



The Ferrers School

Year 10 Curriculum Overview 2025-26

“Learning is a journey, not a destination.”



Aspire Achieve Acclaim

Introduction

This document provides an overview of our students' learning journey through Year 10. We encourage you to discuss the content of each subject with your child, including the ***Independent Study*** that has been outlined, as this is a compulsory element of each subject that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your child's learning focus from week to week and enable you to support your child with their independent study.

Independent Study

All independent learning is set on TEAMs as an assignment and as a parent you will receive a weekly overview of the assignments that your child has been set by their teachers. Independent study will be set every week for Year 10 students.

Learning in Year 10

Our Teaching and Learning expectations are set out in our framework detailing expectations of students and staff alike. Our key areas of focus are Challenge, Communication, Participation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 3.

The Ferrers Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS COMMUNICATION

Understand what is expected of them, in lessons and in the wider school community.

Ask for help when needed.

Understand how to seek feedback.

Can explain what they are learning and why.

Recognise the importance of reading, writing, speaking and listening in their daily lives.



STUDENTS PARTICIPATION

Know how to join in and take part, in lessons and in extra-curricular activities.

Are motivated by experiencing success early on in lessons.

Respond to instruction, opting in and taking an active approach to learning.

Can expect to be praised for their contribution and effort.

Understand that getting it wrong is an integral part of the learning process.



STUDENTS CHALLENGE

Are intellectually curious and enjoy being challenged.

Expect learning to become increasingly challenging over time.

Recognise that other learners have different challenges to them.

Understand that they will make progress by thinking hard and pushing themselves.

Take responsibility for their contribution, in lessons and extra-curricular activities.



STUDENTS PRIDE

Arrive to lessons on time.

Feel a sense of pride when they try hard and show excellence in their work.

Enjoy receiving acclaim from peers, teachers, parents and members of the community.

Respect the learning environment, in classrooms and around the school site.

Are proud to represent the school through student voice, leadership and community events.



STUDENTS INDEPENDENCE

Recognise the need to move from teacher instruction to mastery and independence.

Understand the steps they are taking in their learning.

Can think about the learning process, setting goals and making adaptations for themselves as required.

Can work independently for sustained periods of time, in a lesson and at home.

Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom.



STAFF ENSURE COMMUNICATION

Expectations are shared explicitly.

Q & A and checking for understanding are used effectively.

High quality dialogue is used with students and between peers.

High levels of oracy so students can articulate the learning journey.

Reading, writing, speaking and listening are privileged by the subject.



STAFF ENSURE PARTICIPATION

Means of Participation are specified.

Students experience success early in the lesson.

There is a culture of 'No Opt Out' in lessons.

Learning behaviours are consistently acknowledged and rewarded.

Students are resilient; they feel safe to take risks and make mistakes.



STAFF ENSURE CHALLENGE

Lessons are well planned, pitched to challenge all students.

Teaching is adaptive, ensuring that all learners succeed.

There are high ratios of students thinking hard and taking part.

All students are challenged to push themselves.

Lessons involve high levels of student accountability.



STAFF ENSURE PRIDE

Lateness to lessons is always challenged.

Milestones in learning are recognised and celebrated.

Behaviours for learning are praised and rewarded.

Classroom environments are well maintained and conducive to learning.

Students feel motivated to work hard for success, attributing success or failure to things they can change.



STAFF ENSURE INDEPENDENCE

The curriculum is sequenced to enable independence.

Students can articulate the steps they are taking in learning.

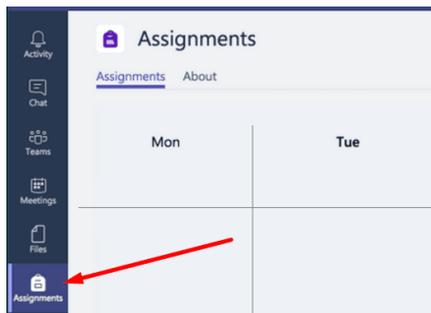
Students have opportunities to self-regulate, using metacognitive strategies where appropriate.

There is dedicated time in lessons for uninterrupted independent practice, when students are ready.

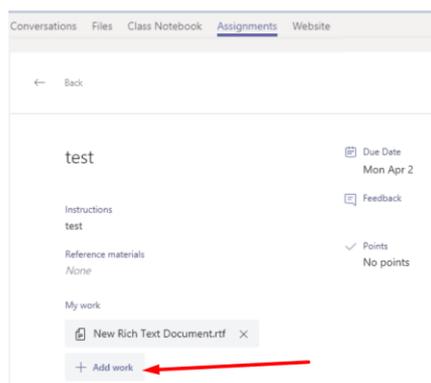
The subject finds appropriate ways to extend the boundaries of learning.

