2022-2023

Year 10 Curriculum Overview

Subjects *(Click subject to jump to overview)*	
GCSE Mathematics (Pearson Edexcel)	GCSE Spanish (AQA)
GCSE English (AQA)	GCSE French (AQA)*
GCSE Physics (AQA)	GCSE Latin (OCR)**
GCSE Chemistry (AQA)	GCSE Japanese (Pearson Edexcel)**
GCSE Biology (AQA)	GCSE Fine Art (Pearson Edexcel)*
GCSE History (Pearson Edexcel)	GCSE Textile Design (Pearson Edexcel)*
GCSE Geography (AQA)*	GCSE Food Preparation and Nutrition (AQA)*
GCSE Religious Studies (Pearson Edexcel)	Hospitality and Catering (WJEC)*
GCSE Psychology (AQA)*	GCSE Electronics (Eduqas – WJEC)**
GCSE Sociology (AQA)*	GCSE Physical Education (OCR)*
GCSE Business Studies (AQA)*	BTEC Sport (Pearson Edexcel)*
BTEC Business Enterprise (Pearson Edexcel)*	GCSE Music (AQA)*
GCSE Economics (AQA)*	GCSE Drama (Eduqas – WJEC)*
BTEC Health and Social Care (Pearson Edexcel)*	

**subjects chosen at the end of Year 8 for study in Key Stage 4 as part of the options curriculum offer*

***elective subjects that a small number of students choose at the end of Year 8 for an additional programme of study that runs beyond the core and options curriculum offer*

GCSE Mathematics (Pearson Edexcel) Curriculum Content: Foundation

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Autumn Term	
Throughout this term students build on the foundations they established in Year 9. Topics covered include perimeter, area, circles, transformations, probability, volume, surface area, linear equations, fractions, decimals, percentages. There are opportunities for students to build lots of connections between topics.	
Half term 1	Half term 2
• Calculate the perimeter and area of a rectangle • Calculate the perimeter and area of a compound shape made from rectangles • Calculate the area of a triangle, and use the formula for area of a triangle • Calculate the area of a parallelogram, and use the formula for the area of a parallelogram • Calculate the area of a trapezium, and use the formula for the area of a trapezium • Identify the parts of a circle • Calculate the circumference of a circle • Calculate the area of a circle • Give answers for circle calculations in terms of π • Work out the order of rotational symmetry for a 2D shape, and identify shapes with rotational symmetry • Translate a 2D shape with a given vector, and describe a translation • Reflect a 2D shape in a given mirror line, and describe a reflection • Rotate a 2D shape about a point with a given direction and angle, and describe a rotation • Enlarge a 2D shape given a scale factor, as well as with a centre of enlargement, and describe an enlargement • Use combinations of transformations • Represent vectors • Add and subtract vectors, draw a given vector • Use the probability scale and the language of probability • Calculate the probability of an outcome of an event • Calculate the probability of complementary outcomes • Recognise mutually exclusive and exhaustive outcomes • Calculate experimental probabilities and relative frequencies from experiments • Predict the expected number of successful outcomes, given the number of trials and the probability of any one outcome	• Identify specific 3D shapes, know and identify properties of 3D shapes (faces, edges, vertices) • Calculate the surface area and volume of a cuboid • Calculate the volume and surface area of a prism • Calculate the volume and surface area of a cylinder • Volume and surface area in context (e.g., painting, floor tiles etc) • Use inverse operations and inverse flow diagrams • Solve one-step equations using the balancing method • Solve equations in which the variable appears in the numerator of a fraction • Solve equations where you have to first expand brackets • Solve equations where the variable appears on both sides of the equals sign • Solve equations with combinations of the above • Forming and solving equations (area/perimeter, ratio etc) • Convert percentages to fractions and decimals and vice versa • Calculate a percentage of a quantity • Increase and decrease quantities by a percentage, including using multipliers • Express one quantity as a percentage of another • Work out percentage change • Recognise and solve problems involving the compound measures of rates of pay, density and pressure (speed seen earlier but can be recapped)

• Apply systematic listing and counting strategies to identify all outcomes for a variety of problems	

Spring Term	
Students delve into compound and simple interest, as well as proportionality, statistics topics, and more work on 3D shapes. Finally, there is some work on sequences. The breadth and range of topics builds on topics learnt in the previous term and students are able to build bridges between topics through questions provided.	
Half term 1	Half term 2
• Calculate simple interest • Calculate compound interest • Compare different interest rates and type of interest rates • Solve problems involving repeated percentage change • Reverse percentages • Solve problems in which two variables have a directly proportional relationship (direct variation) • Work out the constant of proportionality and write equations in the form $y = kx$ • Recognise graphs that show direct variation • Solve problems in which two variables have an inversely proportional relationship (inverse variation), and state assumptions made • Understand what the terms sample and population mean, and recognise when a sampling technique may contain bias or is not representative of the population • Draw and interpret pie charts (prior knowledge check for constructing angles, which is important here) • Draw, interpret and use scatter diagrams, including stating correlation • Draw and use a line of best fit • Identify the modal group • Calculate an estimate of the mean from a frequency table, including a grouped table • Construct accurate drawings of triangles, using a pair of compasses, a protractor and a straight edge • Construct the perpendicular bisectors of lines (as well as from a point), and angle bisectors • Construct angles of 60° and 90° • Draw a locus for a given rule • Solve practical problems using loci	• Calculate the length of an arc • Calculate the area and angle of a sector • Calculate the volume and surface area of a pyramid • Calculate the volume and surface area of a cone (formula given) • Calculate the volume and surface area of a sphere (formula given) • Recognise patterns in number sequences, and how number sequences are built up • Generate sequences, given the nth term • Find the nth term of a linear sequence, and use to solve problems (e.g., is a given number in a particular sequence) • Recognise and continue some special number sequences (e.g., squares, Fibonacci) • Understand how prime, odd and even numbers interact in addition, subtraction and multiplication problems • Find the nth term from practical problems involving sequences (e.g., diagrams)

Summer Term	
This is a shorter term in which students explore Pythagoras, trigonometry, and similar shapes. Finally, students spend time revising concepts in preparation for their end of year exam.	
Half term 1	Half term 2
• Introduce Pythagoras' Theorem and use it to calculate the length of hypotenuse and a shorter side in a right-angled triangle • Solve problems in context using Pythagoras' Theorem (ladders etc), and in isosceles triangles • Define, understand and label triangles with O, A and H, and define and understand the three trigonometric ratios • Use trigonometric ratios to calculate a length in a right-angled triangle • Use the trigonometric ratios to calculate an angle • Work out and remember trigonometric values for angles of 30°, 45°, 60° and 90° • Solve practical problems using trigonometry, and in isosceles triangles • Solve problems using an angle of elevation or an angle of depression • Solve bearing problems using trigonometry • Identify two congruent shapes • Use ASA, SAS, SSS and RHS to demonstrate that two triangles are congruent • Recognise similarity in two shapes • Work out the scale factor between similar shapes, and use to find missing lengths	• Use unit test data and previous assessments to go over specific topics • Practise mixed questions and exam technique prior to formal exams

GCSE Mathematics (Pearson Edexcel) Curriculum Content: Higher

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Autumn Term

Throughout this term students build on the foundations they established in Year 9. Topics covered include triangles, probability, Venn diagrams, index laws, standard form, and surds. There are opportunities for students to build lots of connections between topics.

