



SETTLE COLLEGE  
*Be the best you can be.*

# Years 10 & 11 Curriculum Information Presentation

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# Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
  - A curriculum that allows students to successfully reach the next stage of their education.
  - A school curriculum that is relevant to our locality and provides students with the knowledge and skills needed for this ever-changing world.
- Curriculum planning
  - Students study maths, English language, English literature, science (either combined or separate sciences), RS and core PE.
  - Students complete their first two options in year 10, with a further two options in year 11.



# Settle College's Curriculum Intent

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

 SETTLE COLLEGE Be the best you can be.						
Year 10 & 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	To cover the first part of the Medicine and Germany units.	To complete the Germany unit and the Medicine unit up to the 20 <sup>th</sup> century.	To complete the Medicine unit up to the present day. To cover the first part of the Superpower Relations and Early Elizabethan England units.	To continue covering the Superpower Relations and Early Elizabethan England units.	To complete the Superpower Relations and Early Elizabethan England units. To spend several weeks on revision and exam practice.	Once the exams are over, to spend some time with the Year 10 students looking at how some of the key historical events they've studied have been portrayed in film and TV.
Content mapping	GERMANY Weimer Republic – 5 problems. The Stresemann Years.  MEDICINE Medicine in the trenches of the Western Front, 1914-18 (complete from Drop Down Days) Medieval medicine c1250-c1500. Renaissance medicine c1500-c1700	GERMANY Hitler's rise to power. The Nazi State.  MEDICINE Medicine in Industrial Britain. Medicine since 1900 – new ideas about the cause of illnesses. Medicine since 1900 – developments in treatments.	SUPERPOWER RELATIONS Origins of the Cold War. The Berlin Crisis. The Hungarian Uprising. The Berlin Wall.  MEDICINE Preventing illness since 1900. The fight against lung cancer.  ELIZABETHAN ENGLAND Queen, government and religion 1558-69.	SUPERPOWER RELATIONS The Cuban Missile Crisis. Czechoslovakia 1968 End of the Cold War – flashpoints.  ELIZABETHAN ENGLAND Challenges at home and abroad 1569-88. Education and leisure. Poverty.	SUPERPOWER RELATIONS The collapse of Soviet control.  ELIZABETHAN ENGLAND Voyages of discovery. Raleigh and Virginia.  REVISION AND EXAM PRACTICE.	Different portrayals of Elizabeth I – which characteristics, weaknesses and events are shown? How accurate are the different portrayals?  How have Hollywood films portrayed some of the key events of the 20 <sup>th</sup> century?
Disciplinary knowledge	Causation Consequence Similarity/difference Continuity/change Significance	Causation Consequence Similarity/difference Continuity/change Significance	Causation Consequence Similarity/difference Continuity/change Significance.	Causation Consequence Similarity/difference Continuity/change Significance.	Causation Consequence Similarity/difference Continuity/change Significance.	Understanding different portrayals of key individuals/events studied.



# Settle College's Curriculum Intent

- A curriculum for all learners
  - Our curriculum offer at GCSE ensures that students have a wide range of courses available to them.
  - The curriculum may be adapted for some students to ensure it is appropriate.
- Literacy
  - Developing students' literacy skills to enable them to share their voice and access opportunities in the future.



# Settle College's Curriculum Intent

- Personal development
  - The curriculum supports students to become responsible, tolerant and active members of society, who embrace diversity.
  - It supports their spiritual, moral, social and cultural awareness, as well as deepening their understanding of fundamental British values.
  - A careers provision that supports students throughout their education.
  - A student leadership programme to develop leadership skills for our students.
  - The Settle College Diploma, which recognises and celebrates students' achievements in their personal development.
- For the full curriculum intent statement, please see the Settle College website, and click on the 'Year 7 to 11' menu, followed by 'Curriculum'.