How do I hand in my assignment on Microsoft TEAMS?

1. Log on to TEAMS and go to your classroom.
2. Then select the **General** channel.
3. Click on **Assignments**.



4. The list of your assignments will appear on the screen. It's filtered by the due date. In this manner, you'll know what assignments are urgent and which can wait.
5. Select your **assignment card**. Open it and check the assignment details.
6. To hand in documents and files related to your assignment, click on the **+Add work** button and upload your files.



7. Hit the **Turn in** button to submit your assignment. Your teacher can now check your assignment and the files you attached to it.

Keep in mind that the maximum file size is 500MB. You can add up to 10 additional resources for each assignment.

English Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Full Novel Study: 'A Christmas Carol' Final GCSE Spoken Language Assessment	Research the Victorian Era: Workhouses, Industrial Revolution, The Poor Laws and Life in Victorian London. Produce revision documents of key characters and themes. Practice your speech. This will need to be delivered to an audience, recorded and sent to the examination board.
Term 2 – Autumn 2 November - December	Full Novel Study: 'A Christmas Carol' Final GCSE Spoken Language Assessment	Research the Victorian Era: Workhouses, Industrial Revolution, The Poor Laws and Life in Victorian London. Produce revision documents of key characters and themes. Practice your speech. This will need to be delivered to an audience, recorded and sent to the examination board.
Term 3 – Spring 1 January - February	English Language Paper Two	Complete practice papers for the reading and writing components of paper two. Choose from the variety of Language P2 Q5 prompts provided on TEAMS and plan responses.
Term 4 – Spring 2 February - April	Macbeth	Research the Shakespearean Era: Chain of Being, Supernatural Beliefs, Kingship, Original Sin etc. Produce revision documents of key characters and themes.
Term 5 – Summer 1 April - May	Macbeth	Research the Shakespearean Era: Chain of Being, Supernatural Beliefs, Kingship, Original Sin etc. Produce revision documents of key characters and themes.
Term 6 – Summer 2 June - July	PPE One Preparation: Language Paper Two and Literature Paper One	Complete practice papers for the reading and writing components of Language Paper Two. Choose from the variety of Language P2 Q5 prompts provided on TEAMS and plan responses.

Produce revision resources for Literature Paper One ('Macbeth' and 'A Christmas Carol').

Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via a sample marking process. We operate a 'Whole Class Feedback' approach in exercise books, whereby some members of the class will receive written feedback on a rotational basis, with a whole-class feedback departmental proforma evident in ALL students' books, alongside red-pen feed-forward tasks to address common misconceptions.
Independent work to be completed at home	An emphasis is on students completing useful revision documents in their own time in preparation for the end of year exams. Students will be given set homework from their teachers, which will be set by class teacher via TEAMS. Students should be reading in their own time, choosing texts which challenge and enhance their vocabulary. Books are available to borrow from the library which also has an online platform for book rental.
Equipment required	Students may choose to own their own copies of Literature texts for personal annotation; poetry anthologies; access to TEAMS, where all lesson information and resources will be uploaded on a weekly basis.
Future proofing	Our curriculum aims to make clear links between the skills learners attain and future career routes so that students have a clear understanding of how their learning will benefit them as lifelong learners. We aim to ensure that all students are able to access their next steps for the future, whether that be 6 th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in English Language; preparing students for A-Level study, where we offer both English Literature and combined English Language and Literature courses.
Pledges	Participation - taking on the regular class reading of set-texts; Excellence – opportunity to be nominated for weekly 'star of the week' awards; Giving – chances to have own written responses shared as model answers with other students in both Years 10 and 11; Service – we are always looking for volunteers to help promote the English Department in open evenings and via social media channels.

Helping at home	
Ways you can help your child	Encourage reading - a wide range of texts, fiction and non-fiction; allow access to film versions of A Christmas Carol and Macbeth; regular conversation with class teachers who will always be happy to advise.
Useful websites and texts	Mr Bruff - YouTube : a range of short and snappy revision videos for all Literature and Language texts and questions all on one channel; TEAMS – all lesson resources uploaded and shared weekly; Tassomai – an interactive app which allows students to

	test themselves on key quotations, characters, themes and general comprehension skills.
Extra-curricular clubs and support	English drop-in sessions are available after school for Year 10 on Mondays, Thursdays and Fridays in each student's regular English classroom.

