

<p>ENGLISH</p>	<p>In Year Ten, students will build upon the foundations established in Year Nine by following the AQA GCSE English Literature and English Language programmes of study. For literature, students will begin studying J.B. Priestley's play, 'An Inspector Calls', exploring the techniques used by Priestley to convey his perspective on British society.</p> <p>Alongside An Inspector Calls, students will enhance their reading skills through focused work, analysing and exploring writers' craft in extracts from a range of fiction texts in preparation for GCSE English Language. In addition, Year Ten will continue to develop their creative writing by expanding their repertoire of structural techniques. They will develop their language choices to create meaning and atmosphere and edit their techniques to aid them in crafting their own writing and refining their technical accuracy.</p>
<p>MATHEMATICS</p>	<p>Students will study the following units of work:</p> <ul style="list-style-type: none"> • Trigonometry • Indices and roots • Equations and inequalities • Non- calculator methods <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>
<p>SCIENCE</p>	<p>Biology: students will learn how DNA codes for proteins and the process of meiosis. Following on from this they will study genetics, looking at the inheritance and variation in animals and plants, including genetic disorders such as cystic fibrosis. Students will then go on to study the structure of plants and processes including photosynthesis, transpiration and translocation.</p> <p>Then students will move on to study 'Natural Selection'. They will learn about the development of the theory of evolution by natural selection and how we can now use genetic analysis to confirm evolutionary links. They shall also be studying health and disease, looking at the immune system, including bacteria and viruses.</p> <p>Chemistry: Students will develop their knowledge of acids and alkalis. Following on from this, 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 the groups of the Periodic Table and their reactions, rates of reactions and energy changes that occur during chemical change.</p> <p>Physics: This term, all students will study forces and motion and apply Newton's laws of motion to different real-life situations, particularly to vehicle braking distances and collisions.</p>
<p>ART & DESIGN</p>	<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 Manmade Structures.</p> <p>In the Autumn Term, students will start the Natural Forms project. They will further develop technical skills and will have the freedom to experiment with materials relevant to their theme and imagery. They will gain confidence working with more independence.</p>

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COMPUTER SCIENCE	Students in Year Ten will cover both paper 1 content and paper 2 content in parallel. This translates into having one lesson per week focused on computing theory, which in this term covers 'Systems architecture and memory', and another lesson per week focused on programming in Python. The alternation between computing theory and programming application aims to provide a balanced and varied learning experience. In this first term, students will cover the working of the processor and the computer primary memory as well as systems software and secondary memory. In the programming strand, students will cover programming fundamentals ranging from IF statements, FOR loops and WHILE loops to 2D arrays, subroutines and file handling.
CREATIVE iMEDIA	Students will learn that Identity is a vital component of any business, product or brand. Furthermore, pupils will understand 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. In this unit, students will learn how to develop visual identities for clients and they will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their own visual identity to engage a target audience. Completing this unit will introduce the pupils to the foundations for further study or a wide range of job roles within the media industry.
DANCE	The first term of Year 10 Dance GCSE focuses on developing strong foundational skills, beginning with Dance Technique and Body Conditioning to refine physical and technical abilities, emphasizing precision, control, and body alignment, alongside conditioning for strength and flexibility. Simultaneously, students will learn Safe Dance Practice, understanding injury prevention through proper warm-ups, cool-downs, nutrition and environmental hazard assessment. Critical appreciation is a key component, with in-depth studies of Christopher Bruce's "A Linha Curva" and Kenrick "H2O" Sandy's "Emancipation of Expressionism", where students analyse choreographic intent, aural settings, staging, costumes, lighting and dancer contributions.
DESIGN & TECHNOLOGY	Students will begin their GCSE AQA course: 50% of their GCSE grade is one exam in year 11 and 50% coursework which begins at the end of Year Ten. Therefore, Year Ten is predominately about developing their practical skills in addition to their theory studies with a focus on quality finishes. This will complement their theory studies on a wide range of topics such as new and emerging technologies, specialist techniques and work of others such as Alessi. The first term will see the students explore a range of materials and processes with a simple outcome constructed using timbers and polymers.
DRAMA	Students will start the year by studying the life and work of theatre practitioner, Bertolt Brecht. Brecht made and shaped theatre in a way that had a huge impact upon its development. Many of his ideas were so revolutionary that they changed the theatrical landscape forever. Modern theatre owes a lot to his methods. Students will spend one hour a week in a theory lesson and one hour a week in a practical workshop.
DUKE OF EDINBURGH	During this term, students will start to learn about the different sections of the Duke of Edinburgh award. They will be starting their physical section which includes indoor and outdoor fitness and understanding how this will impact their future life. They will also start their skills sections, which is based around key life skills including home basics and wellbeing.