Half term 1

- Pythagoras' Theorem – longer/shorter sides, real-life situations, isosceles triangles
- Pythagoras' Theorem in 3D
- Trigonometry – labelling triangles, calculating missing sides/angles, including sides and areas of isosceles triangles
- Solving Pythag/trig problems in context, including multi-step and combined questions
- Angles of elevation/depression
- Trigonometry and bearings
- Proving similarity and identification of scale factors/side ratios
- Finding missing sides
- Rotated similarity and shapes within shapes (using properties of parallel lines)
- Area and volume of similar shapes when given dimensions or scale factor ratios
- Basic theoretical probability – including complementary probabilities and filling in missing values from tables
- Experimental probability/relative frequency – including estimating probabilities from experiments and analysing reliability
- Mutually exclusive events and complementary or exhaustive outcomes
- Expectation including total frequency from experimental probability
- Two-way tables – reading/completing and finding probabilities including basic conditional probability
- Venn diagrams set notation, identifying intersections, unions and complements. Note: students must be able to use Venn Diagrams drawn with the individual elements, number of elements or probabilities identified
- Calculating probabilities from Venn diagrams (including 'P(AUB)' etc).
- Drawing Venn Diagrams and calculating missing values algebraically

Half term 2

- Understand use of powers
- Index laws – Multiplying, dividing and brackets including coefficients and multiple variables
- Converting into/out of standard form for large and small numbers
- Calculations using standard form (+, -, x, ÷)
- Standard form in context including estimation and rounding
- Solving linear equations – basic, fractional, involving brackets, two-sided
- Setting up and solving equations from given information, especially worded and shape questions
- Solving simultaneous equations by elimination or substitution, including by balancing coefficients
- Simultaneous equations in context and problem-solving (including recap of solving graphically)
- Solving linear inequalities, including double-sided inequalities
- Representing and reading inequalities on number lines, integers satisfying inequalities including combined or multiple inequalities
- Representing graphical inequalities and identifying regions bounded by multiple inequalities
- Algebraic method for converting recurring decimals to fractions
- Reciprocals of integers and fractions
- Basic square/cube roots and estimating values of surds
- Negative and fractional powers for integers and fractions
- Power laws featuring negative and fractional powers
- Simplifying surds
- Calculations with surds – including expanding brackets featuring surds and context problems (especially shape)
- Rationalising surds (including using the conjugate)
- Find and use upper and lower bounds (decimal places and significant figures)

	• Find error intervals and limits of accuracy using decimal places, significant figures, or truncation • Use bounds in calculations (maximum and minimum amounts, under and overestimate questions) • Product rule for counting permutations

Spring Term	
This term has an emphasis on algebra topics. As such, students delve into quadratics from multiple angles including algebraic / graphical methods. This naturally leads onto simultaneous equations via elimination and substation. Finally, students explore statistics topics including box plots, frequency polygons, cumulative frequency and histograms.	
Half term 1	Half term 2
• Draw and read from quadratic graphs • Solve quadratic equations by factorisation, including rearrangement to solve • Use quadratic formula to solve and recognise why some quadratics have no solutions • Solve quadratics by completing the square • Identify significant points on quadratic graphs (roots, turning points, y-intercept) • Solve quadratic equations to identify roots • Calculate turning points through symmetry or completing the square • Solve simultaneous equations graphically with quadratic, linear equations and when given the equation of a circle in the form *x2 + y2 = r2* • Solve simultaneous equations algebraically where one equation is quadratic (by substitution) • Solve quadratic inequalities including critical values • Understand ideas of representative samples vs populations including bias, assumptions • Use proportional reasoning to make predictions about populations • Describe and use capture/recapture method of sampling including assumptions • Draw and interpret frequency polygons • Draw and interpret cumulative frequency diagrams, including median and quartiles • Draw and interpret box plots including from cumulative frequency diagrams • Compare averages and spread from box plots • Draw and interpret histograms, including medians and straightforward interpolation • Calculate missing scale for histograms and use to calculate frequencies and proportions	• Probabilities of combined events (addition rule) • Recognise and use sample-space diagrams • Draw and complete tree diagrams and use multiplication rule to calculate probabilities • Probabilities involving ‘and’, ‘or’ and ‘at least’ with independent events • Decide appropriate diagram to use in probability questions (Venn diagram, two-way table, tree, etc) • Calculate basic (no algebra) conditional probability using tree diagrams (non-replacement) • Know and use the 9 circle theorems to calculate angles in circles • Prove circle theorems algebraically • Solve multi-step problems with circle theorems

Summer Term	
This is a shorter term during which students cover proportionality and more complex trigonometry / Pythagoras topics. Some time is then dedicated to revision of prior topics before the end of year exams.	
Half term 1	Half term 2
• Algebraic direct proportion including calculating constants of proportionality • Algebraic inverse proportion • Direct and inverse proportion graphs • Recognising and using proportion with three variables • Use trigonometry and Pythagoras' theorem with more complex 2D problems (e.g., in circle theorems) • Trig and Pythag in more complex 3D problems (e.g., prisms, angles of elevation/depression) • Find all solutions for sin, cos and tan between 0 and 360° • Sketch graphs of cos(x), sin(x) and tan(x) • Use sine and cosine rules to find sides or angles in any triangle • Find the area of a triangle from two sides and an included angle (½abSinC)	• Use unit test data and previous assessments to go over specific topics • Practice mixed questions and exam technique prior to formal exams

GCSE English (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In the first half term of Year 10, students study Shakespeare's 'Macbeth', which is one of their set texts for English Literature GCSE. As well as reading and discussing the text itself, students also learn about the context of Jacobean England (when the play was written) and medieval Scotland (when the play is set). This unit of work culminates in a timed assessment following the format of the GCSE exam.	Students spend this half term focusing on Paper 1 of the English Language GCSE. Paper 1 is a fiction paper, requiring students to respond to an unseen fiction extract and analyse its language and structure. Students also learn how to evaluate a statement about a text. The writing part of the exam requires students to write either a piece of creative writing or a piece of descriptive writing. They will be taught how to structure these. The term culminates in a formal assessment of this paper.

Spring Term	
Half term 1	Half term 2
In the first half of the Spring Term, students study the 19th century novella 'Strange Case of Jekyll and Hyde' by Robert Louis Stevenson, which is a set text for English Literature GCSE. As well as reading and discussing the text itself, students also learn about the context of Victorian London (where the novella is set), the Gothic genre and contemporary issues such as Darwinism.	In the second half of the Spring Term, students continue their study of 'Strange Case of Jekyll and Hyde'. They also revise 'Macbeth' from the Autumn Term. This term culminates in a formal assessment of Paper 1 for the English Literature GCSE which covers both texts.