# English Language

*We aim to continue to foster the desire for wider reading, seeking new experiences and presenting own perspectives.*

*We seek to explore deeper themes, encourage independent thought, whilst also preparing for the real world – spotting fake news, recognising bias, etc.*

- Paper 1: Explorations in creative reading and writing
  - One literature fiction text, with short, long and extended questions
  - One descriptive or narrative writing
- Paper 2: Writers' viewpoints and perspectives
  - One non-fiction text and one literacy non-fiction text
  - Writing to present a viewpoint

*Subject leader: Mrs Scriven ([E.Scriven@settlecollege.n-yorks.sch.uk](mailto:E.Scriven@settlecollege.n-yorks.sch.uk))*



# English Literature

- Year 10
  - Poetry anthology: Romantic Poets
  - Key text: A Christmas Carol
  - Poetry anthology: war poems
  - Key text: Romeo and Juliet
- Year 11
  - Completion of the poetry anthology
  - Key text: An Inspector Calls
  - Unseen poetry
  - Revision of the key texts from year 10

*Subject leader: Mrs Scriven ([E.Scriven@settlecollege.n-yorks.sch.uk](mailto:E.Scriven@settlecollege.n-yorks.sch.uk))*



# Maths

*To develop problem solving skills, encouraging students to apply their knowledge to increasingly complex real-life contexts.*

- Year 10

- Bivariate data (NC)
- Equations and inequalities (NC)
- Measures (NC)
- Angles, polygons and circles (NC)
- Indices, surds and standard form (NC)
- Transformations and congruence (NC)
- Vectors (NC)
- Percentages
- Proportionality
- Probability
- Area & perimeter and 3D shapes
- Fractions
- Calculators and rounding
- Trigonometry and Pythagoras
- Algebraic manipulation
- Drawing and using graphs
- Reading scales & compound units
- Bounds and standard form

*Subject leader: Ms Bristow ([J.Bristow@settlecollege.n-yorks.sch.uk](mailto:J.Bristow@settlecollege.n-yorks.sch.uk))*





# Maths

*To develop problem solving skills, encouraging students to apply their knowledge to increasingly complex real-life contexts.*

- Year 11

- Integer and decimal calculations (NC)
- Expressions, formulae & sequences (NC)
- Transformations & similarity (NC)
- Probability (NC)
- Standard form, indices, surds, factors & multiples (NC)
- Simultaneous equations & inequalities (NC)
- Construction, loci, scale and bearings (NC)
- Data, charts & graphs (NC)
- Vectors (NC)
- Percentages
- Area and volume
- Trigonometry & Pythagoras
- Graphs & transformations
- Algebra

*Subject leader: Ms Bristow ([J.Bristow@settlecollege.n-yorks.sch.uk](mailto:J.Bristow@settlecollege.n-yorks.sch.uk))*



# Science

*To broaden understanding of a range of scientific principles from KS3 and examine certain aspects in greater depth*

- Year 10
  - Biology: keeping healthy, living together (food & ecosystems) and using food & controlling growth.
  - Chemistry: air & water, chemicals of the natural environment and material choices.
  - Physics: sustainable energy, explaining motion, radioactivity and electricity.
- Year 11
  - Biology: the human body and life on Earth
  - Chemistry: chemical analysis and making useful chemicals
  - Physics: continuing with electricity and matter

*Subject leader: Mr Langan ([M.Langan@settlecollege.n-yorks.sch.uk](mailto:M.Langan@settlecollege.n-yorks.sch.uk))*



# RS

*An in-depth study of Islam as a lived religion within the UK and throughout the world.*

- Islamic Beliefs
- Living the Muslim Life
- Crime and punishment
- Peace and conflict

*Subject leader: Mr Wiggans ([S.Wiggans@settlecollege.n-yorks.sch.uk](mailto:S.Wiggans@settlecollege.n-yorks.sch.uk))*



# PSHCE

*To introduce students to age-appropriate knowledge that will equip them to live healthy, safe, productive, capable, responsible and balanced lives.*

- Mental health and wellbeing
- Careers and enterprise
- Citizenship
- Economic wellbeing
- Relationships and sex education
- Staying safe, including drugs, alcohol and online safety

*Subject leader: Mr Wiggans ([S.Wiggans@settlecollege.n-yorks.sch.uk](mailto:S.Wiggans@settlecollege.n-yorks.sch.uk))*

*Head of year 10: Mrs Hawkins ([N.Hawkins@settlecollege.n-yorks.sch.uk](mailto:N.Hawkins@settlecollege.n-yorks.sch.uk))*

*Head of year 11: Mrs Birkett ([R.Birkett@settlecollege.n-yorks.sch.uk](mailto:R.Birkett@settlecollege.n-yorks.sch.uk))*



# Core PE

*To promote enjoyment of sport and develop a lifelong love of being active, providing an understanding of the need to be physically fit.*

