Y10 Subject – ENGLISH LANGUAGE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Reading and Writing Skills Development	Students develop the core skills required for GCSE English Language through the study of a range of fiction and non-fiction texts. They explore how writers communicate ideas and viewpoints whilst developing descriptive, narrative and transactional writing.	Ongoing assessment through retrieval practice, annotation, discussion, analytical responses, extended writing and examination-style questions. GCSE-style language assessment.	**Reading:** Selects and interprets evidence to develop supported interpretations of texts (AO1). **Writer's Craft:** Explains how writers use language and structure to create meaning and effects (AO2). **Writing:** Produces purposeful and engaging writing for a range of audiences and purposes (AO5/AO6).
Spring	Reading and Writing Skills Development	Students refine reading and writing skills through increasingly challenging fiction and non-fiction texts. They explore perspectives, viewpoints and methods whilst developing greater control in their own writing.	Ongoing assessment through retrieval practice, annotation, discussion, analytical responses, extended writing and examination-style questions. GCSE-style language assessment.	**Reading:** Selects and integrates evidence to develop informed interpretations and comparisons (AO1/AO3). **Writer's Craft:** Explains how writers' methods shape meaning, viewpoints and reader responses (AO2). **Writing:** Crafts effective descriptive, narrative and transactional writing using deliberate vocabulary and structural choices (AO5/AO6).
Summer	Reading and Writing Skills Development	Students consolidate GCSE English Language skills through the study of unseen texts and regular writing practice. They develop confidence responding independently to examination-style tasks.	Ongoing assessment through retrieval practice, annotation, discussion, analytical responses, extended writing and examination-style questions. GCSE-style language assessment.	**Reading:** Develops informed interpretations using well-selected textual evidence (AO1/AO3). **Writer's Craft:** Analyses how language and structure communicate ideas and influence readers (AO2). **Writing:** Produces controlled and effective writing for a range of purposes and audiences (AO5/AO6)

Y10 Subject- ENGLISH LANGUAGE

How families can support	Useful links	Enrichment Opportunities
• Encourage regular reading of fiction, non-fiction and current affairs texts. • Discuss how writers communicate ideas, viewpoints and perspectives. • Support completion of revision activities and independent reading. • Encourage pupils to plan, draft and improve extended writing. • Help pupils proofread work and reflect on feedback. • Promote effective revision habits and independent study.	• BBC Bitesize English Language https://www.bbc.co.uk/bitesize/subjects/zr9d7ty • Oak National Academy English https://www.thenational.academy/subjects/english • National Literacy Trust https://literacytrust.org.uk/ • First News https://www.firstnews.co.uk/ • The Day https://theday.co.uk/	• Creative Writing Club • Debating and Public Speaking • School magazine and journalism opportunities • Reading challenges and wider reading programmes • Writing competitions • Engagement with news and current affairs

Y10 Subject – ENGLISH LITERATURE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Macbeth / An Inspector Calls**	Students study either Shakespeare's *Macbeth* or Priestley's *An Inspector Calls*, exploring character, theme, context and writer's intentions. They develop GCSE-style analytical writing and refine their understanding of how writers and playwrights communicate ideas to audiences.	Ongoing assessment through retrieval practice, annotation, discussion, analytical essays and quotation learning. GCSE-style literature assessment.	**Reading:** Develops informed interpretations of characters, themes and ideas using relevant textual evidence (AO1). **Writer's Craft:** Analyses how language, structure and dramatic methods create meaning and influence audiences (AO2). **Writing:** Constructs analytical responses using evidence, subject terminology and accurate written expression.
Spring	**A Christmas Carol / Poetry Anthology**	Students study either Dickens' *A Christmas Carol* or the GCSE Poetry Anthology, exploring how writers present ideas, perspectives and themes. They develop comparative and analytical skills whilst building knowledge of context and literary traditions.	Ongoing assessment through retrieval practice, annotation, discussion, comparative activities and analytical essays. GCSE-style literature assessment.	**Reading:** Selects and integrates evidence to develop interpretations of themes, ideas and viewpoints (AO1). **Writer's Craft:** Analyses how language, structure and form communicate meaning and effects (AO2). **Writing:** Produces clear analytical arguments supported by relevant evidence and precise subject terminology.
Summer	**An Inspector Calls / A Christmas Carol**	Students study either Dickens' A Christmas Carol or Priestley's *An Inspector Calls*, exploring character, theme, context and writer's intentions. They develop GCSE-style analytical writing and refine their understanding of how writers and playwrights	Ongoing assessment through retrieval activities, discussion, analytical essays and examination-style questions. GCSE-style literature assessment.	**Reading:** Develops critical interpretations supported by integrated textual evidence (AO1). **Writer's Craft:** Explains and analyses how writers' methods shape meaning and audience response (AO2). **Writing:** Constructs sustained analytical responses with well-developed arguments and accurate written communication.

Y10 Subject- ENGLISH LITERATURE

How families can support	Useful links	Enrichment Opportunities
Encourage regular rereading of set texts and revision of key quotations. Discuss themes, characters and writer's messages explored in lessons. Support pupils in using evidence to justify their ideas and interpretations. Encourage wider reading to develop vocabulary and cultural understanding. Help pupils establish effective revision routines and organisational habits. Encourage pupils to redraft and improve analytical writing.	•BBC Bitesize English Literature www.bbc.co.uk/bitesize/subjects/zxsvr82 •Oak National Academy English www.thenational.academy/subjects/english •Royal Shakespeare Company Learning Zone www.rsc.org.uk/learning-learning-zone •British Library Discovering Literature www.bl.uk/discovering-literature •National Literacy Trust www.literacytrust.org.uk •Poetry Foundation www.poetryfoundation.org	Theatre productions and live performances. Shakespeare workshops and performances. Poetry competitions and creative writing opportunities. Literary festivals and author events. Independent reading of classic and contemporary literature. Book clubs and reading challenges.

Y10 Subject- MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts

Autumn	Algebra Manipulation
	Equations and Inequalities
	Quadratic Equations and expressions
	Percentages, Ratio and Fractions
		• **Simplifying:** Combining parts that look the same (e.g., \(2x + 3x = 5x\)).
		• **Expanding:** Multiplying out brackets (e.g., \(2(x + 3) = 2x + 6\)).
		• **Factorising:** Putting brackets back in (e.g., \(4x + 2 = 2(2x + 1)\)).
		• **Quadractic**
		  • **What it is:** Any equation where the highest power is squared (\(ax^2 + bx + c = 0\)).
		  • **How to solve:** Factorise into two brackets, use the **Quadratic Formula**, or complete the square.
		• **Graph:** Forms a symmetric **U-shaped curve** (parabola).
		• **Fractions:** Parts of a whole (e.g., \(\frac{1}{4}\)).
		• **Percentages:** Parts per 100 (e.g., \(25\% = \frac{25}{100}\)).
		• **Ratios:** Comparing sizes directly (e.g., \(3:1\) means 3 parts of item A for every 1 part of item B).
			Topic tests throughout the year.
			
			End of term tests with continues analysis to support the students in any weak areas of the syllabus
				• **To be able to manipulate expressions:** Transform algebra by grouping like terms, expanding brackets, or factorising expressions to change their appearance without altering their underlying value.
				• **To be able to solve equations and inequalities:** Find unique unknown values or ranges of values by keeping both sides balanced, making sure to flip the inequality sign when multiplying or dividing by a negative number.
				• **To be able to work with proportions and quadratics:** Compare values using fractions, ratios, and percentages, and solve non-linear squared relationships that form curved, symmetrical parabolas when graphed.

Spring	Straight Line graphs, Probability, Rounding and estimation, Permitter and Area, interpret and represent data. Non-Linear Graphs	Non-linear graphs create curves like **U-shaped quadratics** or **S-shaped cubics** because the variables are raised to powers. Rounding simplifies values to the nearest place value, while estimation rounds numbers to **1 significant figure** for quick calculation. Perimeter is the distance **around the outside** of a shape, whereas area measures the flat space **inside** it.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	• **To be able to analyse linear and non-linear graphs:** Identify the gradient and intercept of straight lines (\(y=mx+c\)), and recognize the unique curved shapes of quadratic, cubic, and reciprocal functions. • **To be able to calculate measurements and probabilities:** Find the perimeter and area of 2D shapes using standard formulas and evaluate the likelihood of events on a scale from 0 to 1. • **To be able to estimate values and interpret data:** Round numbers to significant figures for quick calculations and analyse central averages or visual charts to spot key trends.
Summer	Angles, Graphs and diagrams, Vectors, Factors, Powers and Surds, Pythagoras, Trigonometry, Simultaneous equations	Vectors represent quantities that have both a **magnitude (size)** and a **specific direction**, usually written as a column matrix showing horizontal and vertical movement. **Factors, Powers, and Surds** This topic involves numbers that divide exactly into another (**factors**), numbers multiplied by themselves (**powers**), and square roots that cannot be simplified into whole numbers (**surds**). **Pythagoras** Pythagoras' theorem states that in any right-angled triangle, the square of the longest side equals the sum of the squares of the two shorter sides (**\(a^2 + b^2 = c^2\)**). **Trigonometry** Trigonometry links the angles and side lengths of right-angled triangles using the three core ratios known as **sine, cosine, and tangent** (SOH CAH TOA). **Simultaneous Equations** Simultaneous equations are a pair of equations containing the same unknown variables that must be solved at the same time to find the **single point where they match or intersect** .	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	• **To be able to calculate angles, graphs, and diagrams:** Use geometric rules to find missing angles, plot visual data formats like line graphs to illustrate numerical changes, and use Venn diagrams to represent overlapping categorical sets. • **To be able to process vectors, factors, powers, and surds:** Quantify movement using spatial vectors, determine exact division components using factors, apply the algebraic laws of indices to simplify powers, and manipulate unsimplifiable square roots using exact surd arithmetic. • **To be able to solve triangles and simultaneous equations:** Calculate missing side lengths or angles using Pythagoras' theorem and trigonometric ratios, and isolate multiple variables concurrently by evaluating where two mathematical functions cross paths.