Summer Term	
Half term 1	Half term 2
In the first half of the Summer Term, students study the AQA 'Power and Conflict' anthology of poems which is a set text for the English Literature GCSE. There are 15 poems in total, all by different poets, ranging from William Blake in the 18th century to 21st century poets such as Carol Ann Duffy. As well as analysing the poems in detail, students learn about the context of each poem and prepare to compare two poems on a similar theme which is the task in their GCSE paper.	In the final half term of Year 10, students learn how to analyse unseen poetry, which is one of the tasks for Paper 2 in the English Literature GCSE. They also revise the fifteen 'Power and Conflict' poems which were taught in the first half of this term. In addition to this, they focus on the skills needed for Paper 2 in the English Language GCSE, which is a non-fiction paper requiring them to analyse two unseen extracts, one of which is from the 19th century. The writing section of this exam requires them to produce a piece of argumentative writing, so we also work on the skills needed for this task. The academic year culminates in two formal assessments: English Literature Paper 2 ('Power and Conflict' poems and unseen poetry) and English Language Paper 2.

GCSE Physics (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students consider and explore the question 'why can't lead be turned into gold?', studying the topic of 'Atomic structure'. Students revisit some of the ideas covered in Chemistry lessons, leading students to the physics of fission and fusion nuclear reactors. Topics covered: • Atoms and isotopes • Atoms and nuclear radiation • Hazard and uses of nuclear radiation	In Half term 2, students examine the question 'why does lightning strike?' as part of the 'Electricity' topic. The concepts of current, voltage and resistance are studied in relation to static electricity and electrical circuits as well as their links to electrical energy and power. Topics covered: • Static electricity • Current, potential difference and resistance • Series and parallel circuits

Spring Term	
Half term 1	Half term 2
In this half term students explore the question, 'why is the top pin of a domestic plug longer than the other two?' whilst continuing their study of 'Electricity' and undertaking a number of required practicals alongside the content listed below. Topics covered: • Electrical energy transfer and power • Domestic electricity and safety • Energy transfer	In the second half of the Spring Term, students consider the question, 'why does ice float and what is the consequence of this for life on Earth?' Students revisit and explore 'the particle model of matter' more deeply. Students draw on the knowledge acquired at Key Stage 3 and build on it. The density of regular and irregular solids as well as liquids are investigated through the required practical RP5. Topics covered: • Density • Change of state • Internal energy

Summer Term	
Half term 1	Half term 2
Students explore the question 'Why does the cheese on a pizza burn your mouth more than the dough?' Students continue studying 'the particle model of matter' and carry out the required practical RP1 on specific heat capacity. Topics covered: • Specific heat capacity • Latent heat	Students complete the last section in this topic on 'pressure', considering the question 'why is it unlikely to rain when the weatherperson says that there is a high-pressure system?' Most of this half term is then dedicated to reviewing the topics covered during the year in preparation for the end of year exam. Students have an opportunity to focus on study stills and doing exam-style questions.

GCSE Chemistry (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
The early Earth's atmosphere and the current Earth's atmosphere are compared, and students use their scientific knowledge to explain how the atmosphere developed. Atmospheric pollutants and their effects are introduced. Topics covered: • Chemistry of the Atmosphere	The energy changes in reactions are studied, including studying endothermic and exothermic reactions. Students continue to develop their practical skills and learn how to investigate energy changes in reactions. Topics covered: • Energy Changes

Spring Term	
Half term 1	Half term 2
Quantitative chemistry is introduced. This is where students study conservation of mass and develop their skills to balance chemical equations. Uncertainty in measurements is also studied. The concept of a 'mole' is introduced, and students learn how to calculate concentration. Topics covered: • Quantitative Chemistry	Chromatography is performed and analysis on chromatograms is performed. Students learn how to distinguish impure from pure substances. Tests for common gases such as hydrogen, oxygen, carbon dioxide and chlorine are performed. Topics covered: • Chemical Analysis

Summer Term	
Half term 1	Half term 2
The process of electrolysis is studied in detail. This includes understanding how to split apart ionic compounds and understanding how aqueous solutions behave differently to molten solutions. Topics covered: • Chemical Changes	Students finish studying the chemical changes topic and revisit previous topics such as rate of reaction to prepare them for the end of year exams.

GCSE Biology (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students begin Year 10 with a review of what they learnt about communicable disease in Year 9 and then build on that knowledge by studying the human immune system and how certain medications work and are developed. Topics covered: • The immune system • Development of medicine	During this half term, students study non-communicable disease and the associated risk factors such as smoking and drinking alcohol. They then move on to learn how plants make their own food in photosynthesis. Students develop their practical skills by investigating the rate of photosynthesis in a plant. Topics covered: • Non-communicable disease • Photosynthesis

Spring Term	
Half term 1	Half term 2
In the next topic, students learn about how organisms release energy during respiration. They are then introduced to another organ system – the nervous system. Students will be able to explain how information is transmitted around the body by the nervous system. Topics covered: • Respiration • The nervous system	After studying the nervous system, students will then move on to the endocrine system. They study how our body uses hormones to regulate vital functions such as blood sugar. Topics covered: • The endocrine system

Summer Term	
Half term 1	Half term 2
The final topic of the term is an introduction to DNA and how DNA is passed on from parents to children. Topics covered: • DNA and inheritance	The final half term is devoted to reviewing Year 9 and Year 10 content and preparing for the end of year exam. Teachers review topic areas that students found particularly tricky and show students how to answer specific styles of exam questions.

GCSE History (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In Year 10 students cover 'Paper 2: Period study and British depth study' by first covering the 'Period Study - Superpower relations and the Cold War, 1941-91'. Topics covered: • Unit 1: The origins of the Cold War, 1941-58 - *How far was Stalin to blame for the 'break-up' of the Grand Alliance?* - *Was Khrushchev's aim of 'peaceful coexistence' realistic?* - *Students then formally assessed on Unit 1 Cold War*	Students then move onto study the Cold War in the second half term. Topics covered: • Unit 2: Cold War crises, 1958-70 - *How close did Khrushchev and Kennedy come to starting a nuclear war in the 1960s?*

Spring Term	
Half term 1	Half term 2
Students being the Spring Term by studying the end of the Cold War. Topics covered: • Unit 3: The end of the Cold War, 1970-91 - *How committed were Brezhnev and American presidents to improving superpower relations from 1968?* - *Why was Gorbachev able to end Cold War tensions?*	Students then move on to the second half of Paper 2, the 'British Depth Study – Early Elizabethan England, 1558-88'. Topics covered: • Unit 1: Queen, government, and religion, 1558-69 - *What was the most significant challenge Elizabeth faced when she came to the throne?* - *How far did Elizabeth fix religious divisions within England?* - *Students then formally assessed on Unit 1 Elizabeth I*

Summer Term	
Half term 1	Half term 2
Students learn about the challenges that faced Elizabeth I. Topics covered: • Unit 2: Challenges to Elizabeth at home and abroad, 1569-88 - *How much of a threat did English Catholics pose to Elizabeth I?* - *To what extent were Elizabeth I's actions responsible for the outbreak of war?* - *Who is responsible for the defeat of the Spanish Armada?*	Students move onto learn about society during Elizabeth's reign. Topics covered: • Unit 3: Elizabethan society in the Age of Exploration, 1558-88 - *How far can the Elizabethan period be considered Golden Age?* - *Students then formally assessed by sitting 'Paper 2: Early Elizabethan England, 1558-88' and 'Superpower relations and the Cold War, 1941-91' plus 'Paper 3: Weimar and Nazi Germany, 1918-1939 paper'*

GCSE Geography (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In the first half term, students study the topic of 'urbanisation'. Students learn about trends in urban growth across world regions and reasons for the growth of megacities before studying in-depth the challenges and opportunities presented by rapid urban growth in Rio de Janeiro, an important world city in a Newly Emerging Economy.	In the second half term, students study the topic of 'tropical rainforests'. Students describe and explain the global pattern of tropical rainforest distribution, the structure and conditions of the rainforest, and the adaptations of plant and animal species. They then carry out an in-depth study of the Amazon Rainforest: trends and causes of deforestation, impacts of deforestation on people and the environment on different scales, and strategies for sustainable management of the Amazon.