Teachers and contact	
Curriculum Leader	Mr R Downs – RDowns@theferrers.org
Classroom Teachers	Mr R Downs – RDowns@theferrers.org
	Mrs K Frost – KFrost1@theferrers.org
	Mrs E Smith – ESmith@theferrers.org
	Mrs E Wisby – EWisby@theferrers.org
	Mrs T Truett – TTruett@theferrers.org

Mathematics Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Percentages, similarity and linear graphs	Targeted exercises set on Corbett maths and Sparx that will allow students to consolidate their understanding and explore future topics
Term 2 Autumn 2 November - December	Quadratics and direct and inverse proportion	
Term 3 Spring 1 January - February	Congruency, Pythagoras, powers and roots	
Term 4 Spring 2 February - April	Probability and solving equations	
Term 5 Summer 1 April - May	Trigonometry, simultaneous equations, box plots and cumulative frequency	
Term 6 Summer 2 June - July	Histograms and revision for exams	

Assessment and Feedback	
Assessment types and frequency	Feedback to be given every two weeks which will take a variety of forms: written feedback on exam-style questions, homework feedback on research and revision-based documents, verbal feedback. Formal assessments termly.
Independent work to be completed at home	An emphasis is on students completing independent work based on book feedback, creating personal notes and attempting questions set.
Equipment required	Calculator, pen, pencils and geometry set.
Future proofing	Ensuring all students can access next steps for the future, whether that be 6th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in Mathematics; preparing students for A-Level study, where we offer both Mathematics A-level and core mathematics
Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ and postcard home; Service – we are always looking for volunteers to help promote the Mathematics Department in open evenings and via social media channels; Participation – we offer multiple opportunities for competitions across the year, such as maths challenge

Helping at home	
Ways you can help your child	Ensure pupils complete independent work set based on book feedback and Sparxs homework
Useful websites and texts	Corbett maths and Sparx
Extra-curricular clubs and support	Drop-in support after school, homework club

Teachers and contact	
Curriculum Leader	Mr D Adams Dadams@theferrers.org
Classroom Teachers	Mr R Sadler Rsadler@theferrers.org
	Miss K Unwin Kunwin@theferrers.org
	Mr Fong EFong@theferrers.org
	Mrs K Govender KGovender@theferrers.org
	Mr F Freris FFreris@theferrers.org
	Mrs M Jameel Mjameel@theferrers.org

Science Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Chemistry Chapter 4-5 part 2 – Energy and Chemical Changes Physics Chapter 2 – Electricity Biology Chapter 4 – Bioenergetics	Tassomai Quizzes exam questions.
Term 2 – Autumn 2 November - December	Chemistry Chapter 4-5 part 2 – Energy and Chemical Changes Physics Chapter 2 – Electricity Biology Chapter 4 – Bioenergetics	Tassomai Quizzes exam questions.
Term 3 – Spring 1 January - February	Chemistry Chapter 3 – Qualitative Chemistry Physics Chapter 2 – Electricity Biology Chapter 7 – Ecology	Tassomai Quizzes exam questions.
Term 4 – Spring 2 February - April	Chemistry Chapter 3 – Qualitative Chemistry Physics Chapter 5 – Forces Biology Chapter 7 – Ecology	Tassomai Quizzes exam questions.
Term 5 – Summer 1 April - May	Chemistry Chapter 6 – Rates of Reaction Physics Chapter 5 – Forces Biology Chapter 3 – Infection and Response	Tassomai Quizzes exam questions.
Term 6 – Summer 2 June - July	Chemistry Chapter 7 – Hydrocarbons Physics Chapter 5 – Forces Biology Chapter 3 – Infection and Response	Tassomai Quizzes exam questions.

Assessment and Feedback	
Assessment types and frequency	Mid topic assessments, 6-mark questions, exam style questions, end of topic tests
Independent work to be completed at home	Tassomai Quizzes and set exam questions.
Equipment required	Pen, pencil, ruler, scientific calculator, sharpener, red pen
Future proofing	
Pledges	Environment, Participation

Helping at home	
Ways you can help your child	Ask about what they've been learning about in science, ask them to teach you about it, watch documentaries from Brian Cox, David Attenborough, the BBC and those on Netflix together.
Useful websites and texts	www.freesciencelessons.co.uk https://www.bbc.co.uk/bitesize https://classroom.thenational.academy/

	YouTube – FuseSchools, Cognito exam practice - https://www.savemyexams.co.uk/
Extra-curricular clubs and support	TBC