Y10 Subject - MATHS

How families can support	Useful links	Enrichment Opportunities
Families can provide crucial support for mastering these math concepts by using the following strategies: •**To be able to build mathematical confidence:** Validate effort over natural ability, reframe mistakes as essential learning steps, and reduce math anxiety by maintaining a calm, encouraging attitude during study sessions. •**To be able to create a structured learning environment:** Establish a quiet, distraction-free study space, help manage a consistent revision schedule, and ensure all necessary tools like calculators, rulers, and protractors are readily available. •**To be able to connect concepts to everyday life:** Reinforce topics naturally at home by asking children to calculate discount percentages while shopping, estimate total grocery bills, alter recipe fractions for cooking, or calculate areas for DIY projects.	**For Families (Home Support & Games)** •Boost daily numeracy confidence using the structured advice from the National Numeracy Family Maths Toolkit. •Solve puzzles, play mathematical games, and explore guided problem-solving tasks via the Cambridge University-backed NRICH Solving Together Guidance. [1, 2] 📝 **Free Practice Worksheets** •Generate targeted math worksheets complete with instant answer keys using the custom categories on Math-Drills. •Download comprehensive grade-by-grade practice sheets and math diagnostic materials directly from Beestar Printable Worksheets. [1, 2] 🎓 **GCSE Curriculum & Revision (UK Specific)** •Access free video tutorials, past exam papers, and graded topic blocks on MathsGenie. •Utilize broken-down study notes, quick quizzes, and digital flashcards structured by exam boards on BBC Bitesize. [1, 2]	•**To be able to tackle advanced puzzle competitions:** Practice elite problem-solving by exploring past papers and sample challenges hosted by the **UK Mathematics Trust (UKMT)** or the **Mathematical Association of America (MAA)**. •**To be able to explore interactive concepts visually:** Use free digital sandboxes like **Desmos** or **GeoGebra** to visually build graphs, manipulate 3D shapes, and dynamically see how equations shift in real time. •**To be able to learn from elite institutions:** Watch accessible, high-quality math animation channels like **3Blue1Brown (YouTube)** for conceptual intuition, or browse the **Numberphile** network to discover the weird and wonderful history of numbers.

Y10 Subject- FURTHER MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Matrices, Calculus, Geometry1 and Geometry 2,	**Matrices** Matrices are numerical grids used to transform geometric shapes and solve systems of equations. **Calculus** Calculus measures continuous change by calculating instantaneous rates of growth and accumulating tiny quantities. **Geometry 1 & Geometry 2** Geometry 1 establishes the foundational rules for angles, symmetry, and the properties of 2D shapes. Geometry 2 handles advanced spatial math, including circle theorems, 3D coordinates, and multi-dimensional vectors.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	•**To be able to manipulate transformation matrices:** Multiply multi-dimensional grids, find determinants for scaling, and calculate inverses to reverse structural transformations. •**To be able to execute core calculus techniques:** Differentiate functions to isolate instantaneous gradients at turning points and integrate functions to compute total area accumulation. •**To be able to verify geometric relationships across spaces:** Apply 2D shape rules for congruence, construct circle theorem proofs, and track 3D positions using coordinate and vector systems
Spring	Coordinate Geometry, Algebra 1, Algebra 2	**Coordinate Geometry** covers calculating the distance and midpoint between two coordinates, finding the equations of parallel and perpendicular straight lines, and working with equations of circles and their tangents. **Algebra 1** focuses on fundamental manipulation tools like expanding triple brackets, factorising cubics, using the factor theorem for polynomial division, and working with complex algebraic fractions. **Algebra 2** advances into solving linear simultaneous equations with three variables, determining the domain and range of functions, sketching complex graphs, and utilizing binomial expansion.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	**To be able to analyse coordinate geometry systems:** Calculate distances and midpoints between points, construct equations for parallel or perpendicular straight lines, and determine the intersections of circular lines and tangents. **To be able to execute foundational algebraic manipulations:** Expand triple brackets, divide polynomials using the factor theorem, and simplify complex algebraic fractions by factoring numerators and denominators. **To be able to evaluate advanced algebraic functions:** Map valid boundaries by finding the domain and range of a function, solve simultaneous equations containing three unknown variables, and compute binomial expansions.
Summer	Algebra 3, Algebra 4	**Algebra 3** introduces formal function notation, mapping how specific mathematical inputs convert into unique outputs. It teaches you how to calculate the domain and range of a function to define its valid boundaries. You will also learn to combine two functions together to create composite functions and reverse the process to calculate inverse functions. **Algebra 4** dives into high-level algebraic manipulation by introducing simultaneous equations that contain three unknown variables instead of two. It covers the factor theorem to help you divide and solve cubic polynomials. Additionally, it teaches you to analyse limiting values as variables approach infinity and introduces rigorous mathematical proofs.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus Exam Revision	•**To be able to process function composite systems:** Combine multiple functions sequentially to generate a single composite function expression and compute inverse functions to reverse mathematical mapping. •**To be able to solve high-order polynomial systems:** Locate polynomial roots using the factor theorem, divide cubics smoothly, and isolate multiple variables concurrently across three simultaneous equations. •**To be able to analyse limiting behavior and algebraic proofs:** Determine the finite value an expression approaches as its variable tends toward infinity and construct rigorous deductive steps to prove algebraic identities

Y10 Subject – FURTHER MATHS

How families can support	Useful links	Enrichment Opportunities
• **To be able to secure essential academic resources:** Provide the student with a high-quality **scientific or graphic calculator** (like the Casio ClassWiz) and specialized **revision materials** tailored explicitly to the AQA Further Maths specification. • **To be able to promote structured independent study:** Help the student establish a consistent routine for practicing **past exam papers**, ensuring they review the official mark schemes to understand exactly how marks are awarded for step-by-step working. • **To be able to encourage perseverance through high-level confusion:** Foster academic resilience by validating that struggling with complex abstract concepts is a normal part of advanced mathematics, reminding them that mastering these topics requires **deliberate, repeated practice**.	•**To be able to download official exam board specifications and sample papers:** Access the official AQA GCSE Further Mathematics Homepage to review core assessment structures, grading criteria, and official past papers. •**To be able to practice high-level exam questions by topic:** Utilize the advanced curriculum blocks on MathsGenie Further Maths to access free targeted worksheets and video tutorials covering matrices, calculus, and functions. •**To be able to self-correct complex graphing and coordinate geometry assignments:** Use the interactive Desmos Graphing Calculator to instantly plot circle equations, sketch curves, and visually check tangent intersection points.	• **To be able to compete in elite mathematical challenges:** Participate in the **UKMT Senior Mathematical Challenge (SMC)** to tackle advanced problem-solving puzzles that stretch algebraic and geometric reasoning far beyond the standard curriculum. • **To be able to explore advanced university-level concepts:** Attend free virtual public lectures hosted by the **Gresham College Geometry Network** or watch visually intuitive animation series like **3Blue1Brown's Essence of Calculus** to grasp the deep theory behind the math. • **To be able to apply code to mathematical theory:** Build independent programming projects using **Python to solve matrix transformations** or model complex functions, bridging abstract advanced algebra with modern data science skills

Y10 Subject- COMPUTER SCIENCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Programming fundamentals Sequence, selection and iteration Algorithms Computational thinking	Students develop their understanding of programming through the use of Python and an integrated development environment (IDE) – VS Code. They learn how computers process instructions using sequence, selection and iteration, applying variables, data types and logical operators to create increasingly sophisticated programs. Students also explore computational thinking, algorithm design, flowcharts and pseudocode, developing the problem-solving skills required to design, test and evaluate effective solutions.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Python programming exercises • Flowchart and pseudocode tasks • Programming projects • End-of-unit assessments	**Programming fundamentals**: Develop programs using sequence, selection and iteration. **Algorithms**: Design, represent and evaluate algorithms using flowcharts and pseudocode. **Computational thinking**: Apply decomposition, abstraction and logical reasoning to solve problems. **Program development**: Test, debug and refine solutions to improve performance and reliability.
Spring	Computer Systems Boolean Logic Representation of numbers Data representation	Students investigate how computer systems operate, including processors, memory, storage and operating systems. They develop an understanding of Boolean logic and its role in computer decision-making, using logic gates, truth tables and Boolean expressions. Students also explore how computers represent data, learning how binary and hexadecimal numbers are used alongside methods for representing text, images and sound in digital systems.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Logic exercises • Data representation tasks • Computer systems analysis tasks • End-of-unit assessments	**Computer systems**: Understand the role of processors, memory, storage and operating systems. **Boolean logic**: Apply logic gates, truth tables and Boolean expressions. **Number representation**: Convert between binary, denary and hexadecimal. **Data representation**: Explain how text, images and sound are stored digitally.
Summer	Advanced Programming Subprograms, Strings and Lists Search & sorting Algorithms Data compression AI & Machine Learning	Students extend their programming skills through the use of functions, procedures, strings, arrays and lists, developing structured and efficient programs. They investigate searching and sorting algorithms, comparing their effectiveness and suitability for different tasks. Students also explore data compression techniques and examine how artificial intelligence and machine learning systems use data to solve problems, considering both their practical applications and wider ethical implications.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Python projects • Searching and sorting algorithm tasks • Data representation and compression exercises • End-of-unit assessments	**Structured programming**: Use functions, procedures and data structures effectively. **Algorithms and efficiency**: Compare and implement searching and sorting algorithms. **Data management**: Organise, manipulate and compress digital data. **Artificial intelligence**: Understand machine learning concepts and evaluate the impact of AI technologies.