Spring Term	
Half term 1	Half term 2
Students begin the Spring Term by studying 'UK Economic Change'. In this human Geography unit, students gain a holistic understanding of the UK's economy and its links to the wider world. Students understand different industries through mini case studies of the rise and fall of coal mining in South Wales and Ford's manufacturing facility in Dagenham, the growth of the financial sector in London and the burgeoning post-industrial knowledge-based quaternary science and research facilities found along major transport routes. Students gain an understanding of the historical environmental costs of industrial growth and the subsequent move to sustainable manufacturing. Students gain an understanding of the north-south divide present in the UK but look at political, economic and infrastructural strategies to narrow the gap in educational, health and wealth outcomes between regions.	Students move to study 'rivers' in the second half of the Spring Term. The rivers unit is the first of two important 'UK Physical Landscapes' topics. In this unit students learn about the physical processes present in the different courses of the river and how these influence the formation of distinctive specific landforms such as waterfalls, meanders and deltas. Students conclude this part of the unit with an in-depth study of the route of the River Severn. Following this, students study the natural and human causes of increased flood risk and learn how to plot and read flood hydrographs, before studying the engineering strategies implemented on UK rivers to intervene and lower flood risk. This final part of the unit is concluded with a case study of the Jubilee River flood management scheme west of London between Maidenhead and Windsor.

Summer Term	
Half term 1	Half term 2
Students learn about 'UK urban trends in the first half of the Summer Term. To contrast with the students' study of Rio de Janeiro, and to link to their UK Economic Change unit, students study the growth patterns of UK industrial cities, understanding how industrial growth and subsequent deindustrialisation as well as successive migration events have developed distinctive characteristics in different urban areas from the Central Business District through the Suburbs to the Rural-Urban Fringe. To support their understanding of general trends and patterns in UK cities over time, students begin an in-depth study of London: opportunities and challenges presented by its decline and growth.	In the final half of the Summer Term, students study 'London'. Concluding their in-depth study of London, students not only develop an understanding of the location, importance and changing demographics and culture of London, but also look towards its future. Students learn about major improvements in transport infrastructure such as Crossrail and how this presents opportunities for development in deprived inner city urban areas. They also learn about increasingly popular urban greening strategies, methods to reduce congestion and air pollution, and the reasons for and impacts of rapid urban expansion into London's green belt. By studying the nearby Olympic Park site, students learn about the processes and impacts of

	regeneration on people and the environment. Further to this they study the sustainability initiatives of the East Village development.

GCSE Religious Studies (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students begin the final year of their RS GCSE course by focus on what it means to live the Christian life. Students focus on the lived experience of Christian practice today, by comparing different practices through different Christian denominations. Students look at the nature of worship, the role of the sacraments, prayer, celebrations, as well as an in-depth study into the local and worldwide Church.	Students continue to look at Christian practices before moving onto the study of Peace and Conflict. Students look at Christian attitudes to peace and war, looking at how both are justified within different Christian traditions. Students evaluate Christian and non-religious views and examples of pacifism, just war, holy war whilst honing their analytic and evaluative skills through the use of debates and discussion.

Spring Term	
Half term 1	Half term 2
Students finish studying Peace and Conflict, and then move onto the study of Living the Muslim Life. Students focus on the lived experience and practice of Muslims today and compare divergent practice and beliefs through different denominations. Students focus on the Ten Obligatory Acts, Shahada, prayer, fasting, pilgrimage as well as festivals and celebrations. Students also complete their mock exams in preparations for their formal summer assessments.	Students reflect on their mock exams and continue to look at Muslim practice before moving onto the study of Matters of Life and Death. Students study the nature of life and death through Muslim and non-religious views. Students evaluate the nature, sanctity and value of human life whilst looking at the specific issues of abortion and euthanasia.

Summer Term	
Half term 1	Half term 2
Students continue to learn about matters of life after death and then analyse and evaluate different beliefs about life after death, specifically looking at different Islamic views on this topic. Students then begin to consolidate all the previous knowledge and learning in preparation for their formal assessments.	Students prepare and revise for their formal GCSE exams in Religious Studies. Students focus on exam practice, good effective and succinct essay writing. Students are also instructed in effective revision techniques and revision planning.

GCSE Psychology (AQA) Curriculum Content

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Autumn Term
Half term 1 and Half term 2
Students study 'Social Influence" during the Autumn Term. They learn how people are affected by the behaviour of groups and how culture affects our everyday actions including: • An explanation of conformity and social and dispositional factors affecting it • Asch's Study of Conformity • An explanation of obedience and social and dispositional factors affecting it • Milgram's Study of Obedience • An explanation of bystander behaviour and social and dispositional factors affecting it • Piliavin's Study of Bystander Behaviour • An explanation of group behaviour and social and dispositional factors affecting it

Spring Term	
Half term 1	Half term 2
Students study 'Perception'. Students learn about the key visual cues that we use, including: • The difference between sensation and perception • Binocular Depth Cue e.g., retinal disparity, convergence • Monocular Depth Cues e.g., 'Ponzo Illusion', 'Muller-Lyer' • Visual illusions that demonstrate misinterpreted depth cues • Theories of perception, e.g., 'Gregory's Constructivist Theory' and 'Gibson's Direct Theory' • Factors affecting perception: emotion, culture, motivation and context • Gilchrist and Nesberg and Bruner; 'Minturn Key Studies'	In this half term, students study 'Brain and Neuropsychology'. Students learn about the key elements of neuropsychology and brain science, including: • Structure of the nervous system e.g., central and peripheral nervous systems • The 'James-Lange Theory' • The structure and functions of neurons • 'Hebb's Theory of learning and neuronal growth' • Structure and function of the brain e.g., Broca's and Wernicke's areas • Penfield's study of the interpretative cortex • An introduction to cognitive neuroscience • 'Tulving's Gold Memory Study'

Summer Term	
Half term 1	Half term 2
Students study 'Psychological Problems'. They learn about key contemporary issues around mental health, including: • An introduction to mental health e.g., characteristics, cultural variations, challenges of modern living • How the incidence of mental health has changed over time • Effects of significant mental health problems on individuals and society • Characteristics, theories of and treatments / interventions for depression • Characteristics, theories of and treatments / interventions for addiction • Wiles' study into depression • Kaij's study into addiction	Students conclude the academic year by revising and preparing for their end of year examinations, with a focus on consolidating knowledge to prepare. Students review all six of the GCSE topics covered thus far with a focus on ensuring knowledge of all key words and the 'AMRC' (aim, method, results and conclusion) of all the key studies. There is a focus on exam technique with regular exam question practice and students are given individual and whole class feedback on different styles of examination question.

