Topic	Key content
Positive and negative relationships including the law on consent in all contexts.	• What the positive characteristics in a relationship are • The benefits of being in a positive relationship on wellbeing. • The impact of a negative relationship on your wellbeing. • The different influences that may affect the characteristics in a relationship. • What consent means and the importance of consent • The law on consent
Being safe in a relationship. (Contraception and STI's)	• What it means to be safe in a relationship • Different contraception methods • The dangers of unprotected sex and the risks of having unprotected sex • The different STI's and their impact on health and key facts about treatment
Personal safety in relationships. (Consent, violence and exploitation, hate crime, extremism, stalking and radicalisation).	• The ways in which people can stay safe in a relationship. • What could happen if personal safety is not considered. • What sexual exploitation, criminal exploitation, hate crime, extremism, stalking and radicalisation are. • How people become involved in sexual exploitation, criminal exploitation, hate crime, extremism, radicalisation, stalking and ways to prevent getting involved
Online safety (including sexting, grooming, sexual harassment, Stalking pornography and expectations in a relationship)	• Importance of online safety and ways to stay safe online • Why pornography can lead to these types of behaviour. • Why pornography can alter the expectations of an intimate relationship.
The dangers of illegal drugs and alcohol	• The affects that drugs and alcohol have on our bodies • How drugs and alcohol can harm relationships • The types of behaviour you may see when under the influence of alcohol or drugs? • How drugs and alcohol affect personal safety

For further information, please contact Miss Kopicki at skopicki@newcollege.leicester.sch.uk

Core PE

In Year 10 all students have 1 lesson of practical PE each week.

Students will take part in a range of sports including: football, handball, basketball, trampolining, freestyle gymnastics, rounders, athletics, tennis and badminton. Students also have the option to volunteer as a young leader, receiving training and NGB qualifications. Student can use this knowledge and experience to lead a city and county wide sports event organised through Inspire Together (Leicester's school sport partnership).

In addition, students can opt to study:

Sport (BTEC)

In Year 10 students are studying BTEC 1/2 Tech award in Sport (Qualification Number 603/7068/3). The course is primarily theory based and is in addition to Core Practical PE.

In Year 10 students will complete 30% of the course. This will be through an internal assessment taken in Feb/March of Year 10.

Term	Topic	Key content - Theory
Autumn	**Preparing participants to take part in sport and physical activity**	Component 1: A - Explore types and provision of sport and physical activity for different types of participants B - Examine equipment and technology required for participants to use when taking part in sport and physical activity C - Be able to prepare participants to take part in sport and physical activity.
Spring	**Preparing participants to take part in sport and physical activity**	Component 1: A - Explore types and provision of sport and physical activity for different types of participants B - Examine equipment and technology required for participants to use when taking part in sport and physical activity C - Be able to prepare participants to take part in sport and physical activity.
Summer	**Taking part and improving other participants sporting performance**	Component 2: A – Understand how different components of fitness are used in different physical activities B – Be able to participate in sport and understand the roles and responsibilities of officials C – Demonstrate ways to improve participants' sporting technique.

For further information, please contact Miss Clark at eclark@newcollege.leicester.sch.uk

Spanish (GCSE)

Term	Topic	Key content
Autumn	GCSE module 1: Holidays GCSE module 2: School	• Types of holiday and preferences, describing holidays and trips in the past, booking a hotel. • Describing your school, school subjects, rules and problems at school, planning a school exchange, extracurricular activities and achievements
Spring	GCSE module 3: Friends and family GCSE module 4: Sports and leisure activities	• Apps, social networks, family members, relationships, making plans, reading. • What you usually do, sports, what's trending, different types of entertainment, role models.
Summer	GCSE module 5: Town and local area Revision of modules 1-5	• Describing the features of a town or city, describing a trip in the past, going shopping, making plans for tomorrow

For further information, please contact Mr Hepworth-Adcock at jhepworth-adcock@newcollege.leicester.sch.uk

Wider Curriculum

We also have lots of exciting additional activities that students can get involved with this year. Year 10 are activities are as follows:

- Archery
- Aspire Art Club
- Badminton
- Band
- Choir
- Cooking
- Curve Young Company
- DIY
- Dodgeball
- Drama
- Duke of Edinburgh Award
- Engineering
- Football
- Freestyle Gymnastics
- Just Dance
- Moving Together Dance
- Netball
- Rounders
- Rugby
- School Show
- Trampolining

For further information, including days and times, please refer to our website https://www.newcollege.leicester.sch.uk/wider-curriculum/609.html