Teachers and contact	
Curriculum Leader	Dr N Mellor – nmellor@theferrers.org
Deputy Curriculum Leader	Miss J Burke – jburke@theferrers.org
Classroom Teachers	Dr N Mellor – nmellor@theferrers.org Miss J Burke – jburke@theferrers.org Mr R Spavins Hicks – rspavinshicks@theferrers.org Mr M Johnson – mjohnson@theferrers.org Mrs S Matthews – smatthews@theferrers.org Dr C Holyoak – cholyoak@theferrers.org Mrs M Garrod – mgarrod@theferrers.org Miss Y Guy – YGuy@theferrers.org Miss Punian - rpunian@theferrers.org

History Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Weimar and Nazi Germany, 1918-1939 Unit 1	Independent learning on each GCSE unit is set on Seneca Learning or Tassomai. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	Weimar and Nazi Germany, 1918-1939 Unit 2	
Term 3 – Spring 1 January - February	Weimar and Nazi Germany, 1918-1939 Unit 3	
Term 4 – Spring 2 February - April	Weimar and Nazi Germany, 1918-1939 Unit 4	
Term 5 – Summer 1 April - May	Superpower relations and the Cold War, 1941-91 Unit 1	
Term 6 – Summer 2 June - July	Superpower relations and the Cold War, 1941-91 Unit 1	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a half term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS, using Seneca or Tassomai, once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the History teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS using Seneca and Tassomai. Discuss the issues they are studying in History – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize History – lots of information about History and videos: https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j Seneca and Tassomai – Homework platforms used for our GCSE studies: https://senecalearning.com/en-GB/ https://www.tassomai.com/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell – Rmosdell@theferrers.org
Classroom Teachers	Mr T Collins (lead) TCollins@theferrers.org Mr T Magennis TMagennis@theferrers.org Mr R Mosdell RMosdell@theferrers.org

Geography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	The Challenge of Natural Hazards	Independent learning on each GCSE unit is set on Seneca Learning or Tassomai. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	The Challenge of Natural Hazards and Human Geography Fieldwork	
Term 3 – Spring 1 January - February	The Challenge of Resource Management	
Term 4 – Spring 2 February - April	The Challenge of Resource Management	
Term 5 – Summer 1 April - May	Coastal Landscapes in the UK	
Term 6 – Summer 2 June - July	Revision and Physical fieldwork	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a half term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS, using Seneca or Tassomai, once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the geography teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS using Seneca and Tassomai. Discuss the issues they are studying in Geography – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize Geography – lots of information about Geography and videos: GCSE Geography - AQA - BBC Bitesize Seneca and Tassomai – Homework platforms used for our GCSE studies: https://senecalearning.com/en-GB/ https://www.tassomai.com/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr A Litchfield (Lead Teacher for Geography) ALitchfield@theferrers.org

Mr D Ashurst DAshurst@theferrers.org

Miss M Blackmore MBlackmore@theferrers.org

French Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Holidays Where do you go on holidays and what you do. Hotel review.	Language nut website Research into the Francophone world
Term 2 – Autumn 2 November - December	Holidays Using three tenses + when discussing holidays	Language nut website Creating a roleplay of booking a hotel in a French speaking country
Term 3 – Spring 1 January - February	Town Pros on cons of my area	Language nut website Research a town or region in France
Term 4 – Spring 2 February - April	Town Using three tenses with the topic	Language nut website Create a tourist information leaflet Create a weather forecast
Term 5 – Summer 1 April - May	Environment Environmental problems and how to solve them	Language nut website Prepare a presentation about local environmental initiatives
Term 6 – Summer 2 June - July	Environment More about Global issues that are linked closely to humans e.g. homelessness	Language nut website Research the differences ways how one could support others in difficult life situations

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test. Complete language nut tasks
Equipment required	Vocabulary uploaded on teams, access to language nut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.