- Handball, netball and basketball
- Badminton and table tennis
- Football and rugby
- World sports
- Fitness
- Outdoor and adventurous activity (orienteering)
- Cricket, rounders, softball and tennis
- Athletics

*Subject leader: Mr Ellis ([R.Ellis@settlecollege.n-yorks.sch.uk](mailto:R.Ellis@settlecollege.n-yorks.sch.uk))*



# Art and photography

*To explore different themes and a wide variety of artistic techniques.*

- The course comprises of 60% coursework and 40% exam, based on four different assessment objectives:
  - AO1: develop – develop ideas through investigations, demonstrating critical understanding of sources.
  - AO2: refine – refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
  - AO3: record – record ideas, observations and insights relevant to intentions as work progresses.
  - AO4: present – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

*Subject leader: Ms Canning ([R.Canning@settlecollege.n-yorks.sch.uk](mailto:R.Canning@settlecollege.n-yorks.sch.uk))*



# Computing

*Develop skills and understanding in computational thinking, applying skills to produce a complex application to solve a given problem.*

- Computer systems
  - Systems architecture, memory & storage, computer networks, connections & protocols, network security, systems software and ethical, legal, cultural & environmental impacts of digital technology.
- Computational thinking, algorithms and programming
  - Algorithms, programming fundamentals, producing robust programs, Boolean logic and programming languages & integrated development environments

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# iMedia

*With an engaging, practical and inspiring approach to learning, iMedia equips learners with a range of skills in the use of technology required in creative media.*

- Students undertake three controlled assessment units and one examined unit on pre-production skills.
- Options available: video, sound, animation, website design, photography and more!
- The choices are discussed with the students and selected to fit the students' needs and expectations.

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*





# Drama

*To develop students' understanding of Drama and the different skills required in the subject.*

- Component 1: Understanding drama – written exam (40%)
  - Theatre roles and terminology
  - Study of a set play (Blood Brothers)
  - Live Theatre Production (National Theatre's digital production of Small Island)
- Component 2: Devising drama – coursework (40%)
  - Groupwork devising an original piece of drama based on a chosen stimulus, with an individual written devising log documenting the development of the performance work.
- Component 3: Texts in practice – practical exam (20%)
  - Performance of two scenes from an approved play in front of a visiting examiner

*Subject leader: Ms Canning ([R.Canning@settlecollege.n-yorks.sch.uk](mailto:R.Canning@settlecollege.n-yorks.sch.uk))*



# DT

*To develop students' practical and theoretical knowledge of the skills required in product design.*

- Use tools, machines and techniques to manufacture a mechanical box.
- Develop electronics mechanisms, CAD CAM theory
- NEA: developing initial ideas, refining and evaluation, final design production and prototype production, testing and evaluation.

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# Engineering

*To develop students' practical and theoretical knowledge of the skills required in engineering.*

- Unit 1: engineering design (25%) – analysing and redesigning an existing product.
- Unit 2: producing engineering products (50%) – plan and manufacture a set product to specific tolerances.
- Unit 3: solving engineering problems (25%) – the written exam for the qualification.

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# Food preparation & nutrition

*To discover the underlying principles and skills to live a healthy life, through both practical and theoretical understanding.*

- Theoretical content (50% exam):
  - Principles of nutrition, diet and good health, the science of cooking food, food spoilage, food provenance and food waste, cultures and cuisines, technological developments and factors affecting food choice.
- Non-examined assessments, NEAs (50%)
  - NEA1 (December) – a food-based investigation set by the exam board.
  - NEA2 (March) – researching, trialling, planning, preparing and cooking dishes, before evaluating their work.

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# Hospitality & catering

*To gain an understanding of various different hospitality industries and the skills needed within catering.*

- Unit 1: the hospitality and catering industry (40%)
  - All parts of the industry, with the ability to propose new hospitality and catering provision for a particular location.
- Unit 2: the food preparation assessment (60%)
  - A practical assessment and coursework against a given brief from the exam board, including the skills of preparing, cooking and presenting nutritional dishes.