GCSE Sociology (AQA) Curriculum Content

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Autumn Term
Half term 1 and Half term 2
In Year 10, students cover three quarters of the GCSE course: • The entirety of the content for 'Paper 1: Sociology of Families and Education' • Half of the content for 'Paper 2: Sociology of Crime and Deviance' Within the topic of 'Families and Households', students study: • Families and households • Theoretical perspectives • Types of family • Marriage and Divorce • Changes in families and conjugal roles • Criticisms of the family

Spring Term
Half term 1 and Half term 2
In the Spring Term, students focus on the topic of 'Education', focusing upon: • Purpose of education • History of UK schools • Theoretical perspectives on education • Alternative forms of education • Internal and external factors effective achievement • Trends (class, gender and ethnicity) in educational achievement

Summer Term
Half term 1 and Half term 2
In the final term of Year 10, student study 'Crime and Deviance', covering the following content: • Measuring crime • Social control • Explanations of crime • Theoretical perspectives of crime • Trends in crime • Debates around crime • Crime and the media

GCSE Business Studies (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students study how different businesses use different organisational structures and understand how organisational structure may change over time. Students will also learn the importance for a business operating an effective recruitment and selection process.	Building on from the previous half term, students will understand the importance for a business of motivating employees and learn why businesses train staff and the benefits and costs associated with it.

Spring Term	
Half term 1	Half term 2
In this half term, students look at and discover the different ways that businesses produce goods and services and how they manage their stock.	Students continue with their study of how businesses attempt to produce high-quality products and provide excellent customer service.

Summer Term	
Half term 1	Half term 2
Students now begin studying how businesses understand their customers and how they go about meeting their needs and wants. They also look at how businesses achieve this through segmentation.	Students continue to learn about the methods of carrying out market research that a business may use to get to know its customers and the different elements of the marketing mix.

BTEC Business Enterprise (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students explore ideas and plan for a micro-enterprise activity. If students are going to succeed as entrepreneurs, they need to have great ideas and plan how they are going to put them into practice. They learn how an enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources i.e., the skills that students themselves and others can bring.	Students complete a Pearson Set Assignment. This is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately six hours of monitored preparation and five hours of supervised assessment. The assignment is split into two parts: 1. Choosing an idea: students conduct their own research and produce two micro-enterprise ideas. They then evaluate each idea's potential and decide on which one is most likely to succeed. 2. Planning the micro-enterprise idea: students produce a business plan that covers the aims, features, pricing of the product, methods of promotion and the resources required whilst also considering the finances of the operation.

Spring Term	
Half term 1	Half term 2
Students learn about how to pitch for a micro-enterprise activity including how to deliver a persuasive pitch. Successful delivery of this component allows learners to develop their knowledge and understanding of the creativity and research that is necessary to choose and reject enterprise ideas, business planning, financial literacy, and the critical thinking, presenting and reviewing skills necessary to refine ideas.	Students complete a Pearson Set Assignment. This is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately six hours of monitored preparation and five hours of supervised assessment. The first part of the assignment is as follows: 1. Presenting a business plan: students produce and deliver an electronic presentation that summarises their business plan. 2. The second part of the assignment takes place in Half term 2 of the Summer Term.

Summer Term	
Half term 1	Half term 2
Students will learn how to review their own pitch for a micro-enterprise activity. This may include learning from feedback given by peers and teachers.	Students continue with the Pearson Set Assignment from Half term 1 of the Spring Term on presenting a business plan. The second part of the assignment is as follows: 2. Reviewing the presentation: give and receive detailed, supported judgements about the strengths and areas for improvement on the presentation.

GCSE Economics (AQA) Curriculum Content

(Click to return to subject list)

Autumn Term
Half term 1 and Half term 2
Students focus upon 'The Role of Money and Financial Markets' in the Autumn Term: • Students learn how and why society uses money as a medium of exchange. They learn what the financial sector is and why it is so important to the individual, businesses and the government. • Students are introduced to the concept of interest rates and how they affect borrowing, saving and investment.

Spring Term
Half term 1 and Half term 2
Students study 'The Main Economic Objectives of Governments' in the Spring Term: • Low unemployment: how it is measured, the different types of unemployment and the consequences of unemployment for individuals, regions and the government. • Fair distribution of income and wealth: students consider the reasons why economies experience such disparity in income and wealth. They get to understand the difference between income and wealth. Students evaluate the causes of differences in the distribution of income and wealth and the consequences for an economy. • Price Stability: students learn about price stability and inflation, including the difference between real and nominal values. They evaluate the causes of inflation and the consequences for consumers, producers, savers and the government.

Summer Term
Half term 1 and Half term 2
Students study the key government polices used to achieve their economic objectives: • Fiscal policy: students learn the purposes of government spending and sources of government revenue, including direct taxes and indirect taxes. Students learn to calculate and analyse how taxes and government spending can affect the overall economy. Students learn how to evaluate the costs, including opportunity cost, and the benefits of fiscal policy on the economy to achieve economic objectives. • Monetary policy: students explain what is meant by monetary policy and how it can affect growth, employment and price stability. Students learn to evaluate the effects of monetary policy on consumer spending, borrowing, saving and investment. • Supply-side policies: students explain what is meant by 'supply-side policy' and how it can be used to achieve economic objectives. Students evaluate the costs, including opportunity cost, and the benefits of supply side policies for the economy.

GCSE Physical Education (OCR) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Year 11 focuses on recapping and revising all the content that students have learnt over the past two years in preparation for their GCSE exams. Over the first half term the focus will be on body systems, looking at the cardiovascular, respiratory, muscular, and skeletal system. Students also ensure they have a concrete understanding of the long term and short-term effects exercise has on these body systems.	In the second half term students revisit components of fitness and fitness testing, ensuring that they know the importance of different components of fitness in different sports as well as how to conduct different fitness tests. Students also return to study injury preventions as well as beginning to recap on the socio-cultural issues in sport such as factors affecting participation and how commercialisation has impacted sport.

Spring Term	
Half term 1	Half term 2
At the start of the Spring Term students spend some time being practically assessed in their three sports (1 team, 1 individual and 1 other). This allows students a final opportunity to develop their practical skills and their tactical knowledge and understanding. Students then continue to revise the socio-cultural issues in sport, looking at ethics, targeting setting and mental preparation and guidance.	Students continue revising the social-cultural issues in sport. In this half term students look at diet and nutrition and the impact diet has on the performer. There is also a focus on health, what is meant by the term health, the positive impacts of living a healthy lifestyle and the negative impacts of living a sedentary lifestyle.

Summer Term	
Half term 1	Half term 2
In the final half term before exams students have targeted revision sessions, focusing on all content in order to ensure students are best prepared for their exams. Student also have an opportunity to look at exam technique, placing a large amount of emphasis on longer answer questions.	Students sit their final GCSE exam.

BTEC Health and Social Care (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students study 'Component 2: Health and social care services and values'. Learners explore health and social care services and how they meet the needs of service users. They also study the skills, attributes and values required when giving care.	Students continue studying 'Component 2: Health and social care services and values'. They continue to learn about health and social care services and how they meet the needs of service users.

Spring Term	
Half term 1	Half term 2
Students complete their first piece of assessed coursework based on growth and development throughout the life stages and the factors that affect it.	Students continue studying 'Component 2: Health and social care services and values'. They learn about barriers that can make it difficult to use health and social care services.