Pledges	Diversity
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Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, language nut vocabulary tasks
Extra-curricular clubs and support	Languages: session 6

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Spanish Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Module 4 Talking about changing lifestyle habits.	Languagenut website Active Learn Website
Term 2 – Autumn 2 November - December	Module 4 Talking about changing lifestyle habits.	Languagenut website Escape room – School topic
Term 3 – Spring 1 January - February	Module 5 – School and future plans	Languagenut website Escape room – School topic
Term 4 – Spring 2 February - April	Module 5 – School and future plans	Languagenut website Escape room – School topic
Term 5 – Summer 1 April - May	Module 6 Ciudades – describing where you live and compare to how it was in the past	Languagenut website Active Learn Website Research about Luis Barrero – Student activist in Spain founder of Fridays for Future
Term 6 – Summer 2 June - July	Module 6 Ciudades & Preparation for PPEs – talk about issues in your town and improvements you would like to make in the future	Languagenut website Active Learn Website Research about Gaudi and the city of Barcelona

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test. Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra curricular clubs and support	Languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Dance Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Learning Dance Technique	Rehearse in own time
Term 2 – Autumn 2 November - December	Studying Practitioner/Dance Emancipation of Expressionism. Practical and Theoretical	Rehearse in own time. Complete Theory Homework
Term 3 – Spring 1 January - February	Learning Set Dance Within Her Eyes	Rehearse in own time. Complete Theory Homework
Term 4 – Spring 2 February - April	Learning Set Dance Artificial Things. Practical and Theoretical	Rehearse in own time. Complete Theory Homework
Term 5 – Summer 1 April - May	Learning Set Dance Infra. Practical and Theoretical	Rehearse in own time. Complete Theory Homework
Term 6 – Summer 2 June - July	Learning Skills and Technique for Set Dance 1 & 2	Rehearse in own time Revise for upcoming theory mocks

Assessment and Feedback	
Assessment types and frequency	1:1 Verbal feedback during lesson End of unit test during each half term for practical and theory
Independent work to be completed at home	All topics will need work outside of lesson. This will involve rehearsing, applying feedback, choreographing and completing written work for their folder.
Equipment required	Dance kit (all black). Folder to keep all work and revision
Future proofing	Links to careers in: Choreography, Teaching Dance and Dance Performance.
Pledges	Opportunities for Participation, Leadership, Diversity and Excellence Pledges.

Helping at home	
Ways you can help your child	Asking them to show you their choreography/technique exercises, and how their theory work is going.
Useful websites and texts	YouTube for music and choreography ideas A Linha Curva - Rambert – Rambert Dance Company (A Linha Curva) Shadows - Phoenix Dance Theatre – Phoenix Dance Theatre (Shadows) EMANCIPATION OF EXPRESSIONISM - Boy Blue - (boyblueent.com) – Boy Blue Entertainment (Emancipation of Expressionism)
Extra-curricular clubs and support	The Dance Studio is available afterschool on Wednesdays and Thursdays with supervision from class teacher
	Teachers and contact
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss A Woolvett – awoolvett@theferrers.org

Media Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Component 1: Exploring Media Products. This is the theoretical unit of the course. Students will learn about audience, purpose, genre and production techniques. Research Skills. PPE ASSESSMENT – Practice assessment before the release of the official brief	Reading over lesson notes and the course booklet to retain and recall knowledge.
Term 2 – Autumn 2 November - December		Attending session 6 intervention for 1:1 support if needed.
Term 3 – Spring 1 January - February		Component 1: Official Brief Released: 10 hours of official exam assessment in class
Term 4 – Spring 2 February - April	Component 1: Resubmission Window	
Term 5 – Summer 1 April - May	Component 2: Developing Digital Media Production Skills. A series of practical projects where students work to a brief	Taking photos and video outside of normal lesson time.
Term 6 – Summer 2 June - July		Attending session 6 intervention for 1:1 support if needed.

Assessment and Feedback	
Assessment types and frequency	1:1 Verbal feedback during lesson (constant) Written feedback after each practical project (termly)
Independent work to be completed at home	All practical projects will need work outside of lesson. This will involve taking photographs or writing text for scripts or articles.
Equipment required	A digital camera, or access to a phone with a reasonable quality camera.
Pledges	Opportunities for Participation, Excellence and Service pledges

Helping at home	
Ways you can help your child	Asking them what they are doing each term and asking to see their work – give them a chance to show off! Ensuring that they are present at school during the official assessment period (Feb-April).
Useful websites and texts	YouTube channel: The Media Studies Hub
Extra-curricular clubs and support	The Media studio is available afterschool on Monday, and Thursdays with supervision from class teacher

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mrs C Daniel - cdaniel@theferrers.org Mr Gammon – cgammon@theferrers.org