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ENTERPRISE & MARKETING	Students will start the course by learning about different market research methods and how to design their own pieces for their coursework (RO68). Students will design their own customer profiles which their coursework projects will need to refer to consistently. Students will also start their examined unit (RO67) which is taken in Year Eleven. Topics studied in the first term also include product design and market segmentation.
FRENCH	It is an exciting autumn term for our Year 10 students as they start their brand-new French GCSE specification, only the second cohort on this course. Working across two the six key themes of the new curriculum – “my personal world” and “media and technology” – students will consider their activities online, both the pros and the cons, and the importance of remaining active when off-line. They will talk about their viewing habits in terms of television/streaming and films, and then move on to families, personal identity and role models. Throughout the term students will be introduced to and testing their knowledge of phonics, read-aloud and transcription that are newly-assessed skills for the 2026 GCSE exams, as well as using vocabulary that is highly relevant to contemporary Francophone life.
GEOGRAPHY	Students will begin with Paper 2: Challenges in the Human environment and discover the rise of the megacity through an exploration of the temporal and spatial impact of urbanisation. Students will also immerse themselves in exam language and apply their learning to exam-style questions. Students will be encouraged to become synoptic in their learning by interleaving their knowledge from previous topics. There will be a greater emphasis on the application of exam technique to successfully deconstruct and tackle the challenging GCSE exam questions. These will require students to make informed judgements with evaluation and specific detail.
HEALTH & SOCIAL CARE	Students will start their formal coursework on RO33: Supporting individuals through life events. They will gain an understanding and learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.
HISTORY	Students will complete the Conflict and Tension in Asia unit (Korea and Vietnam wars) of the GCSE course. They will then investigate ‘Health and Treatment - Britain c1000-present day’ as the second unit of the GCSE History course. Four key eras will be studied as part of this unit: Medieval, Early Modern, Industrial and Modern day. Across the term, there will be an emphasis on high-level source skills as well as the skills involved in successful extended writing.
HOSPITALITY & CATERING	Students will be looking at different hospitality and catering providers and how these operate. They will identify the different job roles available and learn how to cook a range of dishes using different cooking methods.
LIFE SKILLS	After starting the term with a focus on key study and revision skills, students will focus their learning on the Big Question: How do I make sense of my future finances? Lessons will include (but are not limited to) exploring a pay check, saving, borrowing and gambling. In the second half of the term, in a health and wellbeing unit, students will explore how external influences affect one’s social, emotional and personal wellbeing.

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MUSIC	<p>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:</p> <p>1st half of term – Pop ballads from the 1970s, 1980s and 1990s and solo artists from the 1990s to the present day (as part of the “Conventions of Pop” area of study).</p> <p>2nd half of term – the Baroque solo concerto and concerto grosso (as part of the “Concerto through Time” area of study).</p>
PHYSICAL EDUCATION (all students)	<p>Within their Physical Education lessons, students will have the opportunity to participate in a diverse range of engaging games, including individual and team sports like table tennis, badminton, volleyball, football and netball. Throughout these activities, the core focus will be on the holistic development of their physical skills, the mastery of advanced tactical approaches to outwit opponents, and a practical understanding of officiating principles to ensure fair play.</p>
PHYSICAL EDUCATION (GCSE)	<p>Within GCSE physical education, students will predominantly participate in theory lessons, although some time will be spent understanding theoretical concepts in a practical setting. Lessons will concentrate on component one: physiology and factors that affect performance and health and fitness topics. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.</p>
PSYCHOLOGY	<p>Studying the topic ‘Memory’ in the autumn term helps students understand how to learn effectively, in order to improve recall and recognise what factors might affect the accuracy of their memory. Students will explore the different processes of memory and their different structures. The theory of reconstructive memory and the multi-store model are two theories of memory that the students will critically evaluate. Students then move onto study ‘Research methods’ and the role they play in psychological research. This topic feeds into all of the other areas in Psychology and underpins students understanding of the key studies and how to evaluate them. Students will learn about different types of psychological research such as experiments, case studies and observations; what the strengths and drawbacks of each technique are and when it is appropriate to use them. There are cross-curricular links with maths in this topic, as students learn ways to represent data using different graphs and interpret data using descriptive statistics.</p>
RELIGIOUS STUDIES	<p>Throughout Year Ten, students will discuss RPE topics twice-weekly in form time. The first term’s unit (Religion, War and Peace) covers peace and justice, forgiveness and reconciliation, violent protest, terrorism, Just War theory, holy war, nuclear war, pacifism and charity work. Students will also explore different religious festivals and celebrations that take place across the term.</p> <p>GCSE Religious Studies students will carry out an in-depth study of Christian beliefs and practices (Paper 1 content) whilst building upon the Life unit that they started to study in Year Nine.</p>



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SPANISH	This term, students will begin the first module of their GCSE course. As part of this unit of work, they will learn how to talk and write about Spanish-speaking sports stars, life online, sports and free-time activities. They will also learn how to make arrangements to go out and to say what they did at the weekend. Key grammar concepts this term will include: the use of adjectives, the present tense, expressions of frequency, opinions verbs and expressions, the near future tense, the preterite tense, and direct object pronouns. We will also study phonics, with particular focus on the letter 'c'.
SPORTS STUDIES	This term, students will begin work on Unit R187: Increasing Awareness of Outdoor and Adventurous Activities. They will focus on planning, delivering, and evaluating a practical outdoor activity. This includes assessing risks, following emergency procedures, and reflecting on their own leadership performance. Students will also complete the final evaluation task, considering the physical, mental, and social benefits of participation.
TRAVEL & TOURISM	In Year Ten, students will learn about the different travel and tourism organisations and the products and services they offer. They will explore visitor destinations within the UK and beyond, learning about the features of popular visitor destinations and how they support different types of tourism and tourist activities.

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.