Summer Term	
Half term 1	Half term 2
Students continue studying 'Component 2: Health and social care services and values'. They explore the skills and attributes that are required when delivering care. For example, problem solving and empathy.	Students continue studying 'Component 2: Health and social care services and values'. They explore the values that are required when planning and delivering care and how skills, attributes and values benefit individuals when receiving care.

GCSE Spanish (AQA) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students study 'Theme 1: Identity and culture, Topic 3: Free time activities'. • Grammar - *Suelo + infinitive* - *Imperfect tense* • Strategies - *Using context to fill gaps* - *Listening for different tenses*	Students study 'Theme 1: Identity and culture, Topic 3: Free time activities'. • Grammar - *Perfect tense* - *'Algunas' (some) /'otros' (others) /'muchos' (lots) /'demasiados' (too much/many)* • Strategies - *Agreeing and disagreeing* - *Translating a text into English*

Spring Term	
Half term 1	Half term 2
Students study 'Theme 2: Topic 1: Home, town, neighbourhood and region'. • Grammar - *Using 'se puede(n)' (one can)* - *Future tense* • Strategies - *Using exclamations* - *Asking and responding to questions*	Students continue with the study 'Theme 2: Topic 1: Home, town, neighbourhood and region'. • Grammar - *Demonstrative adjectives* - *Tan/tanto* - *Antonyms* • Strategies - *Explaining preferences* - *Extending spoken answers*

Summer Term	
Half term 1	Half term 2
Students study 'Theme 1: Topic 4: Customs and festivals in Spanish-speaking countries / communities'. • Grammar - *Reflexive verbs* - *First person and third person plurals of verbs* - *Passive tense* • Strategies - *Avoiding the passive (where possible)* - *Working out the meaning of new words*	Students study 'Theme 1: Topic 4: Customs and festivals in Spanish-speaking countries / communities'. • Grammar - *Absolute superlatives* - *'Acabar de + inf' (to have just)* - *'Antes de + inf' (before) and 'después de + inf' (after)* - *Using 'estar' (to be) to describe a temporary state* - *Reflexive verbs in the preterite* - *Using the '–ísimo' endings with adjectives* • Strategies - *Inferring meaning from a literary text*

GCSE French (AQA) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students study 'Theme 1, Topic 3: Free time activities. • Grammar - *Recap of Present Tense* - *Using the gerund* • Strategies - *Using infinitive structures* - *Narrating in more detail*	Students continue to study 'Theme 1, Topic 3: Free time activities. • Grammar - *Recap of the Perfect Tense* - *Using complex negatives* • Strategies - *Using time phrases and understanding emphatic pronouns*

Spring Term	
Half term 1	Half term 2
Students study 'Theme 2, Topic 1: Hometown neighbourhood and region' • Grammar - *Conditional tense* - *Using prepositions* • Strategies - *Using a combination of tenses*	Students continue to study 'Theme 2, Topic 1: Hometown neighbourhood and region' • Grammar - *Using comparatives and superlatives* - *Partitive articles* • Strategies - *Expressing different opinions* - *Answering questions spontaneously*

Summer Term	
Half term 1	Half term 2
Students study 'Theme 1, Topic 4: Customs and festivals' • Grammar - *Rules of agreement with the perfect infinitive* - *Introduction to the imperfect tense* • Strategies - *Understanding more complex texts* - *Understanding francophone culture*	Students to continue study 'Theme 1, Topic 4: Customs and festivals' • Grammar - *Understanding the differences between the perfect and imperfect tenses* - *Using en, au, aux and à* • Strategies - *Revision tips and exam preparation*

GCSE Latin (OCR) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students study complex grammar in the first half term: • The passive voice and deponent verbs • Participles • Use of the subjunctive	Students continue to study complex grammar in the second half term: • Indirect statements • Ablative absolutes Students then sit two mock exams, one in 'Latin Language' and the other in 'Verse Literature'.

Spring Term	
Half term 1	Half term 2
Students read and learn the 'Prose Literature set text'. Through study of the set text, students develop the following skills: • Analysis of Latin using subject terminology • Answering GCSE Latin essay questions • Understanding the context of Roman history	Students continue to read and learn the 'Prose Literature set text'. Through study of the set text, students develop the following skills: • Analysis of Latin using subject terminology • Answering GCSE Latin essay questions • Understanding the context of Roman history

Summer Term	
Half term 1	Half term 2
During this half term, students revise and prepare for their GCSE exams. • Verse literature and Prose Literature: - *Gap-fill revision booklet* - *Analysis revision* - *Exam-style questions* - *Timed essays* • Language paper: - *Exam-style comprehension questions and extended translation practice* - *Vocabulary revised through Quizlet.* - *Past Papers and timed exercises for exam technique*	During this half term, lesson time continues to be dedicated to revision and exam preparation prior to students sitting their GCSE exams.

GCSE Japanese (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students study 'Theme 1: Identity and culture, Topic: Cultural life – celebrations'. • Grammar - *Using three tenses* - *Using key verbs* - *Extending sentences* - *Describing things in the past* • Strategies: - *Narrate events in detail* - *Preparing for the 1-minute presentation in the speaking exam*	Students study 'Theme 1: Identity and culture, Topic: Daily life and routine'. • Grammar: - *Connecting adjectives in the present and past* - *Verbs in three tenses* • Strategies: - *Using key verbs (including kanji) in extended sentences* - *Understanding complex texts (including GCSE exam texts)*

Spring Term	
Half term 1	Half term 2
Students study 'Theme 3: School, Topic: What school is like and school events' and 'Theme 4: Future aspirations, study and work, Topic: using languages beyond the classroom'. • Grammar: - *Using adjectives in three tenses* • Strategies: - *Giving and justifying opinions* - *Dealing with unfamiliar language* - *Educated guessing, using context, common sense and other exam comprehension strategies*	Students study 'Theme 2: Local area, holidays and travel, Topic: Holidays'. • Grammar: - *Using key verbs and adjectives (including kanji) to produce complex language* - *Using adverbs of frequency* • Strategies: - *Expanding your vocabulary / independent learning and exam preparation*

Summer Term	
Half term 1	Half term 2
Students study for and sit their final exams. The first exam is the speaking exam at the beginning of May. 'Theme 4: Future aspirations, study and work, Topic: forming relationships, travel, employment and future plans' and 'Theme 5: International and global dimension, Topic: sports events, music events, campaigns and good causes'. • Grammar: - *Using the future tense to talk about wishes and ambitions* - *Using adverbs* • Strategies: - *Narrate events in detail* - *Describing your week* - *Giving and justifying opinions* - *Dealing with unfamiliar language*	Students prepare for and sit the rest of their final exams, revising all five themes from the GCSE course through listening, reading, speaking, writing and translation exam practice: • Theme 1: Identity and culture • Theme 2: Local area, holiday and travel • Theme 3: School • Theme 4: Future aspirations, study and work • Theme 5: International and global dimension • Exam practice and exams: The speaking exam takes place in the first week of May. The listening, reading and writing exams take place in May or June.