Y10 Subject – COMPUTER SCIENCE

How families can support	Useful links	Enrichment Opportunities
• Show an interest by asking what your child is learning, creating or solving in Computer Science. • Encourage regular practice of programming and problem-solving skills. • Support completion of homework, revision and independent study tasks. • Discuss how technology, data and artificial intelligence impact everyday life. • Encourage resilience and logical thinking when tackling challenging problems. • Promote safe, responsible and balanced use of technology.	• BBC Bitesize GCSE Computer Science • OCR GCSE Computer Science Specification • Craig'n'Dave GCSE Computer Science • W3Schools (Python, HTML and CSS reference) • Isaac Computer Science • Ada Computer Science • CS Newbs • Oak National Academy Computer Science	• Join a Computing, STEM or Coding Club. • Participate in the UK Bebras Challenge. • Explore Project Euler programming challenges. • Create independent Python programming projects. • Follow developments in Artificial Intelligence and emerging technologies. • Watch Crash Course Computer Science and Computerphile videos.

Digital Wisdom	Critical Thinking	Character	Serving Global Society
• Use digital technologies safely, responsibly and ethically. • Evaluate the reliability, accuracy and bias of digital information. • Understand the importance of privacy, cybersecurity and data protection. • Use online resources effectively to support independent learning. • Consider the ethical implications of emerging technologies such as AI.	• Analyse complex problems using computational thinking techniques. • Evaluate algorithms and compare alternative solutions. • Interpret data and justify decisions using evidence. • Debug, test and refine programs systematically. • Assess the benefits, limitations and risks of computing technologies.	• Demonstrate perseverance when solving challenging programming problems. • Show independence and responsibility when developing projects. • Develop confidence in designing, testing and evaluating solutions. • Work collaboratively and communicate technical ideas effectively. • Reflect on feedback and continuously improve work.	• Understand how computing systems support modern society and industry. • Recognise the impact of data, networks and AI on individuals and communities. • Explore ethical issues surrounding computing technologies and automation. • Appreciate the role of computer science in scientific innovation and economic development. • Develop skills that support future education, careers and responsible digital citizenship.

Y10 Subject - BIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	B4 Organising Animals and Plants B5 Communicable Diseases B6 Preventing and treating disease	blood, blood vessels and the heart. Knowledge of the structure of the heart and major vessels. Cardiovascular disease and treatment options. Breathing and gas exchange Transport systems in plants. Evaporation and Transpiration. Pathogens and Disease How to safely grow a pure bacterial culture in the lab Investigating chemicals which prevent bacterial growth Prevention of Infectious diseases Viral, Bacterial, Fungal and Protist diseases in Animals and Plants. Identifying Plant diseases. Plant defense responses. How vaccination works. Different medicines for treating disease. How are new drugs discovered? The process of drug development. Using and making monoclonal antibodies	Quiz on main components of the heart Correctly label a diagram of the thorax Describe how a potometer works **Practical skills** – investigate the effect of chemicals which inhibit bacterial growth End of Unit tests	1. Can identify the main chambers and vessels of the heart 2. Understands changes to pressure and volume during a breathing cycle 3. Can describe how a potometer works 4. Can describe how the natural immune response works compared to vaccination 5. Can identify the main stages of drug development and the importance of peer review
Spring	B7 Non communicable disease B8 Photosynthesis	Cancer Impact of smoking, diet, exercise and alcohol on the risk of disease Carcinogens and impact on health Understanding risk factors Photosynthesis Measuring the rate of photosynthesis and factors which affect it Plants use of glucose Optimising conditions for commercial plant growth	Assignment making links between risk factors and health outcomes Exam style questions on cancer and tumour formation Quiz on photosynthesis **Practical skills** – how light intensity affects the rate of photosynthesis Design an optimised greenhouse environment End of unit assessment	1. Can describe and explain the different types of tumours formed and how they can migrate 2. Can link different risk factors to their effect on non communicable diseases 3. Can analyse data about the rate of photosynthesis and limiting factors to draw conclusions 4. Can recall the word and symbol equations for respiration 5. Is able to suggest ways in which farming can be optimised for food security
Summer	B9 Respiration B10 The human nervous system	Aerobic and Anaerobic respiration Anaerobic respiration in other organisms Response to exercise Metabolism and the role of the liver Homeostasis Structure and function of the human nervous system Reflex actions The Brain The eye	Practice exam questions on aerobic and anaerobic respiration Quick quiz **Practical skills** – investigating the effects of exercise on heart rate and fatigue Investigating reaction times End of unit tests	1. Can identify the difference between aerobic and anerobic respiration including recall of equations 2. Can define homeostasis and negative feedback 3. Can recall the pathway of a reflex arc 4. (H) Can recall functions of the main areas of the brain 5. (H) Can recall the parts of the eye, how accommodation works and how lenses correct myopia and hyperopia

Y10 Subject- BIOLOGY

How families can support	Useful links	Enrichment Opportunities
Encourage recapping of content during the week Watch documentaries linked to areas of study Conversations around key terminology	www.kerboodle.com www.bbcbitesize.com www.senecalearning.com www.cognitoedu.org www.physicsandmathstutor.com	A selection of additional extended reading resources found in the biology classroom British Science week Local visits to Cambridge University museums and the botanic gardens Drop in study sessions Young Medics enrichment What if? club

Y10 Subject - PHYSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Electricity Magnetism and Electromagnetism	Electric charges Circuits: Potential difference, resistance, current and charge Series and parallel circuits Component characteristics Alternating current Cables and plugs Electrical power Electrical currents and energy transfer Magnetic fields and electric currents Transformers Electromagnets Motors and generators	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. I can accurately set up circuits to make measurements **(Scientific Skills).** 2. I can solve calculations to work out electric charge. 3. I can demonstrate broad and accurate knowledge of electricity in a test situation.
Spring	Particle Model of Matter	Density, states of matter and changes of state Internal energy and specific latent heat Gas pressure, temperature and volume Pressure on solids Pressure in liquids and gases Upthrust and flotation	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. I can safely and precisely measure the specific heat capacity of a metal **(Scientific Skills).** 2. I can calculate combined Specific Heat Capacity and Latent Heat. 3. I can ddemonstrate broad and accurate knowledge of magnetism and electromagnetism in a test situation.
Summer	Atomic and Radioactive Physics	Atoms and nuclei The discovery of the nucleus Nature of alpha, beta and gamma radiation Radioactivity and half-life Nuclear fission and fusion Nuclear radiation in medicine	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of year exam.	1. I can describe the development of scientific ideas as new evidence is found (**scientific skills).** 2. I can calculate the half-life of a radionuclide. 3. I can apply my knowledge in an exam situation.

Y10 Subject- PHYSICS

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm - scroll down! www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y10 Subject- CHEMISTRY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	C4 Chemical Calculations C5 Chemical Reactions	Relative atomic mass and moles Masses from equations Yield Atom economy Titration Volumes and Concentrations Displacement reactions Making salts Neutralisation	Low stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1. Can complete a range of chemical calculations including relative molecular mass and moles from equations. 2. Can carry out a titration practical and compete the calculations associated with it. (**Required Practical 2 Titration**). 3. Can explain a range of chemical reactions including displacement, neutralization and making salts from insoluble bases.
Spring	C6 Electrolysis C7 Energy Changes	Electrolysis of Aluminium Oxide Electrolysis of an aqueous solution (**Required Practical 3**) Reactions at the electrodes, including half equations. Reaction Profiles Energy Transfer (**Required Practical 4)** Bond Energies Batteries Fuel Cells	Low stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1. Are able to understand electrolysis of molten substances such as Aluminium Oxide and aqueous solutions such as Copper Sulphate or Sodium Chloride. (**Required Practical 3 Electrolysis of an aqueous solution**). 2. Can explain how reactions can be described as exothermic or endothermic, describing them in terms of energy profiles and understand the energy needed to make and break bonds. (**Required Practical 4 Energy Transfer).** 3. Are able underhand the chemistry involved in batteries and fuel cells, including hydrogen fuel cells.
Summer	C8 Rates and Equilibrium C9 Hydrocarbons and fuels	Collision Theory Effect of temperature on rate of reaction. (**Required Practical 5**) Effect of pressure on rate of reaction. Catalysts Reversible Reactions Dynamic Equilibrium Hydrocarbons Fractional Distillation Cracking	Low stakes quizzes and recall tasks. Questions to demonstrate application of knowledge especially exam style questions Practical skills and interpretation of data. End of topic tests. End of Year exam	1 . Can explain reactions in terms of collision theory. 2. Can explain that the rate of a reaction can be affected by temperature, concentration, pressure and catalysts.(**Required Practical 5 Rates of Reaction).** 3. Can understand that Fractional distillation is used to produce a range of hydrocarbons that can be used in industry.

