



*This guide provides an overview of the curriculum content  
for students in Year 10*

♦ English	♦ Spanish
♦ Maths / Further Maths	♦ Religious Studies
♦ Science	♦ Personal Development (PD)
♦ Geography	♦ Physical Education (PE)
♦ History	♦ Art
♦ Computer Science	♦ Photography
♦ Digital Information Technology	♦ Drama
♦ French	♦ Music

# ENGLISH - AQA English Literature GCSE

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

#### Poetry - Power and Conflict and Unseen

Students study 15 poems from the power and conflict anthology. Poems are taught in clusters by themes (war/conflict, power/nature, and identity) in order to allow pupils to develop their ability to compare the poems based on ideas, feelings and themes.

We begin by looking at poems linking to war (a theme encountered previously in Year 7) and build towards the more conceptual theme of identity. Students learn about the context of the poems to support their understanding and, by the end of the unit, students are familiar with making thoughtful and developed comparisons.

Following their study of the power and conflict anthology and building on exposure to a range of different poetic voices in KS3, students are then exposed to the unseen poetry component of the specification. Students study a range of different poetic forms which empowers pupils to approach the unseen poetry component. As a result of studying these different forms, students become increasingly familiar with poetic conventions and methods previously encountered through their study of the power and conflict anthology.

By the end of this unit, students will feel confident approaching, annotating and responding to unseen poems and will produce perceptive essays.

## SPRING TERM

### Half Term 3 / Half Term 4

#### Revision

#### *Macbeth, A Christmas Carol & An Inspector Calls*

At this point in the course, students have studied the main texts and begin revisiting key themes/characters/contexts of the texts encountered thus far. Students practice writing full analytical essays on a weekly basis and are provided with feedback regularly to enable them to develop their writing skills. Feedback allows pupils to develop their analytical skills and push for perceptive and assured responses. Students will be writing with confidence and conviction.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Revision and Spoken Language

Once the literature examination is over, students work towards delivering a speech/presentation on a selected topic.

This oral presentation is given a pass, merit or distinction in line with the speaking and listening assessment.

# ENGLISH - AQA English Literature / English Language GCSE

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

#### Poetry - Power and Conflict and Unseen. Section A Paper 1/ Paper 2

Students study 15 poems from the power and conflict anthology. Poems are taught in clusters by themes (war/conflict, power/nature, and identity) in order to allow pupils to develop their ability to compare the poems based on ideas, feelings and themes.

We begin by looking at poems linking to war (a theme encountered previously in Year 7) and build towards the more conceptual theme of identity. Students learn about the context of the poems to support their understanding and, by the end of the unit, students are familiar with making thoughtful and developed comparisons.

Following their study of the power and conflict anthology and building on exposure to a range of different poetic voices in KS3, students are then exposed to the unseen poetry component of the specification. Students study a range of different poetic forms which empowers pupils to approach the unseen poetry component. As a result of studying these different forms, students become increasingly familiar with poetic conventions and methods previously encountered through their study of the power and conflict anthology.

By the end of this unit, students will feel confident approaching, annotating and responding to unseen poems and will produce perceptive essays.

For the Language focus of the curriculum, students read across a range of unseen fiction texts to build on their independent comprehension, analytical and evaluative skills.

## SPRING TERM

### Half Term 3

#### English Language Paper 1 Section B/AIC

Students also develop their fiction writing skills (both descriptive and narrative) through active reading of different prose. Students will hone their narrative voice by focusing on judicious choice of content, language crafting and organisation. Students can draw on their knowledge of sentence types, effective punctuation and effective vocabulary from KS3

At this stage in the course, students have explored the core texts and are now revisiting key themes, characters, and contexts they've encountered so far. This term, the focus shifts to deepening their analytical skills and writing with clarity, confidence, and conviction in relation to An Inspector Calls.

Weekly essay writing practice supports the National Curriculum aim for students to write clearly, accurately, and coherently, adapting their language and style for a range of purposes and audiences. Targeted feedback helps pupils move towards perceptive, assured responses, fostering confidence and fluency in written expression.

### Half Term 4

#### English Language Paper 2 Section B/Macbeth A Christmas Carol

Students continue to practise and develop their writing skills but this time for a formal form and with the purpose to develop a strong voice/response on a topical issue and draw from their academic journey of planning and clear expression.

This links directly to National Curriculum objectives for imaginative writing, including writing well-structured, effective, and engaging texts. Selecting vocabulary and grammatical structures that reflect purpose, audience and context. Controlling tone and narrative voice.