- *Educated guessing, context, common sense and other exam comprehension strategies*	

GCSE Fine Art (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students begin work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', studying directed contextual sources, recapping and consolidating previous skills and undertaking additional skills workshops. Students focus on response to stimulus with research, critical analysis of and responding to the work of an artist before selecting their own contextual sources. Focus: • Observational drawing: - *mixed media mark making and drawing* • Photography (AO3): - *recapping previous skills, own photos in style of artist* • Development (AO1) and Refinement (AO2): - *responses based on drawings and own photos* • Sketchbook recording: - *how to lay out, format and present different sketchbook pages (artist, recording, responses)*	Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', selecting their own contextual sources/artists from teacher-sourced options. They then begin the main research and early development. Focus: • Research of two artists: - *selecting contextual source/artist* - *critical analysis* - *transcription and response* • Development stage 1: - *mind-maps, visual brainstorms to collate best research and ideas for development* - *student photography related to responses*

Spring Term	
Half term 1	Half term 2
Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', focusing upon the development of their ideas in this half term. Focus: • Development stage 2: - *observational drawings from photos* - *media trials* • Development stage 3: - *artist statement* - *initial composition ideas based on medial trials* - *further trials based on initial composition ideas* • Refinement stage 1: - *final composition based on media trials* - *mock piece based on final composition idea*	Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', focusing upon the refinement and outcome preparation in this half term. Focus: • Refinement stage 2: - *final composition based on media trials* - *mock stage 1 based on final composition idea* • Final outcome preparation: - *mock stage 2* - *improvements based on media trials* - *final outcome preparation*

Summer Term	
Half term 1	Half term 2
Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic	Students continue work on 'GCSE Coursework Component 1, Unit 2.'

'Fantastic and Strange', focusing upon the final outcome. Focus: • 10-hour practical exam • Evaluation • Sketchbook review Students then begin work on 'GCSE Coursework Component 1, Unit 2', the title of which is prescribed by the exam board. Focus: • Researching the theme: - *word brainstorm* • Investigating the sources - *visual imagery sourcing* • Recording ideas - *drawing and photos from sources*	Focus: • Investigating the sources - *researching contexts/artists* • Experimentation - *transcriptions and responses based on artists/sources*

GCSE Textile Design (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students begin work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', studying directed contextual sources, recapping and consolidating previous skills and undertaking additional skills workshops. Students focus on response to stimulus with research, critical analysis of and responding to the work of an artist before selecting their own contextual sources. Students begin work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', studying directed contextual sources, recapping and consolidating previous skills and undertaking additional skills workshops. Students focus on response to stimulus with research, critical analysis of and responding to the work of an artist before selecting their own contextual sources. Focus: • Observational drawing: - *mixed media mark making and drawing* • Photography (AO3): - *recapping previous skills, own photos in style of artist* • Development (AO1) and Refinement (AO2): - *textiles responses based on drawings and own photos* • Photostitch • Photoweaving • Sketchbook recording: - *how to lay out, format and present different sketchbook pages (artist, recording, responses)*	Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', selecting their own contextual sources/artists from teacher-sourced options. They then begin the main research and early development. Focus: • Research of two artists: - *selecting contextual source/artist* - *critical analysis* - *transcription and response* • Development stage 1: - *mind-maps, visual brainstorms to collate best research and ideas for development* - *student photography related to responses*

Spring Term	
Half term 1	Half term 2
Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', focusing upon the development of their ideas in this half term. Focus: • Development stage 2: - *observational drawings from photos* - *textile media exploration samples* • Development stage 3: - *artist statement*	Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', focusing upon the refinement and outcome preparation in this half term. Focus: • Refinement stage 2: - *final design based on samples* - *prototype stage 1 based on final design* • Final outcome preparation: - *prototype stage 2*

- *initial composition ideas based on medial trials* - *further trials based on initial composition ideas* • Refinement stage 1: - *final composition based on media trials*	- *improvements based on prototype* - *final outcome preparation*

Summer Term	
Half term 1	Half term 2
Students continue work on 'GCSE Coursework Component 1, Unit 1.' Students explore the topic 'Fantastic and Strange', focusing upon the final outcome. Focus: • 10-hour practical exam • Evaluation • Sketchbook review Students then begin work on 'GCSE Coursework Component 1, Unit 2', the title of which is prescribed by the exam board. Focus: • Researching the theme: - *word brainstorm* • Investigating the sources - *visual imagery sourcing* • Recording ideas - *drawing and photos from sources*	Students continue work on 'GCSE Coursework Component 1, Unit 2.' Focus: • Investigating the sources - *researching contexts/artists* • Experimentation - *transcriptions and responses based on artists/sources*

GCSE Food Preparation and Nutrition (AQA) Curriculum Content

(Click to return to subject list)

Autumn Term

Half term 1 and Half term 2

In the Autumn Term of Year 10 students learn about food nutrition and health.

Knowledge covered:

- The nutritional functions of macronutrients
- The chemical functions of macronutrients

Skills:

- Developing skills learned in Year 9, using steam as a raising agent, piping and using a bain-marie
- Developing pastry-making skills to make filo pastry
- Developing cake-making skills by creating a gas-liquid foam
- Using the grill, the oven and frying to investigate how they change the texture, flavour and taste of food
- Develop bread-making by making an enriched dough
- Pasta-making

Spring Term

Half term 1 and Half term 2

In the Spring Term of Year 10 students continue to learn about food nutrition and health:

Knowledge covered:

- Nutritional functions of micronutrients

Skills:

- Develop pastry-making skill, laminating to create rough puff pastry
- Modifying recipes to increase micronutrients, using the melting method to make cakes
- Develop pastry-making skill, laminating to create puff pastry
- Portioning chicken
- Stuffed chicken

Summer Term

Half term 1 and Half term 2

In the Summer Term students learn where food comes from.

Knowledge covered:

- Types of farming
- The environmental impact of food production
- Gaining an understanding of food security, sustainability
- Understanding the advantages and disadvantages of the different ways food is produced
- Learning how milk, cheese and flour are made

Skills learnt:

- Pasta-making
- Shaping wet mixtures
- Develop foam-in gas cake making method and jam making

Vocational Award in Hospitality and Catering (WJEC) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
In the Autumn Term of Year 10 students explore the workings of hospitality and catering. Knowledge covered: • Gain an understanding of the job roles in the hospitality and catering industry • Gain an understanding of the different job roles in the kitchen brigade • Understand the employee's rights • The factors that affect the success of businesses	In the second half of the Autumn Term students learn how employers keep their employees safe at work. Knowledge covered: • Health and safety laws that protect employees and employers • Understand how accidents are reported in the workplace • Understand the risks involved in the hospitality and catering industry • Understand how injuries can be prevented

Spring Term
Half term 1 and Half term 2
In the Spring Term students focus on 'Unit 2: Hospitality and Catering in Action' where they draw on their learning of different types of provision and kitchen workflow, as well as personal safety in their preparation. Students gain knowledge of how to meet the needs of a range of client groups in order to plan nutritional dishes to create a menu. Knowledge covered: • Meeting the nutritional needs for different religious beliefs • How to meet the nutritional needs of people with allergies • How to meet the nutritional needs of people with medical needs • How to cater for people's ethical beliefs • Understanding how people's activity levels can influence people's nutritional needs • Understanding how different cooking methods can impact the nutritional value of a dish

Summer Term
Half term 1 and Half term 2
In the Summer Term Year 10 students focus on 'Unit 2 Hospitality and Catering in Action' and they develop their techniques in the preparation of commodities. Knowledge covered: • Presentation techniques • Food safety practise: cooking high risk foods, hot holding • Being able to review a dish

GCSE Electronics (Eduqas – WJEC) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
In the Autumn Term students recap practical skills learnt in Year 9 and develop these further by making more complicated circuits. Students build upon their knowledge of logic gates and electronic systems and learn about combinational logic systems and how to design and analyse these systems using Boolean algebra and truth tables.	Students move on to the Component 2 content of the course and start learning the new topic of timers where they will cover the basics of different timing circuits. Practical work continues to be interspersed to both consolidate the theory and practise skills they will need in the coursework element of the GCSE.