Y10 Subject - CHEMISTRY

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/examspecs www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y10 Subject- PSYCHOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**<u>Paper 1</u>** **Memory** **Perception (Part 1)**	The Memory unit explores how we **encode, store and retrieve information**. Students learn about the **Multi-Store Model of Memory** (Atkinson & Shiffrin), which explains how information moves through the sensory register, short-term memory (STM) and long-term memory (LTM). They also study different types of memory, including **episodic, semantic and procedural memories**. The unit examines factors that affect memory, such as **interference**, **retrieval failure**, and the influence of **cues** on recall. We investigate key research studies, including **Baddeley's studies of encoding**, and learn about strategies for improving memory performance. Throughout the topic, students develop their understanding of psychological research methods and how psychologists investigate memory scientifically. We explore how humans gather and interpret information from the environment through the processes of sensation and perception. They investigate visual cues, perceptual constancies and visual illusions, developing an understanding of how the brain interprets sensory information. Students also study key psychological theories of perception, including Gibson's Direct Theory and Gregory's Constructivist Theory, and compare different explanations of how we make sense of the world around us.	Retrieval quiz on memory structures Application Scenarios Research methods tasks Data interpretation Evaluation AO3 assessments End of unit GCSE style assessment	**Memory** Can explain how information is encoded, stored and retrieved, including the different types and structures of memory. Can describe why memories can be reconstructed or recalled inaccurately. **Psychological vocabulary** Can use the key psychological terms from the unit Memory and Perception accurately when explaining ideas and answering questions. **Application** Can apply psychological knowledge to examples, scenarios and questions, explaining how the relevant concept or theory fits. **Analysis and evaluation** Can evaluate studies and theories using relevant evidence and can explain strengths or limitations and their consequences.
Spring	**Perception (Part 2)** **Development**	We build upon their understanding of perception by investigating factors that influence how individuals interpret sensory information. They explore the effects of culture, emotion, motivation and expectation on perception and consider why different people may perceive the same situation in different ways. Throughout the topic, students apply and evaluate psychological research to explain how experience and personal factors shape perception. The Development topic explores how humans grow and change throughout childhood. We learn about the role of **learning and attachment** in development, including how children form emotional bonds with caregivers and how these relationships can influence future development. The topic also examines the work of key psychologists, such as **Jean Piaget**, and investigates how children's thinking develops as they mature. Students consider both psychological theories and research evidence to explain developmental changes.	Quizzes testing use of disciplinary vocab Evaluating psychological evidence (AO3) Retrieval quizzes on key terminology Matching theories to psychologists Identify developmental stages from examples GCSE-style AO1, AO2 and AO3 questions Describe and evaluate theories and studies	**Perception** Can explain how we use visual information and experience to perceive the world around us. Can describe how visual illusions and other factors can affect what we perceive. **Development** Can explain how children's thinking develops and how learning can be influenced by experience. Can describe the key ideas and studies associated with theories of development. **Psychological vocabulary** Can use the key psychological terms from the units Perception and Development accurately when explaining ideas and answering questions. **Application** Can apply psychological knowledge to examples, scenarios and questions, explaining how the relevant concept or theory fits. **Analysis and evaluation** Can evaluate studies and theories using relevant evidence and explain strengths or limitations and their consequences.
Summer	**Research Method** **<u>Paper 2</u>** **Social Influence (Part 1)**	The Research Methods topic introduces students to how psychologists investigate human behaviour scientifically. We learn about different types of research, including **experiments, observations, questionnaires, interviews, case studies and correlations**. They develop an understanding of how data is collected and analysed, the importance of controlling variables, and how psychologists ensure research is reliable and valid. Students also learn to interpret data, draw conclusions and evaluate the strengths and weaknesses of different research methods. Students are introduced to the topic of social influence and explore how the behaviour of others can affect our thoughts and actions. They investigate conformity through **Asch's line judgment studies**, examining why individuals may change their behaviour to fit in with a group. Students also consider explanations for conformity, including **normative social influence**, **informational social influence**, and the role of **dispositional factors**. The topic then focuses on obedience to authority, with students studying **Milgram's obedience research** and considering the factors that influence obedience. Students explore dispositional explanations of obedience, including **Adorno's Authoritarian Personality Theory**, and begin to evaluate psychological theories and research evidence relating to social influence.	Calculate means, medians, modes and ranges. Interpret tables and graphs Identify patterns in data Draw conclusions. Evaluate reliability and validity Assess strengths and weaknesses of methods. Consider ethical issues Retrieval quizzes on key terminology Recall of procedures, findings and conclusions from Asch and Milgram. Explain social and dispositional explanations of behaviour Year 10 End of year Exam – Paper 1 only	**Research methods** Can explain how psychologists design and carry out research, including methods, sampling and ethical considerations. Can describe how research data can be presented and interpreted. **Psychological vocabulary** Can use the key psychological terms from the unit Research Methods accurately when explaining ideas and answering questions. **Application** Can apply psychological knowledge to examples, scenarios and questions and explain how the relevant concept or theory fits. **Analysis and evaluation** Can evaluate studies and theories using relevant evidence and explain strengths or limitations and their consequences.

Y10 Subject - PSYCHOLOGY

How families can support	Useful links	Enrichment Opportunities
Parents can play an important role in helping pupils succeed in GCSE Psychology. Encouraging regular revision, testing knowledge through discussion and supporting effective study habits will have a significant impact on progress. Students benefit from regularly reviewing key terms, theories and studies, rather than revising only before assessments nd they will know this after studying the unit on Memory! You can support your child by: • Encouraging them to spend 10 to 15 minutes each week revisiting previous topics. • Testing their knowledge using flashcards, quizzes or simple recall questions. • Discussing psychological concepts and research studies they are learning about in lessons. • Encouraging wider reading, documentaries or podcasts related to psychology and human behaviour. • Supporting the development of strong exam skills by encouraging them to practise GCSE-style questions and reflect on my feedback. • Helping to organise their revision materials and establish a regular study routine. Most importantly, encourage them to be curious about human behaviour and to make links between psychology and everyday life, as this helps deepen understanding and improve long-term retention of knowledge. Thank you in advance.	All lesson, resources and useful links and videos can be accessed through our Psychology Resource Hub. GCSE Psychology Resource Hub - Home All pupils can access the hub through our TEAM.	Psychology in the New wall – pupils are invited to bring in articles and newsworthy pieces and share with the class. Reading opportunities provided on psychological material. Outreach programmes APU and Cambridge Wellcome Collection London. Science Museum London Oxford Lecture London Visiting speakers through Thriving Minds programme and careers week and assemblies. Podcasts and documentaries

Y10 Subject - AQA GCSE BUSINESS STUDIES

Term	Topics	Overview of Unit	Assessment	Termly Reporting - Key Concepts
Autumn	3.1 Business in the real world Begin 3.2 Influences on business	Students establish the foundations of business activity through enterprise, ownership, objectives, stakeholders, location, planning and expansion. They then begin to examine how external influences affect business decisions.	3.1 unit test and protected feedback lesson. Retrieval, calculations and contextual examination questions.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)
Spring	Complete 3.2 Influences on business 3.3 Business operations	Students examine technology, ethics, the environment, the economy, globalisation, legislation and competition. Operations covers production processes, procurement, stock, quality and customer service.	3.2 unit test and protected feedback lesson. Ongoing retrieval and examination practice. 3.3 assessment begins after Easter.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)
Summer	3.4 Human resources Paper 1 consolidation	Students study organisational structures, recruitment and selection, motivation and training. They then consolidate Sections 3.1 to 3.4 through contextual Paper 1 questions, quantitative work and extended responses.	3.3 and 3.4 unit tests with protected feedback. Cumulative Paper 1 diagnostic. Year 10 end-of-year assessment: TBC.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)

Y10 Subject - AQA GCSE BUSINESS STUDIES

How families can support	Useful links	Enrichment Opportunities
• Discuss local and national business news. • Ask students to explain new vocabulary in their own words. • Support regular textbook reading and retrieval practice. • Encourage students to show full workings for calculations. • Ask how a decision affects costs, sales, profit and stakeholders. • Encourage revision little and often before unit assessments.	• AQA GCSE Business 8132 aqa.org.uk/subjects/business/gcse/business-8132 • AQA papers and mark schemes aqa.org.uk/pastpapers • tutor2u AQA GCSE Business tutor2u.net/students/gcse/aqa-gcse-business • Seneca AQA GCSE Business senecalearning.com	• Enterprise and business clubs • Research a local business or entrepreneur • Business news and current affairs • Enterprise competitions and school events • Visits or talks from local employers • Virtual work experience • Investigate ethical and sustainable businesses

Y10 Subject- GEOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Physical Landscapes of the UK	Geology of the UK Coastal and river processes Coastal landforms Coasts on maps Coastal management Case Study: Walton-on-the-Naze River landforms and features Flood causes and defences Hydrographs River Flood protection Case Study: Banbury	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	1. **Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments 2. **Geographical Understanding**: Demonstrate geographical understanding of concepts and interrelationships of places 3. **Geographical Applications:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements 4. **Geographical Skills:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Spring	Urban Issues and Challenges	Urbanisation Urban Growth NEE Case Study: Rio De Janeiro (opportunities and challenges of urbanisation) Urbanisation in the UK UK case study: Bristol (Opportunities and challenges in a changing economy) Sustainable Urban Development Sustainable Transport	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	1. **Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments 2. **Geographical Understanding**: Demonstrate geographical understanding of concepts and interrelationships of places 3. **Geographical Applications:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements 4. **Geographical Skills:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Summer	The Challenge of Natural Hazards	What are natural hazards? Tectonic theory Plate Margins LIC Earthquake Case Study: Nepal (Causes Impacts and responses) HIC Earthquake Case Study: New Zealand (Causes Impacts and responses) Air Circulation Climate change:- Causes and Responses Tropical Storms- Formation, impacts and responses Typhoon case study- Typhoon Haiyan (Philippines) UK weather hazards UK Case study- The Somerset Levels	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	1. **Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments 2. **Geographical Understanding**: Demonstrate geographical understanding of concepts and interrelationships of places 3. **Geographical Applications:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements 4. **Geographical Skills:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Y10 Subject- GEOGRAPHY

How families can support	Useful links	Enrichment Opportunities
Ensuring homework is completed to the best of the students ability. Revision of topics using websites and verbal testing. Checking use and understanding of vocabulary and key terms. Encouraging interest through reading, watching documentaries or visiting natural and urban areas.	GCSE Geography - AQA - BBC Bitesize AQA GCSE Geography Revision Geography Revision Resources Seneca - Learn 2x Faster https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers https://www.internetgeography.net/aqa-gcse-geography/	Humanities club afterschool Humanities library Zoology Enrichment Basic Botany Enrichment