Music Curriculum – BTEC Music

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Component 1: Genre Styles 1 Blues and Rock 'n' Roll	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks
Term 2 – Autumn 2 November - December	Component 1: Genre Styles 2 Minimalism and Disco	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks
Term 3 – Spring 1 January - February	Component 1: Development of key listening, writing and composing skills via a mock exam to prepare for the real assessment next term.	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks Prepare for assessments
Term 4 – Spring 2 February - April	Component 1: Assessment/ Set Brief	Flipped learning tasks Revise and prepare for assessment Experiment with ideas at home for brief
Term 5 – Summer 1 April - May	Component 2: Compositional Skills. Recap and development of compositional and musicianship skills.	Flipped learning tasks Practice the skills on Software and/or at home
Term 6 – Summer 2 June - July	Component 2: Development of target setting and self-led skills through a mock exam ahead of the comp 2 assessment at the start of year 11.	Flipped learning tasks Practice the skills on Software and/or at home

Assessment and Feedback	
Assessment types and frequency	Regular 1:1 feedback provided during class time. Written feedback for completed projects. Self-marking quizzes that follow flipped learning tasks.
Independent work to be completed at home	Flipped learning will be introduced at the beginning of the year where students prepare for the set of lessons the following week. This will include a PowerPoint with video and notes followed by a self marking quiz to check understanding. Practice the skills on Software at home or intervention nights. Experiment as much as possible with the software to gain a full and confident knowledge of how it works. Write as much of your own music to explore the styles and techniques we cover
Equipment required	A pair of good quality headphones with a mini jack & ¾ inch adapter. Eg Superlux HD681 headphones. To enhance work at home: Midi controller keyboard to go with Cubase software (not essential as this is provided at school)

Future proofing	Teaches key listening, composition and performance skills that are vital to becoming an effective performer in the future.
Pledges	Opportunities for Participation, Excellence and Service pledges

Helping at home	
Ways you can help your child	Help them to install the free version of Cubase provided by us on a computer at home. Encourage them to show you their work and the methods they have learnt on the software.
Useful websites and texts	YouTube for video demonstrations, Cubase Help Website.
Extra-curricular clubs and support	Intervention is open to any KS4 student on a Monday and Wednesday night with supervision and help from subject teacher.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mr Gammon – cgammon@theferrers.org

Core PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Trampolining, Rugby	Practise the core skills learnt in lessons. Research techniques and tactics online for the activities you are taking part in lessons.
Term 2 Autumn 2 November - December	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Rugby	
Term 3 Spring 1 January - February	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Rugby	
Term 4 Spring 2 February - April	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Trampolining, Rugby	
Term 5 Summer 1 April - May	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	
Term 6 Summer 2 June - July	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	

Assessment and Feedback	
Independent work to be completed at home	Practising the core skills from each activity. Learning and understanding of the rules/laws in each sport through independent study.
Equipment required	PE Kit including navy T-Shirt, navy shorts, navy PE socks, Sports Trainers, Boots, Shin pads (required for hockey and football), gumshield (required for rugby and hockey).
Future proofing	Inspiring students into lifelong physical activity. Builds skills for those students that are taking a PE course at KS4.
Pledges	Participation, Leadership, Excellence, Diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson with all their equipment and kit. Encourage your child to attend as many session 6 clubs as possible.
Useful websites and texts	All the National governing body websites. For example, Football Association. https://www.rulesofsport.com/ https://www.theukrules.co.uk/rules/sport/index.html
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mrs E Bakewell-Voss – ebakewellvoss@theferrers.org Mr D Carter – dcarter@theferrers.org Mr L Mitchell – lmitchell@theferrers.org Mrs K Yates – kyates@theferrers.org Miss K York – kyork@theferrers.org

GCSE PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Structure and function of the respiratory system. Aerobic and anaerobic exercise/respiration, short term effects of exercise.	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set.
Term 2 Autumn 2 November - December	Levers, Planes & Axes, Practical Unit.	
Term 3 Spring 1 January - February	Practical Unit, Components of fitness, Fitness testing.	
Term 4 Spring 2 February - April	Practical Units.	
Term 5 Summer 1 April - May	Principles of training, Methods of training.	
Term 6 Summer 2 June - July	Practical Units.	