Spring Term	
Half term 1	Half term 2
In this half term students develop their knowledge of timing circuits to more advanced circuits as well as continuing to develop their virtual circuit simulation skills.	During this half term students revisit logic gates and how to interface between digital and analogue circuits. They then move on to using microcontrollers for the first time and incorporating them into control circuits.

Summer Term	
Half term 1	Half term 2
This half term students start the last topic of the GCSE theory, which is the use of operational amps in amplification circuits.	The last half term is spent completing revision of the whole theory content. Students also consider their GCSE coursework topic and conduct research to decide upon their coursework topic and problem.

GCSE Physical Education (OCR) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Year 10 focuses on the socio-cultural issues in sport as well as sports psychology. Before beginning their coursework students recap on components of fitness which feature in the coursework. Students complete the coursework element of their subject during the first half term. Students analyse fitness test results, evaluating their strengths and weaknesses in a sport of their choice before designing a training programme in order to help them improve. During their coursework completion students briefly look at target setting and different types of skill as this is assessed in their coursework.	Students learn about different factors that affect participation in sport such as religion, income and gender. Alongside this, students also learn about different strategies that can be implemented to increase participation in sport. During this half term, students also recap some of the content that they learnt in Year 9 such as the cardiovascular system and the skeletal system.

Spring Term	
Half term 1	Half term 2
The focus at the start of the half term is commercialisation in sport. Students learn about different types of media and both the positive and negative impact that commercialisation can have on equally the performer and the sport itself. Students then look at the ethical issues in sport such as the use of performance enhancing drugs, why people cheat and the importance of sportsmanship in sport. Students end the half term looking at sport psychology, this includes goal setting, mental preparation techniques and different types of feedback and guidance.	Health, fitness and well-being is the focal point of this half term with student learning about the importance of living a healthy active lifestyle. Students look at the negative social, physical and emotional impacts of living a sedentary lifestyle as well as the positive impacts of living an active lifestyle. Students also look at what is meant by a balanced diet, learning about the seven different nutrients that are essential for maintaining a healthy body.

Summer Term
Half term 1 and Half term 2
Students spend their double lessons in the Summer Term revising all the content they have learnt in not only Year 10 but also in Year 9 as well. There is a focus on exam technique in order to aid students with preparing for their end of year exams. Alongside the theory revision, in their single lessons students have an opportunity to work on their sporting performance in some of the sports that they might be assessed in in Year 11 including handball, trampolining and table tennis.

BTEC Sport (Pearson Edexcel) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students begin the year recapping topics learnt in the latter part of Year 9 in preparation for the internal assignment they complete in this half term. This includes components of fitness, roles and responsibilities of the official, rules and regulations in sport and creating drills and conditioned practices. Students are assessed both theoretically and practically.	Once the assignment has been completed students look at different categories of sport including outdoor adventure activities and the benefits of taking part in sport. Students focus on provisions from the public, private and voluntary sector, learning about the different characteristics of these sectors as well as different advantages and disadvantages.

Spring Term	
Half term 1	Half term 2
Students also look at the different types and needs of participants in sport as well as barriers acting participants. Students then learn how to address these barriers in order to increase participation. Students also need to know different types of equipment and technology that are required to participate in different sports and physical activities as well as improve performance. Students investigate the limitations of different equipment and technology.	At the start of this half term students learn how to prepare participants to take part in physical activity. Students focus upon warming up and the effect that a warmup has on the body as well as how warmups can be adapted depending on the participant. Students also take on a coaching role, delivering a warmup. Students conclude the half term by completing the second internal assessment.

Summer Term	
Half term 1	Half term 2
After concluding their coursework students have an opportunity to create and practically carry out a fitness programme to try and improve an element of their own fitness, applying knowledge that they have learnt throughout Years 9 and 10. Alongside the creation of the fitness programme students also start to recap exam content.	Students spend their remaining lessons of the year revising exam content that they have learnt not only in Year 10 but also in Year 9 as well. There is a focus on exam technique to aid students with preparing for their end of year exams.

GCSE Music (AQA) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students begin the year with exam feedback from the end of Year 9 exams. Students study African Fusion (understanding, ensemble performing and composing) and Caribbean Fusion (understanding, ensemble performing and composing). Students are then introduced to Minimalism (understanding and performing). Students also have solo performance preparation during this half term.	Students have one solo performance lesson in which they all perform and are marked using the AQA marking criteria and assessment. Students are then introduced to the Orchestral Music of Kodaly and Bartok (understanding and performing). Lastly, they study Latin Music (understanding and performing).

Spring Term	
Half term 1	Half term 2
Students study Blues music (understanding, composing and ensemble performing) and then British music (understanding, and ensemble performing) before being introduced to the music of Copland (understanding and performing). Students also have solo performance preparation during this half term.	Students have one solo performance lesson in which they all perform and are marked using the AQA marking criteria and assessment. Students then study Folk (understanding, solo performing and composing) and learn about Film and Gaming Music (understanding and composing).

Summer Term	
Half term 1	Half term 2
Students do a film composition using Logic Pro on Mac computers and these compositions follow the criteria of the AQA composition mark scheme. This is a practice for their Free composition which they do in Year 11.	Students have one solo performance lesson in which they all perform and are marked using the AQA marking and assessment criteria. Students then have three revision lessons on the topics learnt during the year.

GCSE Drama (Eduqas – WJEC) Curriculum Content

(Click to return to subject list)

Autumn Term	
Half term 1	Half term 2
Students focus on a variety of practitioners and genres, spending two weeks on each (Stanislavski/Brecht/Artaud/Physical theatre/Verbatim/Theatre in Education). Students create a small, devised project on their chosen practitioner.	Students continue to study a variety of practitioners and genres at two-week intervals (Stanislavski/Brecht/Artaud/Physical theatre/Verbatim/Theatre in Education). Students then create a small, devised project on their chosen practitioner. Students are also provided with the set text for Year 11 and given independent reading and comprehension tasks.

Spring Term	
Half term 1	Half term 2
The focus this half term is Component 1: Devising Theatre. Students are given the exam stimulus to create their devised piece with a portfolio of supporting evidence. Students are required to work in designated groups and develop their collaboration skills. The portfolio requires students to evidence and evaluate the rehearsal process.	The focus this half term will be for students to rehearse, refine and complete the practical element of Component 1 in their groups. Students add to and refine their portfolio of supporting evidence as they work through Component 1.

Summer Term	
Half term 1	Half term 2
Students focus on refining and completing their portfolios. All the questions of the portfolio are to be completed and refined, as well as completing the evaluation.	If all elements for Component 1 are complete, students focus on Component 3 this half term. Students explore the role of director, designer, and actor through theory-based practical and theory-based tasks. Students continue with set text exploration and complete Section A and Section B in the end of year exam.