Y10 Subject - HISTORY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	The USA 1954-75: conflict at home and abroad	**Civil Rights**: The position of black Americans in the early 1950s Progress in education The Montgomery Bus Boycott and its impact 1955-60 Opposition to the civil rights movement Peaceful protests and their impact 1960-65 Malcolm X and Black Power, 1963-70 The civil rights movement 1965-75 **Vietnam:** Reasons for US involvement in conflict in Vietnam 1954-63 Escalation of the conflict under Johnson The nature of conflict in Vietnam 1964-68 Changes under Nixon 1969-7	End of topic test. Exam Questions for homework Content quizzes.	1. To be able to demonstrate knowledge and understanding of key historical events, people and periods. (AO1) 2. To be able to explain and analyse historical events using concepts such as cause, consequence, change, continuity, similarity, difference and significance. (AO2) 3. To be able to analyse and evaluate historical sources to reach substantiated judgements. (AO3) 4. To be able to analyse and evaluate historical interpretations, explaining why different views of the past exist. (AO4)
Spring	The USA 1954-75: conflict at home and abroad Superpower relations and the Cold War, 1941–91	**Vietnam continued**: Opposition to the war Support for the war The peace process and the end of the war Reasons for the failure of the USA in Vietnam **Superpower Relations and the Cold War:** Key topic 1: The origins of the Cold War, 1941-58 Early tension between East and West The development of the Cold War The Cold War intensifies Key topic 2: Cold War crises, 1958-70 Increased tension between East and West	End of topic test. Exam Questions for homework Content quizzes.	1. To be able to demonstrate knowledge and understanding of key historical events, people and periods. (AO1) 2. To be able to explain and analyse historical events using concepts such as cause, consequence, change, continuity, similarity, difference and significance. (AO2) 3. To be able to analyse and evaluate historical sources to reach substantiated judgements. (AO3) 4. To be able to analyse and evaluate historical interpretations, explaining why different views of the past exist. (AO4)
Summer	Superpower relations and the Cold War, 1941–91	**Superpower Relations and the Cold War continued:** Cold War crisis Reaction to crisis Key topic 3: The end of the Cold War, 1970-91 Attempts to reduce tension between East and West Flashpoints The collapse of Soviet control of Eastern Europe	End of topic test. Exam Questions for homework Content quizzes.	1. To be able to demonstrate knowledge and understanding of key historical events, people and periods. (AO1) 2. To be able to explain and analyse historical events using concepts such as cause, consequence, change, continuity, similarity, difference and significance. (AO2)

Y10 Subject – HISTORY

How families can support	Useful links	Enrichment Opportunities
Encourage recapping of content during the week. Reading back over textbook topics we have covered. Ongoing revision of all topics as we build towards the GCSE exams. Watch documentaries and films linked to areas of study. Conversations around key terminology Completing Past papers (GCSE)	https://qualifications.pearson.com/en/qu alifications/edexcel-gcses/history2016.html **Exam papers:** https://mmerevise.co.uk/gcse-history-revision/gcse-history-past-papers/edexcel-gcse-history-past-papers/ **BBC Bitesize History:** https://www.bbc.co.uk/bitesize **YouTube playlists for revision**: **USA Civil Rights:** https://youtube.com/playlist?list=PL9bgSdxfgbwrfbNyTM_CH_gYDw1QaoTHJ&si=2pvOgehY6gTlDeLl **USA Vietnam:** https://youtube.com/playlist?list=PL9bgSdxfgbwo2zQygaxySMkj5T2E_gjCH&si=0NKM1CGW_9sdSPgW **Cold War:** https://youtube.com/playlist?list=PL0ifbTeFrUEt8QMlBI78Rc5gUNDMPrScX&si=dhvbgSUpP6-T_3m5	New York and Washington Trip **Watch** Selma (2014) **Read** March by John Lewis **Virtual Tour** of the National Civil Rights Museum **Watch** *The Vietnam War* (Ken Burns Documentary) **Watch** CNN's Cold War Documentary Series **Virtual Tour** of the Berlin Wall

Y10 Subject- CLASSICAL CIVILISATION

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Myth and Religion	Gods- overview of the gods of Rome and Greece Homeric Hymn to Demeter analysed Temples and Sacrifice. Greek and Roman temples and how they were constructed. Sacrifices to the gods for both looked at and compared. Universal Hero (Hercules/Heracles). Looking at Hercules in both the Greek and Roman mythological tradition.	Topic test on gods Topic test on temples and sacrifices Topic test on Hercules Knowledge recaps Practice exam questions and essays	1. **Classical world knowledge:** Demonstrate knowledge of the Greek and Roman world through literature and material culture. 2. **Classical world Understanding**: demonstrate understanding of context and concepts in the Classical world. 3. **Classical World Applications:** Apply knowledge and understanding to interpret, analyse and evaluate Classical world information and issues.
Spring	Myth and Religion continued	Death and burial. We examine the funeral rites and festivals to the dead of both the Romans and the Greeks. This will also look at journeying to the underworld. Festival. Analyse and look at the City Dionysia, Panathenaea, Saturnalia, and Lupercalia. Comparison of Roman and Greek practices. Foundation stories. We look at the foundation of Athens and the foundation of Rome. Involves looking at Plutarch and his commentary on the lives of Theseus and Romulus.	Topic test on death and burial Topic test on festivals Topic test on foundation stories Knowledge recaps Practice exam questions and essays	1. **Classical world knowledge:** Demonstrate knowledge of the Greek and Roman world through literature and material culture. 2. **Classical world Understanding**: demonstrate understanding of context and concepts in the Classical world. 3. **Classical World Applications:** Apply knowledge and understanding to interpret, analyse and evaluate Classical world information and issues.
Summer	Myth and religion continued.	Symbols of power. This topic involves looking at the ways in which the Greeks and Romans used buildings, statues, altars and art to portray power. We examine the statue of Augustus at Prima Porta, the Ara Pacis, the temple of Apollo at Bassae and the Parthenon. Revision for end of year exam.	Topic test on symbols of power Knowledge recaps Practice exam questions and essays End of year exam	1. **Classical world knowledge:** Demonstrate knowledge of the Greek and Roman world through literature and material culture. 2. **Classical world Understanding**: demonstrate understanding of context and concepts in the Classical world. 3. **Classical World Applications:** Apply knowledge and understanding to interpret, analyse and evaluate Classical world information and issues.

Y10 Subject- CLASSICAL CIVILISATION

How families can support	Useful links	Enrichment Opportunities
Content book can be purchased on OCR main website. Revision guides will be provided by the school as lack of online resources for Classical Civilisation.	GCSE - Classical Civilisation (9-1) - J199	Greek clubs enrichment Trips to Cast gallery Trip to British museum

Y10 Subject- LATIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Language work	Basics - Verb Endings, word order, the Present Tense and the first declension Basics – Nominative, Accusative, Word Order, Singular & Plural Basics – The Verb: To Be, prepositions with the accusative, Nouns – Genitive and Dative Prepositions with the Ablative, Second Declension Masculine and Neuter Second and Third Conjugation verbs Third and Fourth Conjugation verbs, and the Infinitive To, From and In cities; Time Expressions; Imperfect Tense Translating the Imperfect Tense in Different Contexts, Imperfect tense of sum, The verb possum. Adjectival Agreement, Adjectival Nouns, and Even More Adjectives Perfect Tense - 1st to 4th Conjugation Third Declension Nouns	Weekly vocab tests Translation test every term Knowledge recaps Practice translation in class of stories and exercises	Grammar acquisition-Demonstrates understanding and accurate use of new grammatical structures and language concepts. Vocabulary - Develops and applies a secure range of Latin vocabulary to support reading and translation. Translation- Accurately translates Latin texts, showing attention to meaning, detail and linguistic accuracy.
Spring	Language work	Direct Questions and Mixed Conjugation Verbs More Time Expressions Personal Pronouns and Possessive Adjectives Future Tense: regular and irregular Time Adverbs (2), Linking Sentences, Personal Pronouns and Possessive Adjectives. Adverbs from Adjectives Third Person Pronouns Third Person Reflexive Pronoun, Third Person Possessives, The Sabine Women The Pluperfect Tense Relative pronouns and clauses Interrogative Pronoun: quis? quid?; Numerals,	Weekly vocab tests Translation test every term Knowledge recaps Practice translation in class of stories and exercises	Grammar acquisition-Demonstrates understanding and accurate use of new grammatical structures and language concepts. Vocabulary - Develops and applies a secure range of Latin vocabulary to support reading and translation. Translation- Accurately translates Latin texts, showing attention to meaning, detail and linguistic accuracy.
Summer	Language work (Book 1 to Book 2 transition)	Prefixes and compounds Subordinate clauses Passive verbs Perfect passive participles Comparatives Superlatives Adverbs	Weekly vocab tests End of year test Knowledge recaps Practice translation in class of stories andexercises	Grammar acquisition-Demonstrates understanding and accurate use of new grammatical structures and language concepts. Vocabulary - Develops and applies a secure range of Latin vocabulary to support reading and translation. Translation- Accurately translates Latin texts, showing attention to meaning, detail and linguistic accuracy.