Alongside this, students will revisit Macbeth and A Christmas Carol and work on deepening their analytical skills and writing with clarity, confidence, and conviction.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Creative writing (paper 1 Q5) Spoken Language (NEA)

After completing their literature examination, students focus on developing their oracy skills through the delivery of a structured speech or presentation on a selected topic. This task is designed to consolidate their understanding, encourage independent research, and hone their public speaking abilities. The presentation forms part of their Non-Exam Assessment (NEA) and is assessed using a tiered grading system of Pass, Merit, or Distinction.

In line with National Curriculum expectations for spoken English, students also undertake the Spoken Language Non-Exam Assessment (NEA). This involves planning, drafting, and delivering a structured speech or presentation on a chosen topic. Through this, students:

- ◆ Develop oracy skills and confidence in formal speech
- ◆ Use spoken Standard English effectively in different contexts
- ◆ Reflect on and refine their ideas through rehearsal and feedback

This component helps consolidate their broader communication skills and contributes to the National Curriculum aim for students to be effective, articulate communicators across modes of expression.

Throughout Year 10 the same topics are studied as in Year 9, with an aim to recapping the more basic skills, before moving on to applying the concepts to more challenging contexts. By revisiting each topic, our students will form stronger links between topics, and become more confident in applying their skills to unfamiliar situations.

### AUTUMN TERM

#### Half Term 1

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

#### Half Term 2

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

### SPRING TERM

#### Half Term 3

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
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- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

#### Half Term 4

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

### SUMMER TERM

#### Half Term 5

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

#### Half Term 6

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

# FURTHER MATHS GCSE

## What is being taught this year:

Those students who have been entered early for their GCSE have the opportunity to study GCSE Further Maths in Year 10 or 11. This qualification provides an excellent introduction to some key A-level Maths and Further Maths topics and helps set students up to be successful at A-level. This provides more challenge for our high achieving students by assessing their higher order mathematical skills, particularly algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. This content covered whilst studying for this qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

### AUTUMN TERM

#### Half Term 1

Students will revisit some algebra and number topics from GCSE to ensure that fluency has been acquired, but also extend them to new concepts, for example, solving simultaneous equations with three unknowns. Students will also develop their understanding of functions, an important A-level topic, as they study domain and range. They will also extend topics such as coordinate geometry from GCSE and look at the equations of circles which are not centred on the origin.

##### Content:

- ◆ Product rule for counting.
- ◆ Surds.
- ◆ Algebraic fractions.
- ◆ The factor theorem.
- ◆ Binomial expansion.
- ◆ Sketching functions.
- ◆ Domain and range.
- ◆ Composite & inverse functions.
- ◆ Solving equations & inequalities.
- ◆ Simultaneous equations (3 unknowns).
- ◆ Algebraic proof.
- ◆ Sequences.
- ◆ Equations of straight lines & circles.

#### Half Term 2

Students meet the topic of calculus; an essential A-level topic which builds on their understanding of algebra and its applications. In addition, students deepen their understanding of trigonometry and make links with solving equations as they are introduced to key concepts of trigonometric graphs and solving trigonometric equations. They also further their understanding of transformations from GCSE as we look at how matrices can be used in transformations.

##### Content:

- ◆ Differentiation.
- ◆ Tangents & normals.
- ◆ Increasing & decreasing functions.
- ◆ Stationary points.
- ◆ Matrices.
- ◆ The identity matrix.
- ◆ Matrix transformations.
- ◆ Geometric proof.
- ◆ Pythagoras & trigonometry in 3D.
- ◆ Trigonometric graphs.
- ◆ Trigonometric identities.
- ◆ Solving trigonometric equations.
- ◆ Integration.

### SPRING TERM

#### Half Term 3

In the remaining time before the exams at the end of the year, those students who are re-sitting their GCSE will now study a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students also complete weekly mocks which their teachers mark and give feedback on. Any areas which need more focus are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

##### GCSE resit content:

- ◆ Accuracy & bounds.
- ◆ Functions.
- ◆ Histograms.
- ◆ Probability.
- ◆ Vectors.
- ◆ Circle Theorems.
- ◆ Congruent proofs.

#### Half Term 4

During this half term, those students who are re-sitting their GCSE continue to follow a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students continue to sit weekly mocks to ensure they become familiar with the style of questions in the exam and constantly receive feedback on their progress.

##### GCSE resit content:

- ◆ Venn diagrams.
- ◆ Graph transformations.
- ◆ Coordinate geometry.
- ◆ Regions.
- ◆ Velocity-time graphs.
- ◆ Constructions, loci and bearings.