Assessment and Feedback	
Assessment types and frequency	Assessment through examination questions in the work booklets and in end of topics tests.
Independent work to be completed at home	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set.
Equipment required	All the expected school equipment required (pen, pencil, ruler, red pen, green pen, rubber, calculator) plus PE kit (navy t-shirt, navy shorts, navy PE socks, trainers/boots) for practical lessons.
Future proofing	Embedding knowledge for exams in Year 11 as well as improving practical scores in preparation for their practical moderation.
Pledges	Participation, leadership, excellence, diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson (both core and GCSE PE practical) with all their equipment and kit. Encourage your child to be joining as many session 6 clubs as possible as well as external clubs to boost their practical mark at the end of the course.
Useful websites and texts	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html GCSE Physical Education - Edexcel - BBC Bitesize
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mrs E Bakewell-Voss – ebakewellvoss@theferrers.org Mr D Carter – dcarter@theferrers.org Mr M Jackson - mjackson@theferrers.org Mrs K Yates – kyates@theferrers.org

Art Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Coursework Portfolio. Students produce work towards their coursework portfolio covering AO1-3 including drawing/recording, researching artists and exploring media (60% of overall mark)	Complete and build upon class work tasks as required. Students can explore their own ideas independently.
Term 2 Autumn 2 November - December	Students continue to develop their portfolio (60% of overall mark)	
Term 3 Spring 1 January - February		
Term 4 Spring 2 February - April		
Term 5 Summer 1 April - May		
Term 6 Summer 2 June - July		

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.
Independent work to be completed at home	Students may be required to complete work started in class. Additional independent work really strengthens the quality and range of the portfolio.
Equipment required	Pencil set, 2H, 2B and 4B. Rubber, sharpener and colour pencil set with a range of colours
Future proofing	Builds skills and understanding to access next key stage or further develop their understanding of any creative practise.
Pledges	Participation – in class and independent work

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries and installations. Encourage them to explore their own ideas and develop their drawing and painting skills through practise.
Useful websites and texts	Pinterest Instagram
Extra-curricular clubs and support	Session 6 support sessions

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org

Engineering Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	NEA practice project work. Understanding a Design Brief, Primary and Secondary Research. Supported by exam content and theory.	Look at sites such BBC BITESIZE, Technology student.com
Term 2 Autumn 2 November - December	NEA practice project work. Understand how to develop a Specification. Supported by exam content and theory.	Read and explore various websites which looks at the different materials
Term 3 Spring 1 January - February	NEA practice project work. Looking at the Design process from initial ideas to a final concept. Supported by exam content and theory.	Read and explore various websites which looks at the different manufacturing processes
Term 4 Spring 2 February - April	NEA practice project work. Health and Safety, Planning and quality control. Supported by exam content and theory.	Independent research and ideas development
Term 5 Summer 1 April - May	NEA practice project work. Manufacturing techniques, development of making skills. Supported by exam content and theory.	
Term 6 Summer 2 June - July	NEA practice project work. Evaluation of a project. Total quality Management. Supported by exam content and theory.	

Assessment and Feedback	
Assessment types and frequency	Assessment points in line with OCR
Independent work to be completed at home	Homework Tasks will be set by the class teacher
Equipment required	Pencil, Ruler, Pen, Compass, Eraser
Future proofing	Builds skills to access next key stage
Pledges	Participation, leadership, diversity, environment, diversity, service

Helping at home	
Ways you can help your child	Visits to museums, Engineering projects. Review the exam board which is OCR.
Useful websites and texts	Technology student.com or BBC Bitesize
Extra-curricular clubs and support	Please see weekly notices

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mr M Luckins – Mluckins@theferrers.org

Food and Nutrition Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Food, Nutrition and Health Protein Fats Carbohydrates Vitamins Minerals Water	Revision Guide. Exam question practise.
Term 2 – Autumn 2 November - December	Food Science Cooking of food and heat transfer Functional and chemical properties of food	Revision Guide. Exam question practise.
Term 3 – Spring 1 January - February	Dairy food, Primary and Secondary processing. Practical tasks.	Revision Guide. Exam question practise.
Term 4 – Spring 2 February - April	Food Choices- Factors that influence food choice. Food labelling and marketing influences British and International Cuisines Sensory	Revision Guide. Exam question practise.
Term 5 – Summer 1 April - May	Fats and sugar. Origins and processes. Practical tasks.	Revision Guide. Exam question practise.
Term 6 – Summer 2 June - July	Food Provenance -Food sources -Food investigation task -Food prep task	Revision Guide. Exam question practise.