Y10 Subject- LATIN

How families can support	Useful links	Enrichment Opportunities
Encourage students to revise grammar and vocabulary Establish routine for learning Latin Vocabulary at home Grammar books can be purchased to support understanding	https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/	Trip to Cast gallery

Y10 Subject- SOCIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Introduction to Sociology Family	Introduction to Sociology The Sociological Approach Social Structures, Social Processes and Social Issues Culture, Norms, Values and Socialisation Families and Households Family Diversity Functions of the Family Conjugal Role Relationships Changing Relationships within Families	Written GCSE past paper practice Knowledge recaps Practice exam questions and 12 mark essays	• AO1: Knowledge and Understanding Can demonstrate knowledge and understanding of key sociological concepts, terms and theories relating to society, families and the sociological approach. • AO2: Application and Explanation Can explain how socialisation, culture and family structures influence individuals and wider society using sociological ideas and examples. • AO3: Analysis and Evaluation Can compare different sociological viewpoints about families and social behaviour, recognising that there may be different explanations for social issues and patterns in society.
Spring	Family Research methods	Changing Patterns in Families Marriage and Divorce Childbearing and Family Size Ageing Population Family Policies Sociological Perspectives on Families Introduction to Research Methods Research Design Questionnaires Interviews Observation Secondary Sources Practical, Ethical and Theoretical Issues	Written GCSE past paper practice Knowledge recaps Practice exam questions and 12 mark essays	• AO1: Knowledge and Understanding Can demonstrate knowledge and understanding of changes in family life, government family policies and sociological research methods. • AO2: Application and Explanation Can explain changes in family life and apply sociological knowledge to understand how different research methods are used to study society. • AO3: Analysis and Evaluation Can assess different sociological explanations and evaluate the strengths and limitations of research evidence and methods.
Summer	Education	Functions of Education Roles and Responsibilities within Education Processes within Schools Educational Achievement Class and Achievement Gender and Achievement Ethnicity and Achievement Educational Policy Sociological Perspectives on Education	Written GCSE past paper practice Knowledge recaps Practice exam questions and 12 mark essays	• AO1: Knowledge and Understanding Can demonstrate knowledge and understanding of educational processes, patterns of educational achievement, and factors that contribute to inequality in education. • AO2: Application and Explanation Can explain how different social factors influence educational achievement, using sociological concepts, theories and evidence. • AO3: Analysis and Evaluation Can assess different sociological explanations of education and educational achievement, using evidence to support reasoned judgements.

Y10 Subject- SOCIOLOGY

How families can support	Useful links	Enrichment Opportunities
Encourage regular discussion of current affairs and social issues in the news. Ask questions that develop critical thinking, such as "Why do different people view this issue differently?" Support the learning of key sociological terminology and encourage its use in discussions Support independent reading and research around contemporary social issues	**AQA GCSE Sociology Specification** • https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192 **Tutor2u Sociology** • https://www.tutor2u.net/sociology **Sociology Central** • https://www.sociology.org.uk **BBC News** • https://www.bbc.co.uk/news **The Guardian Society** • https://www.theguardian.com/society **Office for National Statistics (ONS)** • https://www.ons.gov.uk	

Y10 Subject- DRAMA

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**1.Introduction to the GCSE Course and Team-Building** **2. Live Theatre Review** **3.Text Exploration: *An Inspector Calls* by JB Priestly**	• Understanding the GCSE Course Structure.. • Team-Building and Ensemble Skills • Communication and Collaboration: • Exploratory Drama Techniques: • Confidence and Risk-Taking: • Analyse and evaluate a live theatre performance • Character Development: • Textual Interpretation: • Contextual Understanding: • Rehearsal and Performance Skills:	• Practical Performance • Peer and self assessment • Practice Exam Questions	1, Is able to work effectively with all members of the ensemble 2. Can understand how to pinpoint key moments from the live performance to evaluate and analyse in detail 3. Demonstrates an understanding of the set text – themes / characters / context
Spring	1.Continued exploration of An Inspector Calls 2.Devising	• Devising Techniques: Create original drama through improvisation, stimulus exploration and structured rehearsal. • Collaboration and Teamwork: Work effectively in groups by sharing ideas, compromising and contributing to an ensemble performance. • Dramatic Conventions: Apply techniques such as narration, monologue, physical theatre and symbolism to communicate meaning. • Character and Performance Skills: Use voice, movement and space to create convincing characters and engage an audience. • Themes and Issues: Explore social, cultural and political themes, using drama to communicate ideas and messages. • Documentation and Evaluation: Record the creative process, justify artistic choices and reflect on the effectiveness of the work.	• Practical Performance • Peer and self assessment • Practice Exam Questions • Portfolio Coursework	1. Creating and Developing Drama Is able to develop original performances through creative exploration, rehearsal and the use of dramatic conventions. 2. Collaboration and Communication Can work effectively with others to create a cohesive and engaging piece of theatre. 3. Performance and Reflection Is able to use performance skills and critical reflection to communicate meaning to an audience.
Summer	1. Devising Continued 2.Live Theatre Review	• Analytical Observation: Analyse acting, design and staging choices in performance. • Performance Techniques: Explore how voice, movement and interaction communicate character and meaning. • Evaluative Writing: Write clear analyses using drama terminology and supporting examples. • Theatrical Impact: Examine how production elements create atmosphere, convey themes and engage audiences. • Critical Thinking: Evaluate the effectiveness of directorial and performance choices. • Exam Preparation: Practice responding to live theatre questions in preparation for the written exam.	• Practice Exam Questions • Portfolio Coursework	1. Analyse Performance and Production Is able to Understand how acting, design and staging choices create meaning in theatre. 2. Evaluating Theatrical Impact Can evaluate the effectiveness of performance and design choices on an audience. 3. Communicating Critical Responses Is able to express theatrical analysis and evaluation clearly using subject-specific language.

Y10 Subject –ART/TEXTILES/PHOTOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	COURSEWORK: Art – Natural Worlds Photography – NaturalWorlds/student choice Textiles – Structures	• Introduction to the courses • Understanding the Coursework and selecting a theme and subject matter • Initial drawing skills: pencil, biro, ink... working with primary sources • Henry Moore Foundation visit, presentation on Henry Moore's art, influences, inspirations and significance with personal responses • Mindmap and moodboard with contact sheet of initial sources • Further artists' research on artists of interest for the theme or techniques • Larger tonal/textural art pieces • Photography: basic archiving, contact sheets, conversion to B&W, cropping, selecting Master images • Textiles: Boro and Applique techniques, embroidery stitch, prepared papers and collage image making	Questionnaire: Statement of Intent Written analysis: Artists' research and personal opinions Practical assessments: drawing, photography and art-making	1. Critical Understanding Can explain/develop/evaluate/analyse..... 2. Experiment and Refinement Developing their skills... 3. Recording observations, ideas and insights Developing recording of ideas and observations using drawing, art-making, photography or annotation the student shows....
Spring	COURSEWORK: Art – Natural Worlds Photography – NaturalWorlds/student choice Textiles – Structures	• Art: Colour experiments with oil pastel and wet media using primary sources and personal photographs. • Textiles: colour, texture and material experiments using a range of techniques such as Dyeing, folds/gathering/pleats and so on. • Photography: introduction to Photoshop, basic workflow and storage issues, basic image edit techniques • Research on further inspirational artists/designers/movements/techiques. • Experimentation with ideas combining the techniques and styles of various artists/designers/photographers. • Workshops and media experiments.	Questionnaire: Intentions and reflection on progress Written analysis: artist/designer/movement/technique research focus Practical assessments: media experiments and refinement of techniques and ideas	1. Critical Understanding Can explain/develop/evaluate/analyse..... 2. Experiment and Refinement Developing their skills... 3. Recording observations, ideas and insights Developing recording of ideas and observations using drawing, art-making, photography or annotation the student shows....
Summer	COURSEWORK: Art – Natural Worlds Photography – Natural Worlds/student choice Textiles – Structures	• Developing a first outcome: design process through three stages • Mock-up and media practice • Extended piece large outcome – 5 hours or more (including exam conditions practical	Annotation: Intentions and reflection on progress Written analysis: artist/designer/movement/technique research focus Practical assessments: media experiments and refinement of techniques and ideas Extended outcome: First extended outcome and design stages used to develop it.	1. Critical Understanding Can explain/develop/evaluate/analyse..... 2. Experiment and Refinement Developing their skills... 3. Recording observations, ideas and insights Developing recording of ideas and observations using drawing, art-making, photography or annotation the student shows....

Y10 Subject – ART/DT

How families can support	Useful links	Enrichment Opportunities
Ensure students are completing homework regularly and dedicating time to Art work during revision periods as they would for other subjects (all of their work is actual GCSE work). Support visits to museums and galleries, or trips to locations to collect photographs or objects to use in their personal projects. Buy the following books on Amazon marketplace, or from another discounted source: Art 'What are you looking at?' Will Gompertz Photography 'Read this if you want to take great photographs' Henry Carroll Textiles '200 Skills every fashion designer must have' Aisling McKeefry	BBC Bitesize GCSE Art & Design OCR Fitzwilliam Museum Kettle's Yard, Cambridge Tate Museums National Gallery, London Hepworth Gallery, Wakefield Khan Academy, art section - free but subscription required Miss Wilson's Photography guide	Relevant exhibitions or creative learning opportunities will be presented to students on a project by project basis as events allow.