### SUMMER TERM

#### Half Term 5

In this half term, the focus continues to be on revision, to ensure that students are fully prepared for their exams.

Students continue to complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

#### Half Term 6

Exams

# SCIENCE

## What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary. All students cover the same material by the of the academic year.

### AUTUMN TERM

#### Half Term 1 / Half Term 2

##### Combined - Chemistry

Students will begin with Chemistry, starting by revisiting atomic structure, electron configuration and the Periodic table, all of which are found within Topic 1. Students have been taught this content in KS3 and Year 9, however revisiting these components will students to build upon this knowledge when they begin studying Chemistry Topic 6 (Groups within the Periodic Table). A strong understanding of electronic configuration will enable students to successfully explain properties of elements in group 1, 7 and 8. Students will progress onto Topic 7 (Rates of Reaction) where they will deepen their understanding of chemical reactions. The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

##### Topics Covered:

Topic 1 – Key Concepts of Chemistry  
Topic 6 – Groups in the Periodic Table  
Topic 7 – Rates of reaction  
Topic 3 – Chemical changes

##### Separate – Chemistry

Students will begin with Chemistry, starting by revisiting atomic structure, electron configuration and the Periodic table, all of which are found within Topic 1. Students have been taught this content in KS3 and Year 9, however revisiting these components will students to build upon this knowledge when they begin studying Chemistry Topic 6 (Groups within the Periodic Table). A strong understanding of electronic configuration will enable students to successfully explain properties of elements in group 1, 7 and 8. Students will progress onto Topic 7 (Rates of Reaction) where they will deepen their understanding of chemical reactions. The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

##### Topics Covered:

Topic 1 – Key Concepts of Chemistry  
Topic 6 – Groups in the Periodic Table  
Topic 7 – Rates of reaction  
Topic 3 – Chemical changes

### SPRING TERM

#### Half Term 3 / Half Term 4

##### Combined – Biology

Students will move on to Biology by revisiting Topic 1 (Key Concepts) with a specific focus on cells and microscopes to ensure students secure the fundamental components needed to understand concepts in Biology Topic 4. In topic 4, students will learn about natural and artificial selection which was initially developed in KS3. Topic 5 is then completed with a focus on concepts such communicable diseases, immunity and how medicines can be developed to treat these diseases.

##### Topics Covered:

Topic 1 – Key Concepts of Biology  
Topic 4 – Natural selection and genetic modification  
Topic 5 – Health, disease and the development of Medicine

##### Separate – Biology

Students will move on to Biology by revisiting Topic 1 (Key Concepts) with a specific focus on cells and microscopes to ensure students secure the fundamental components needed to understand concepts in Biology Topic 4. In topic 4, students will learn about natural and artificial selection which was initially developed in KS3. Topic 5 is then completed with a focus on concepts such communicable diseases, immunity and how medicines can be developed to treat these diseases.

##### Topics Covered:

Topic 1 – Key Concepts of Biology  
Topic 4 – Natural selection and genetic modification  
Topic 5 – Health, disease and the development of Medicine

### SUMMER TERM

#### Half Term 5 / Half Term 6

##### Combined - Physics

Initially, students revisit components from Topic 4 (Waves) before deepening their understanding of wave behaviours such as refraction. An understanding of Topic 4 will support students as they begin their study of Physics Topic 5 (Light and the Electromagnetic Spectrum). Students then move onto Topic 6 (Radioactivity) which is new content for the students where they will develop knowledge of processes like nuclear decay and half-life.

##### Topics Covered:

Topic 4 – Waves  
Topic 5 – Light and the electromagnetic spectrum  
Topic 6 – Radioactivity

##### Separate – Physics

Initially, students revisit components from Topic 4 (Waves) before deepening their understanding of wave behaviours such as refraction. An understanding of Topic 4 will support students as they begin their study of Physics Topic 5 (Light and the Electromagnetic Spectrum). Students then move onto Topic 6 (Radioactivity) which is new content for the students where they will develop knowledge of processes like nuclear decay and half-life. Students then apply this knowledge to explain uses of ionising radiation and nuclear fission and fusion.

##### Topics Covered:

Topic 4 – Waves  
Topic 5 – Light and the electromagnetic spectrum  
Topic 6 – Radioactivity



# GEOGRAPHY - Early Entry

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Pupils in sets 10GG1 and 10GG2 will have the opportunity to sit the GCSE early at the end of Year 10. Therefore, the course is designed to ensure full coverage of Paper 1, 2 and 3 to prepare pupils for success at GCSE.

