

## SPRING TERM 2026 - YEAR TEN

<b>ENGLISH</b>	<p>As students enter their second term of English, they will begin to get to grips with Shakespeare's 'Macbeth'. After initially gaining an understanding of the plot and characters, students will begin to draw on their language and structural analysis skills to begin exploring the role of writer's craft in the creation of this play. In addition, students will develop their contextual knowledge of this period to help further inform their understanding of this famous tragedy.</p> <p>English Language this term will focus on Paper 2 and will develop students' reading skills through the exploration of non-fiction texts, as well as applying the techniques used by writers to create their own transactional writing.</p>
<b>MATHEMATICS</b>	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> <li>• Ratios &amp; Fractions</li> <li>• Percentages &amp; Interest</li> <li>• Data</li> <li>• Types of Number &amp; Sequences</li> </ul> <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<b>SCIENCE</b>	<p>Students will be covering the following topics in science:</p> <p>Biology: Students will be learning about the classification of species and human evolution. This will include an understanding of the theories of Charles Darwin. They will also be studying genetic engineering and selective breeding. Students will then go on to study the structure of plants and processes including photosynthesis, transpiration and translocation.</p> <p>Chemistry: students will be looking at chemical calculations involving reacting masses to understand the quantities required for chemical reactions. They will then move on to look at electrolysis and the products of electrolysis. They will look at the reactivity of metals and how this can be used to extract metals by the most efficient process. Students will consider the benefits of recycling and the life cycle of different products.</p> <p>Physics: students will be covering the radioactivity topic where they will look at the different types of radiation and their practical uses and dangers. Students will then look at the particle model, looking in detail at the structures of solids, liquids and gases.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences2016.html</a></p>
<b>ART &amp; DESIGN</b>	<p>The Art and Design GCSE is made up of two elements: portfolio work (coursework) and the final exam. The portfolio work will be created in Year Ten and the first term of Year Eleven during lesson time. It is therefore crucial that work is kept up to date as it accounts for 60% of their overall GCSE. Over the course of Year Ten, students will be working on two different projects: 'Natural Forms' and the 'Human-made Structures' project. Students will complete their 'Natural Forms' project and will be learning about how to glaze their final ceramic piece. They will then start their second (and final) coursework project 'Human-made' structures which will focus on two dimensional materials such as painting and printmaking.</p>
<b>COMPUTER SCIENCE</b>	<p>During this term, students will be learning about networks, their topologies, performance and hardware. This knowledge will then be extended to understand how networks work through protocols and in the wider context of the world-wide web and cloud computing. Parallel to this, students will be building on their programming skills to utilise more advanced programming concepts such as nesting, testing, defensive design and to code logic gates.</p>

<b>CREATIVE iMEDIA</b>	Students will be able to understand identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Students will create logos, shapes, typography, colour theory and composition across different platforms and media. In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Upon completing this unit, students will have the foundations for further study or a wide range of job roles within the media industry.
<b>DANCE</b>	GCSE Dance students will study Infra and Artificial Things as part of their critical appreciation of professional works, analysing the choreographic styles, themes, and production elements of both pieces to broaden their understanding of contemporary and inclusive dance. Alongside this, they will develop their own choreography from a chosen stimulus, learning to generate, refine and structure movement ideas while applying choreographic devices and skills to create original, meaningful work that effectively communicates their creative intentions.
<b>DESIGN &amp; TECHNOLOGY</b>	Students will undertake a mini non-examined assessment style project to build upon the necessary skills for Year Eleven by developing a small portfolio of design work. In addition, students will continue to work their way through Unit 5: Timbers and Polymers and Unit 7: Specialist materials and processes. Students will investigate different types of design strategies and how these are implemented into everyday objects and the compromise of technology push and market pull. These strands will be explored through investigation, research and project work.
<b>DRAMA</b>	Students will be preparing for Component 2: Devising Drama of the GCSE specification. This project will culminate in a practical performance that is filmed and assessed. In the second half of the spring term, students will begin their coursework based on the devising process they have undertaken.
<b>DUKE OF EDINBURGH</b>	Students will be completing their skill (Young Enterprise) and expedition sections of the DofE award. The skill sections will comprise of career-based skills for life including interviews, CV writing & Unifrog.
<b>ENTERPRISE &amp; MARKETING</b>	Students will be continuing with their coursework. Students will be reviewing and improving their product designs. They will then learn important how to calculate profit, loss and break-even and then applying to their products. Students will then conduct a risk assessment and evaluation before reviewing their work for submission.
<b>FRENCH</b>	Students will looking in more detail into the “my personal world” theme of their French GCSE course. They will be talking about relationships with family and friends, people who inspire us, influencers/people we follow on social media, for instance, and about family celebrations, marriage and future life choices, in keeping with the diversity and inclusion that is at the heart of the new GCSE syllabus. We will then move on to the thematic context of “school and studies”, looking at favourite subjects, school facilities, experiences at primary school and ambitions for study after secondary school. Key grammatical concepts this term include formulating questions, irregular present tense verbs and reflexive verbs, direct object pronouns and reinforcing confidence in using three tenses (past, present, future) in the student’s written and oral work.
<b>GEOGRAPHY</b>	Students will continue their studies about the changing economic world (section B of Paper 2). They will explore the global distribution of wealth and the historical and geographical reasons for the variation of this along with strategies to close the development gap. This unit of work will see students explore new concepts and theories to understand more about economic development. They will case study this knowledge by exploring the impact of economic development on the newly emerging economy of Nigeria before moving onto the changing economy of the UK. The students will continue to develop their geographical writing and exam technique through the completion of 6 and 9 mark questions. Alongside retrieval activities in lessons, students will use Seneca Learning to recall and review their learning.