Y10 Subject -MUSIC

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	AOS5: Conventions of Pop Solo Performance Free Composition	Introduction to the OCR GCSE course, and starting Area of Study 5, Conventions of Pop, focusing first on Rock and Roll of the 50's/60's, and Rock Anthems of the 70's/80's. This will particularly include performance opportunities in class. Understanding how these pieces work, through all features of music – texture, rhythm, harmony, melody, tonality, structure, instrumentation. Beginning to work towards a solo performance on the instrument of the pupils' choice. Improving our skills by critiquing and assisting each other, as well as seeking out performance opportunities within the school. This will be recorded at the end of Year 10. Beginning to work on a free composition lasting roughly 90 seconds, in a style of the candidate's choice. Focusing on creating ideas and building an overall structure at first. This project will last until the end of Year 10.	Low-stakes quizzes Short answer responses End of topic listening and writing test Peer-critiqued performances Peer and teacher feedback and advice	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing
Spring	AOS2: Concerto Through Time/AOS5: Conventions of Pop Solo Performance Free Composition	As above, now moving on to focus on Pop Ballads of the 80's/90's, and Solo Artists up to the present day. We will then move on to begin the next Area of Study, The Concerto Through Time – pieces for soloist and orchestra between 1600 and 1900, starting with the Baroque Concerto. Continuing to develop and practice our solo performances. Continuing to work on free compositions, particularly now focusing on development of ideas.	Low-stakes quizzes Short answer responses End of topic listening and writing test Peer-critiqued performances Peer and teacher feedback and advice	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing
Summer	AOS2: Concerto Through Time Solo Performance Free Composition	Finishing this Area of Study with Classical Concerto, and Romantic Concerto. This area will tie into composition for many pupils, given the techniques available to demonstrate in these genres, and those links will be explored where appropriate. Finishing our work on solo performance and recording the finished take. Finishing and recording (where appropriate) the free composition, after ensuring full development of ideas and neat presentation of score/notation form.	Low-stakes quizzes Short answer responses End of topic listening and writing test Peer-critiqued performances Peer and teacher feedback and advice	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing

Y10 Subject -MUSIC

How families can support	Useful links	Enrichment Opportunities
Encourage pupils to listen to music from the areas we study frequently, at first purely listening and then beginning to draw elements out – Spotify and YouTube are excellent resources these days with playlists to suit virtually any genre. If live events are happening nearby, go to them! Additionally, ensuring instrumental/vocal practice is happening at home is vital – drawing up a practice schedule may be helpful for those whose motivation can occasionally flag!	Some useful playlists: Rock and Roll https://open.spotify.com/playlist/0aXE6H0T4ngpK76lgsvh9o?si=4c84ce564ca241ce Classical Concerto https://open.spotify.com/playlist/5TbqLLZIGwawZLKyk0v6kh?si=cb7a612cafb84d3c Samba https://open.spotify.com/playlist/7zPiO5dkxVspgnMfAmSEy3?si=574dfd0a5afc4a29	Seeing and hearing music live is great, as is being involved in it – depending on the specialism of the pupil, joining an ensemble or group somewhere local will massively increase their familiarity with that style.

Y10 Subject – SPANISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Free time** **Travel**	Talking about life online; Discussing sports and free-time activities; Arranging to go out; Saying what you did last weekend; Talking about days that went wrong. Using expressions of frequency. Revising the present tense Using opinion verbs and expressions Using the near future tense. Using the preterite tense Using direct object pronouns Discussing travel plans; Talking about festivals in Spanish-speaking countries; Saying what you did on holiday; Describing where you stayed; Talking about holidays using different tenses Using comparatives and superlativesUsing 'se *puede(n)*' + the infinitive Using a range of structures to give opinions in the past Using the imperfect tense Using '*suelo*' + the infinitive	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	1. Can use comparatives and superlatives 2. Can use the preterite, present, and near future tenses together 3. Can use the imperfect tense
Spring	**People and relationships** **Food**	Using reflexive verbs Using '*estar*' to express moods Using indirect object pronouns Using a range of preterite tense verb forms Learning about typical foods in Spanish-speaking countries; Describing healthy daily routines; Talking about mealtimes and food trends; Comparing old and new habits; Using adjectives Using direct object pronouns Using the imperfect tense	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	1. Can use the present continuous tense 2. Can use reflexive verbs 3. Can use a range of preterite tense verb forms
Summer	**Health** **School**	Talking about illnesses and injuries; Making future plans for health and wellbeing Using reflexive verbs in the preterite tense Using the simple future tense Talking about a typical day at school; Talking about your studies; Talking about how you would change your school; Talking about students and teachers at school; Describing a school trip in the past Using absolute superlatives Using relative pronouns Using the conditional tense Using negatives Forming questions Using adverbs	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing End of year exam	**1.** Can use the simple future tense 2. Can use the conditional tense 3. Can use questions

Y10 Subject –SPANISH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Spanish audio and/or subtitles. Explore cultural opportunities – speaking with a Spanish-speaking relative, visiting local Spanish eateries and cultural events.	AQA GCSE Spanish GCSE Spanish - AQA (for exams from 2026) - BBC Bitesize AQA GCSE Spanish Revision | Quizlet Spanish games and learning activities Learn Spanish with Babbel BBC - Learn Spanish with free online lessons	GCSE Spanish trip to Cantabria in the Spring term Language competitions in Languages Week Debate competitions in-school and with other schools Listening to Spanish music and radio RNE - Radio Nacional en directo y programas | RNE Audio Becoming a Languages Ambassador and teaching a new language to Prep students in Languages Week. The Fitzwilliam Museum - French Impressionists

Y10 Subject – FRENCH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Free Time:** **People and relationships**	Talking about what you do online; Saying what you do to stay active; Talking about what you watch; Making plans to go out; Saying what you did last weekend; Taking part in an interview Using the present tense Forming and answering questions Using the near future tense and the perfect tense Asking questions in the perfect tense Using two tenses together Talking about your weekend routine; Discussing friends and friendship; Describing your favourite celebrity; Talking about positive role models; Talking about celebrations and traditions Using reflexive verbs, adjectives, direct object pronouns Using the perfect, present and near future tense together	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**1.** Can use reflexive verbs **2.** Can use direct object pronouns **3.** Can use the perfect, present and near future tenses together
Spring	**School** **Health and fitness**	Talking about school subjects and school life; Discussing school rules; Talking about making progress at school; Talking about what school used to be like when you were younger; Talking about learning languages Using comparative adjectives. Giving opinions with reasons Using irregular verbs in the perfect tense Using the imperfect tense Using the imperfect, present and near future tenses together Talking about meals and mealtimes; Talking about good mental health; Describing unhealthy lifestyle choices; Saying what you will do to improve your life; Talking about lifestyle changes Using the partitive article, modal verbs Using the perfect tense of reflexive verbs. Using the simple future tense Using the imperfect, present and simple future tenses together	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**1.**Can use irregular verbs in the perfect tense **2.** Can use modal verbs **3.** Can use the imperfect, present and simple future tenses together
Summer	**Holidays**	Talking about your ideal holiday; Discussing what you can see and do on holiday; Talking about festivals; Reviewing and booking holiday accommodation; Talking about staycation activities Using the conditional tense Forming questions Using the perfect and imperfect tenses together Creating more complex sentences using relative pronouns Using the perfect tense of modal verbs Using a range of tenses – imperfect, perfect, present, near future, simple future and conditional	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing End of year exam	**1.** Can use the conditional tense **2.** Can use questions **3.** Can use a range of tenses – imperfect, perfect, present, near future, simple future and conditional

Y10 Subject –FRENCH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with French audio and/or subtitles. Explore cultural opportunities – speaking with a French-speaking relative, visiting local French eateries and cultural events.	AQA | French | GCSE | GCSE French GCSE French - AQA (for exams from 2026) - BBC Bitesize BBC - Languages - French - TV - BBC programmes Duolingo - The world's best way to learn a language Learn French with Babbel	Listening to French music and radio France Inter – Première radio d'actualité généraliste et culturelle Debate competitions in-school and with other schools News in Slow French - French Podcast Becoming a Languages Ambassador and teaching a new language to Prep students in Languages Week

Y10 Subject – MANDARIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Grammar focus on tenses	Prepositions; Future Tense：想/要 + Verb; Comparison： 比; Past Tense:; Verb +了; All; both:都; Superlative: 最; (Although) ... But; (虽然) ... 但是; Measure words:条、件、双; There is/are:有; To give; for: 给; Alternative Question: 还是; Because: 因为 Present Perfect: Verb + 过; When：什么时候 ？; Before: 以前; After: 以后; (because) ... so: (因为) ... 所以; A little bit: 一点儿; Revising; Directions: 方向; To express how an action is done:; Subject + verb + 得 + adverb:; Neither ... Nor: 既不 ... 也不; Apart from: 除了 ... (以外) ... 还/也; During: ... 的时候	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**1.** Can use the future tense **2.** Can use the past tense **3.** Can use linking devices to connect sentences
Spring	Family; home; town; hobbies; sports; food; clothes	What you enjoy doing with friends, family (revision of sports & hobbies already covered); Daily routines + telling the time; Prepositions Describing rooms in the house and comparisons recap; My town – where I live; Places in the town; Arranging to meet in town; Weekend plans; Consolidating and practising writing; Music and non-sports interests; New verb: 弹 ('play' the piano); Sport – Revising vocab for individual sports. Clarify verbs 打 vs 踢 vs 做 vs 玩; Explain usage of 'can': 会/ 能 /可以; Expressing opinions about hobbies.; Expressing opinions on music and non-sport interests.; At the supermarket – recapping food and introducing fruit, veg vocab and common shopping expressions.; Recapping clothing and colours from previous content and common shopping expressions.; At the supermarket – quantities, big numbers, measure words and currency.; Expressing opinions of clothes	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**1.** Can use the present simple tense **2.** Can use the modal verbs and action verbs **3.** Can use the measure words correctly
Summer	Grammar focus on tenses; traditional Chinese festivals; school & education	Past Tense: Subject + Verb +了+ objective; Core writing structure:; 因为;所以 ； 虽然;但是; Writing a letter about a recent Spring Festival; Talking about the festivals around the world; A typical school day in China compared with a school day in England; Designing a survey – making a list of key differences. Talking about school life; Write a letter to your friend reassuring them about their school pressures, using the relevant adjectives; Education after secondary school, using future tense;	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing End of year exam	**1.** Can form complex sentences **2.** Can use the past simple tense **3.** Can use the adjectives