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# Enterprise & Marketing

*To develop applied knowledge and practical skills in enterprise and marketing.*

- R064: Enterprise and marketing concepts
  - Working with customers, running a business, product pricing and marketing and the differences between large and small businesses.
- R065: Design a business proposal
- R066: Market and pitch a business proposal

*Subject leader: Mr Murphy ([S.Murphy@settlecollege.n-yorks.sch.uk](mailto:S.Murphy@settlecollege.n-yorks.sch.uk))*



# French and Spanish

*To develop students' listening, speaking, reading and writing skills, recalling events and expressing opinions. Students will learn to engage in debates and discussions about the culture in France/Spain, as well as investigating current issues in the French and Spanish speaking world.*

- Theme 1: Identity and culture
  - Family and friends, technology in everyday life, free time activities and customs and festivals.
- Theme 2: Local, national and global areas of interest
  - Where I live, charity and volunteering, work and healthy living, environment, poverty and homelessness and holidays and travel.
- Theme 3: Current and future study and employment
  - My studies, life at school and college, education post-16 and jobs, career choices and ambitions.

*Subject leader: Mme Bataller ([S.Bataller@settlecollege.n-yorks.sch.uk](mailto:S.Bataller@settlecollege.n-yorks.sch.uk))*



# Geography

*To allow students to travel the world from the classroom, exploring case studies in the UK and the wider world.*

- Physical landscapes in the UK: coasts and rivers
- The changing Economic World
- The challenge of Resource Management: Global water
- Urban issues and challenges
- The living world: rainforests and hot deserts
- Geographical applications and skills
- The challenge of natural hazards: earthquakes, tropical storms and extreme weather

*Subject leader: Mrs Whitaker ([R.Whitaker@settlecollege.n-yorks.sch.uk](mailto:R.Whitaker@settlecollege.n-yorks.sch.uk))*





# History

*To understand how key historic events across a wide range of historic eras.*

- Germany: Weimer Republic, Hitler's rise to power and the Nazi state.
- Medicine: medieval medicine (c1250-c1500), Renaissance medicine (c1500-c1700), medicine in industrial Britain, medicine in the trenches of the Western Front and medicine since 1900.
- Superpower relations: the Cold War, the Berlin Crisis, Hungarian Uprising, the Berlin Wall, the Cuban Missile Crisis, Czechoslovakia 1968 and the collapse of Soviet control.
- Elizabethan England: challenges at home and abroad, education and leisure, poverty, voyages of discovery, Raleigh and Virginia.

*Subject leader: Ms Fisher ([P.Fisher@settlecollege.n-yorks.sch.uk](mailto:P.Fisher@settlecollege.n-yorks.sch.uk))*



# PE

*To understand where people fit in with physical activity and sport, and how to improve their performance.*

- Paper 1: Physical factors affecting performance
  - Applied anatomy and physiology
  - Physical training
- Paper 2: Socio-cultural issues and sports psychology
  - Socio-cultural influences
  - Sports psychology
  - Health, fitness and well-being
- Practical performances
  - Participation in three sports (30% of total)
  - Analysis and evaluation of performance

*Subject leader: Mr Ellis ([R.Ellis@settlecollege.n-yorks.sch.uk](mailto:R.Ellis@settlecollege.n-yorks.sch.uk))*



# Home learning and independent study

- Aim: to extend students' learning beyond the school day to give opportunities to practice what they have been taught, to further their knowledge and to begin to develop independent study skills.
  - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.
- Home learning will be recorded on Arbor.
- Home learning guides will be added to the college website (Year 7 to 11, Home learning) over the next two weeks.
- Students are also encouraged to complete further research and revision, including the half-termly challenge tasks.



# Literacy

- Strategies in school:
  - A focus from departments on disciplinary literacy
  - Form time activities
  - Prefix/suffix of the week as part of explicit teaching of vocabulary
  - The Settle College 'Literacy Rainbow'
  - Differentiated literacy interventions
- Support from home:
  - Encouragement to read more widely
  - Supporting written work, to increase accuracy in spelling, punctuation and grammar and vocabulary choice



# Assessments and reporting

- Students complete summative subject assessments and formative assessment throughout lessons.
- There are two grading structures at GCSE:
  - Grades 9-1, where grade 4 is the standard pass and grade 5 is a strong pass.
  - Distinction\*-Pass for vocational subjects, with Level 1 and Level 2.
- Feedback will be both written and verbal.
- Progress reviews are sent on a termly basis and contain:
  - Grades for specific formal assessments
  - A predicted grade for the end of the course for the subject
  - Attitude to learning scores for inside and outside the classroom



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# Thank you for listening

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