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<b>HEALTH &amp; SOCIAL CARE</b>	Students will start unit RO34. They will look in-depth at creative therapeutic activities and will plan and deliver their own. Students will also be studying RO32 (exam unit) which looks at principles of care in a health and social care setting.
<b>HISTORY</b>	Students will continue to study their GCSE unit based on 'Health and the People c1000 – present day.' They will then start work on the next unit of study, based around an investigation into Russia from 1894-1945. Great emphasis will be placed on developing examination technique (successful extended writing and source skills such as those of interpretation, analysis and evaluation).
<b>HOSPITALITY &amp; CATERING</b>	Students will be studying content from Unit 1: The Hospitality and Catering Industry. They should acquire knowledge of job requirements within the hospitality industry, understanding and being able to describe working conditions of different job roles across the industry. Furthermore, they will consider how hospitality and catering provision meets health and safety requirements. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills. Students will also be studying elements on Unit 2: The Hospitality and Catering Industry in action. This unit focuses on menu planning, combining understanding of customer needs with high level practical skills.
<b>LIFE SKILLS</b>	In the first half term, students will learn about the causes, impact and stigma around mental health, as well as developing strategies to manage mental health and develop healthy coping mechanisms. This also includes a lesson on coping with change, loss, grief and bereavement. In the second half term, students will investigate the emotional and social aspects of personal and sexual relationships. This includes lessons on consent and recognising the signs of an unhealthy relationship.
<b>MUSIC</b>	Through a range of integrated performing, composing and listening activities, students will develop their skills in these areas alongside their understanding of the music of the following genres: 1 <sup>st</sup> half of term – Rock Anthems (as part of the "Conventions of Pop" area of study). 2 <sup>nd</sup> half of term – Music of the Indian Subcontinent (as part of the "Rhythms of the World" area of study).
<b>PHYSICAL EDUCATION (all students)</b>	Students will engage in a variety of activities, including basketball, football, netball, badminton and table tennis, selecting those that best match their individual tastes and skills. They will continue to concentrate on refining their skills, mastering advanced tactics and developing officiating capabilities.
<b>PHYSICAL EDUCATION (GCSE)</b>	Within GCSE physical education, lessons will be predominantly theory based, although some time will be spent understanding theoretical concepts in a practical setting. Lessons will continue to concentrate on component one (respiratory system and the effects of exercise on the body systems). Component two will also be introduced: motor skills and skill classification topics in preparation for writing their AEP. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.
<b>PSYCHOLOGY</b>	Students start studying 'Development' in the spring term. This covers brain development in the womb and the processes of development that children go through as they age. This topic also looks at how we learn, mind-sets and how our understanding of children's development can aid educational professionals. Students then move onto studying the topic 'Perception'. They explore the difference between sensation and perception and how visual illusions work. Students will revisit the nature versus nurture debate when studying their influences on perception.

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<b>RELIGION, PHILOSOPHY &amp; ETHICS</b>	<p>This term students will continue to study a unit about Religion, Peace and Conflict, with a greater focus on peace-making, pacificism and religious responses to war. Globally recognised religious days or religious-related topics will also be studied (for example, Holocaust Memorial Week).</p> <p>GCSE RS students will complete their studies of Christian practices and test their knowledge on both Christian beliefs and the practices that they learnt about in the autumn term. They will then move on to start studying one of our thematic units – Religion, Crime and Punishment.</p>
<b>SPANISH</b>	<p>Students will begin the third module of their GCSE course. As part of this unit of work, they will focus on several different topics including family, physical descriptions, describing photos, talking about people they admire, friendships and relationships, identity and what matters to them. Key grammatical concepts will include possessive adjectives, using the present continuous tense, the verbs 'ser' and 'estar', using the personal 'a' and reflexive verbs.</p>
<b>SPORTS STUDIES</b>	<p>Students will be finishing unit R187 (OAA) and completing final pieces of coursework ready for submission. They will be starting unit R185 (Performance and leadership in sport). R185 requires students to perform in multiple sports and analyse their performance, followed by designing and leading sporting sessions.</p>
<b>TRAVEL &amp; TOURISM</b>	<p>Students will complete their first set assignment which is worth 30% of their final grade, from January until Easter. The exam board release the brief for the assignment early in January and students are given specific time frames to research, take notes and write the five tasks that comprise the assignment. The assignment is based on the learning from the autumn term, which was travel and tourism organisations and destinations.</p>

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.