Assessment and Feedback	
Assessment types and frequency	NEA2 coursework practice run. Peer and self-assessment on set tasks. Progress to be determined by assessment of both practical and written work. Marking exam questions. Progress assessed termly.
Independent work to be completed at home	Revision Guide. Exam question practise
Equipment required	Black or blue writing pen. Ingredients for practical tasks including a tub to take food products home.
Future proofing	Skills taught to enable high standard of work at GCSE.
Pledges	Participation, Excellence

Helping at home	
Ways you can help your child	Providing ingredients. Further developing recipes. Watching T.V. cooking programmes and those that show you how you can adapt your diet to make it healthier.
Useful websites and texts	SENECA Learning, BNF, Revision guide
Extra-curricular clubs and support	Catch up sessions, one to one support

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – DMarinkovic@theferrers.org
Classroom Teachers	Mrs I Qazi IQazi@theferrers.org

Product Design Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	NEA practice project work. Design, make and evaluate	Independent research and ideas development
Term 2 – Autumn 2 November - December	Exam content and subject knowledge	Revision and subject knowledge (independent)
Term 3 – Spring 1 January - February	NEA practice project work. Design, make and evaluate	Independent research and ideas development
Term 4 – Spring 2 February - April	NEA practice project work. Design, make and evaluate	Independent research and ideas development
Term 5 – Summer 1 April - May	Exam content and subject knowledge	Revision and subject knowledge (independent)
Term 6 – Summer 2 June - July	GCSE NEA. Exploring the task	Independent research and NEA catch-up

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of folder work. Peer and self-assessment throughout. Progress to be determined by assessment of on-going folder work to include some standalone assessment pieces of design and making work. Progress assessed termly.
Independent work to be completed at home	Independent research and ideas development
Equipment required	Pencil (or pencil set), rubber, sharpener, fine liner.
Future proofing	Builds skills and understanding to access next key stage
Pledges	Participation, Environment

Helping at home	
Ways you can help your child	Support with NEA and revision tasks
Useful websites and texts	www.technologystudent.com , BBC GCSE Bitesize AQA
Extra-curricular clubs and support	Session 6 support

Teachers and contact	
Curriculum Leader	Mr D Marinkovic DMarinkovic@theferrers.org
Classroom Teachers	Mr M Luckins MLuckins@theferrers.org

Business Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Theme 2 – Topics 4.1	Revision – Read Revision Guide
Term 2 Autumn 2 November - December	Theme 2 – Topics 4.2 – 4.6	
Term 3 Spring 1 January - February	Theme 2 – Topics 5.1 – 5.5	
Term 4 Spring 2 February - April	Theme 2 - Topic 6.1-6.2	
Term 5 Summer 1 April - May	Theme 2 – Topic 6.3 Theme 2 – Topic 7.1	
Term 6 Summer 2 June - July	Theme 2 – Recap Topic 4-7 Mock exam – Theme 2	

Assessment and Feedback	
Assessment types and frequency	On-going via exam Practise questions & end of topic assessments
Independent work to be completed at home	Homework tasks as set Revision guide to be utilised and independent revision materials created
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to A Level Business or BTEC L3
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the business(es) where you work or have worked to relate to topics being taught. Discuss current news articles (eg BREXIT, Covid, Inflation) and how they have or will affect businesses. Ensure Revision Guide is being read and revision materials made
Useful websites and texts	BBC Bitesize, Seneca Learning, Inside the Factory, Dragon’s Den
Extra-curricular clubs and support	Check weekly notices

Teachers and contact	
Classroom Teachers	Mrs I Power - IPower@theferrers.org

BTEC Digital IT

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Component 1 – Interface Design and Project Planning	Research & Coursework write up. Revision – Read Revision Guide.
Term 2 Autumn 2 November - December	Component 1 – Formal Assessment Component 2 – Subject delivery	
Term 3 Spring 1 January - February	Component 2 – Subject delivery	
Term 4 Spring 2 February - April	Component 1 - Revision (If required) Component 1 - Resit (If required)	
Term 5 Summer 1 April - May	Component 3 – Subject delivery	
Term 6 Summer 2 June - July	Component 2 – Subject delivery	

Assessment and Feedback	
Assessment types and frequency	On-going via Coursework Assignments & exam Practise questions.
Independent work to be completed at home	Homework tasks as set. Revision guide to be utilised and independent revision materials created. Self-paced learning – Know it All Ninja.
Equipment required	Internet connection to Teams/Microsoft office software.
Future proofing	Links to BTEC L3.
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation.

Helping at home	
Ways you can help your child	Discuss the assignment briefs and mark schemes and check deadlines for assignments. Ensure Revision Guide is being read and revision materials made. Ensure “KnowitAllNinja” tasks are complete.
Useful websites and texts	BTEC Tech Award in Digital IT. https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html https://www.knowitallninja.com/ https://www.bbc.co.uk/bitesize/examspecs/zprwdmn
Extra-curricular clubs and support	Check weekly notices.

Teachers and contact	
Classroom Teachers	Mr R Chowdrey RChowdrey@theferrers.org