Y10 Subject –MANDARIN

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Mandarin Chinese audio and/or subtitles. Explore cultural opportunities – speaking with a Mandarin-speaking relative, visiting local Chinese eateries and cultural events.	AQA | Chinese (Mandarin) | GCSE | GCSE Chinese (Mandarin) GCSE Mandarin - BBC Bitesize Duolingo - The world's best way to learn a language GCSE Mandarin | Quizlet	Mandarin language poetry competition Becoming a Languages Ambassador and teaching a new language to Prep students during Languages Week The Fitzwilliam Museum - Gallery 28: Arts of the Far East The Fitzwilliam Museum - Arts of Asia Chinese collections | Cambridge University Library Chinese Works Chinese Art in Museums & Galleries | Chinese Brush Painters Society

Y10 Subject – PSHCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Relationships and Sexual Health Mental Health and Wellbeing Resilience and Personal Development Equality and Social Responsibility	Students develop their understanding of healthy relationships, consent, contraception, and sexual health. They explore the impact of stress and mental health pressures, develop resilience and wellbeing strategies, and consider the importance of equality and inclusion in society.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Healthy Relationships Understanding consent, communication, respect, and sexual health. 2. Mental Health & Wellbeing Recognising stress, managing pressures, and maintaining positive wellbeing. 3. Resilience & Self-Management Developing coping strategies, healthy routines, and support networks. 4. Equality & Respect Challenging inequality and promoting inclusion, fairness, and respect for others.
Spring	Health and Risk Awareness Decision Making and Personal Safety Careers and Employability Mental and Physical Wellbeing	Students explore the impact of risk-taking behaviours on health and wellbeing, develop strategies for making informed decisions, and build awareness of addiction and peer influence. They also develop employability skills, explore future career pathways, and consider how to maintain positive mental and physical wellbeing.	Knowledge quizzes, reflective tasks, scenario-based discussions, careers-related activities, and end-of-unit assessment.	1. Health & Risk Understanding the consequences of substance use, addiction, and risky behaviours. 2. Decision Making & Personal Responsibility Managing peer influence, assessing risk, and making safe, informed choices. 3. Careers & Future Readiness Developing employability skills, interview techniques, and career awareness. 4. Wellbeing & Resilience Promoting mental health, supporting others, and maintaining a healthy balance in life.
Summer	Financial Capability Digital Citizenship Rights and Responsibilities Relationships and Society	Students develop the knowledge and skills needed for adult life, including managing money, understanding workplace finances, building a positive digital reputation, and exploring rights and responsibilities within society. They also examine relationships, stereotypes, and safeguarding issues while promoting respect and equality.	Knowledge quizzes, reflective tasks, scenario-based discussions, financial literacy activities, and end-of-unit assessment.	1. Financial Capability Understanding budgeting, wages, taxation, and responsible money management. 2. Digital Citizenship Managing digital footprints, online reputation, and responsible online behaviour. 3. Rights & Responsibility Exploring citizenship, laws, rights, and personal accountability. 4. Relationships & Equality Challenging stereotypes, understanding healthy relationships, and recognising harmful practices and attitudes.

Y10 Subject –PSHCE

How families can support	Useful links	Enrichment Opportunities
• Encourage discussions about healthy relationships, consent, wellbeing, and personal responsibility. • Support students in developing healthy routines around revision, sleep, exercise, and managing stress. • Discuss the risks associated with drugs, alcohol, vaping, and peer influence. • Encourage conversations about careers, future aspirations, and post-16 pathways. • Help students understand budgeting, wages, taxes, and responsible financial decision-making. • Promote safe and responsible use of technology, social media, and digital communication.	•Childline: www.childline.org.uk •Young Minds: www.youngminds.org.uk •Mind: www.mind.org.uk •Brook: www.brook.org.uk •Talk to Frank: www.talktofrank.com •NHS Live Well: www.nhs.uk/live-well •National Careers Service: nationalcareers.service.gov.uk •MoneyHelper: www.moneyhelper.org.uk	• Careers and Employability Workshops • Mock Interview and CV Writing Sessions • Financial Literacy Activities • Mental Health and Wellbeing Events • Relationship and Sexual Health Education Workshops • Diversity and Inclusion Activities • Enterprise and Entrepreneurship Projects • Student Leadership Opportunities • Guest Speakers from Industry and Further Education

Y10 Subject – GCSE PE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Applied Anatomy & Physiology; Physical Training; Practical Moderation	Key physiological systems including cardiovascular, respiratory and muscular systems. Principles of training, fitness testing, training zones and injury prevention. Completion of practical assessments and collection of video evidence. NEA coursework preparation and improvement.	Baseline assessment; Topic tests; PPE/mock examination; Practical activity assessment and evidence collection.	Application of anatomy and physiology to performance; Components of fitness; Principles of training (SPORT/FITT); Evaluation of performance.
Spring	Socio-Cultural Influences; Sports Psychology; Health, Fitness and Wellbeing	Exploration of participation trends, engagement patterns, commercialisation, sponsorship and media influence. Psychological factors affecting performance, including motivation, arousal and feedback. Health benefits of physical activity and risks of sedentary lifestyles. Continued practical moderation.	Topic assessments; Exam-style questions; Mock examination; ongoing practical marks and coursework	Impact of societal factors on participation; Mental preparation and performance; Healthy active lifestyles; Analysis and evaluation skills.
Summer	Analysiging and Evaluating Performance	Students to analyse strength and weakness within a particular sport, undertaking a review in depth before producing an action plan in which to improve this.	Summative and formative assessment, completion of practical fitness tests.	Extended written responses; Linking theory to practical performance, analysis and evaluation skills.

Y10 Subject – GCSE PE

How families can support	Useful links	Enrichment Opportunities
• Encourage regular revision using flashcards, knowledge organisers and past papers. • Support completion of practical assessment requirements and video evidence where applicable. • Discuss sporting examples from current events and relate them to GCSE PE theory. • Encourage participation in physical activity and sports clubs to maintain practical skills. • Help students establish a revision timetable leading up to examinations. • Ensure students attend intervention and revision sessions.	• OCR GCSE PE: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587/ • BBC Bitesize GCSE PE: https://www.bbc.co.uk/bitesize/examspecs/zxbg39q • OCR Past Papers: https://www.ocr.org.uk/students/past-papers/ • The Ever Learner GCSE PE Revision: https://theeverlearner.com • Seneca Learning • • GCSE PE Revision (YouTube): Mr W PE / The PE Classroom	• Represent the school in fixtures and competitions. • Join local sports clubs and participate in competitive sport. • Volunteer as a coach, official or sports leader. • Attend live sporting events and analyse performance. • Complete further fitness testing and personal training programmes.

Y10 Subject- Cambridge National Sport Studies

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	R186- Sport in the Media- Topic Area 1- The different sources of media that cover sport	• **Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want**: Social networking, Media sharing sites, Live streaming and technology on the move, Websites/blogs • **Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:** TV, Radio, Podcasts • **Print media sources and their role as traditional media sources in comparison to other media sources:** Newspapers ,Magazines ,Books.	Summative Coursework assessment Formative Coursework assessment Explain and Compare questions Application of concepts to unfamiliar contexts	Concept 1: Understanding of the different sources of media and their impact on sport Concept 2: Understanding how to make useful recommendations of media for their club Concept 3: Being able to make links to their own club about the impact of media
Spring	R186- Sport in the Media- Topic Area 2- Positive effects of the media in sport	• **Participation:** How the media can help promote sport to increase awareness and improve participation levels, Inspiring others to participate, Creating and adopting role models • **Raising profile of the sport:** How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry, Sports initiatives that seek to increase participation, Promotion of an active, healthy lifestyle. • **Education:** Exposure for emerging and minority sports, Continued education of performers and spectators in emerging sports and changes to existing sports. • **Revenue**: How the media and sport use each other to promote revenue	Summative Coursework assessment Formative Coursework assessment Explain and Compare questions Application of concepts to unfamiliar contexts	Concept 1: Understanding of the different sources of media and their impact on sport Concept 2: Understanding of the positive impacts of the media on sport Concept 3: Being able to make links to their own club about the positive impact of media
Summer	R186- Sport in the Media- Topic Area 3- Negative effects of the media in sport	• External factors affecting decline in live spectatorship • Ethical appropriateness of sponsors • How the media is assisting a widening wealth divide in sport • Impact of wider global issues on sport/ performers and spectators • Media demands affecting sport fixture scheduling • Coverage of inappropriate behaviour • Rejection of sporting heroes • Scrutiny and criticism of participants • Increased pressure on athletes to look a certain way and links to mental health	Summative Coursework assessment Formative Coursework assessment Explain and Compare questions Application of concepts to unfamiliar contexts	Concept 1: Understanding of the different sources of media and their impact on sport Concept 2: Understanding of the negative impacts of the media on sport Concept 3: Being able to make links to their own club about the negative impact of media

Y10 Subject – Cambridge National Sport Studies

How families can support	Useful links	Enrichment Opportunities
• Encourage regular revision using flashcards, knowledge organisers and past papers. • Support completion of practical assessment requirements and video evidence where applicable. • Discuss sporting examples from current events and relate them to Sport and the media. • Encourage participation in physical activity and sports clubs to maintain practical skills. • Help students establish a revision timetable leading up to examinations. • Ensure students attend intervention sessions for coursework when required.	• OCR Cambridge National Sport Studies: Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 • OCR Past Papers: https://www.ocr.org.uk/students/past-papers/ • The Ever Learner CNAT Spot Studies Revision: https://theeverlearner.com • CNAT Sport Studies Revision (YouTube): Mr W PE / The PE Classroom	• Represent the school in fixtures and competitions. • Join local sports clubs and participate in competitive sport. • Volunteer as a coach, official or sports leader. • Attend live sporting events and analyse performance. • Complete further fitness testing and personal training programmes.