#### **Weather Hazards and Climate Change – Paper 1**

Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 9. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.

#### **Ecosystems, Biodiversity and Management – Paper 1**

Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions.

**Assessment:** No formal assessment will take place. Students will be assessed in homework testing GCSE skills and exam questions.

### Half Term 2

#### **Changing Landscapes –Paper 1**

Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.

#### **Coastal Landscapes and processes – Paper 1**

#### **River Landscapes and Processes – Paper 1**

**Assessment:** 1 hour 30 minutes on questions and skills from Paper 1.

## SPRING TERM

### Half Term 3

#### **Global Development – Paper 2**

This topic is re-visited to build on the human concepts and processes learnt in Year 9. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.

#### **Resource Management – Paper 2**

Energy Resource Management (Paper 2) builds upon the Natural Resources KS3 topic providing a greater range of strategies to promote sustainable development in both the UK and China. This is taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

**Assessment:** 1 hour 30 minutes on combined questions from Paper 2 and 1 replicating GCSE questions.

### Half Term 4

#### **Changing Cities – Paper 2**

Pupils revisit the processes of urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in-depth study of London and Sao Paulo.

#### **Urban Fieldwork – Paper 3**

Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.

#### **Rivers Fieldwork – Paper 3**

Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop Paper 3 exam skills.

**Assessment:** 1.5-hour assessment with Paper 2 and 3 GCSE style questions.

## SUMMER TERM

### Half Term 5

#### **UK Challenges – Paper 3**

This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics studied earlier in the year. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.

**Assessment:** Pupils will sit full mocks for Paper 1,2 and 3 in preparation for GCSE examinations.

### Half Term 6

#### **Revision and exam skills for Paper 2 and 3**

Teachers will use regular assessments to identify key aspects of Paper 2 and 3 to focus lesson time in best preparing pupils for their upcoming Paper 2 and 3 examination.

# GEOGRAPHY

What is being taught this year:

## AUTUMN TERM

### Half Term 1

Pupils deepen the foundational knowledge of GCSE content taught in Year 9 with a focus on application of knowledge and higher level 'assessment' of geographical themes to achieve in 8 markers. Starting with Paper 2 as human processes such as development and population change underpin all the GCSE topics.

#### Global Development – Paper 2

Pupils will build on their Year 9 knowledge of uneven global development and the causes and consequences of rapid development in India. Application of concepts such as economic and demographic change are developed through practicing questions on unfamiliar contexts. This greater prepares pupils for a high proportion of application questions in Paper 2.

**Assessment:** Global Development topic test. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers).

### Half Term 2

#### Weather Hazards and Climate Change – Paper 1

Following the start of Paper 2 topics, pupils will move on to study the Paper 1 physical geography topics. The first is Weather Hazards and Climate Change that builds on pupils' foundational knowledge from the topic in Year 9. Through revisiting this topic in Year 10, pupils can focus on developing higher-level skills such as application of knowledge to unfamiliar locational examples and an increased amount of time to practice 8 marker skills.

Topic is taught first (from Paper 1) as atmospheric processes and climate change provide fundamental knowledge to the understanding of the rest of Paper 1 topics.

#### Resource Management – Paper 2

This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

Links to prior learning in Year 10 – Changing Cities (rates of population growth and urbanisation), Global development (economic and demographic characteristics of developing, emerging and developed countries).

**Assessment:** 55-minute assessment with GCSE style questions on Global Development and WHCC. Question include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

## SPRING TERM

### Half Term 3

#### Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions as the Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics.

Links to prior learning in Year 10 – Global development (influence of development on ecosystems management), Resource Management (biotic and abiotic factors), Weather Hazards and Climate Change (role of atmospheric circulation in biome distribution)

**Assessment:** 55-minute assessment with GCSE style questions on Resource Management and Weather Hazards and Climate Change. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.

### Half Term 4

#### Changing Cities – Paper 2

Pupils revisit the processes of urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in-depth study of London and Sao Paulo

**Assessment:** 55-minute assessment with GCSE style questions on Ecosystems, Resource Management and Changing Cities (Paper 1 and 2). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

## SUMMER TERM

### Half Term 5

#### Coastal Landscapes and Processes – Paper 1

Pupils' revisit coastal processes and management techniques that shape the UK's coastal landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

Links to prior learning in Year 10 – Changing Landscapes (geomorphological and sub-area processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).

#### River Landscapes and Processes – Paper 1

Pupils revisit river processes and management techniques that shape the UK's river landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

This unit will also set the basis for fieldwork taking place in the start next half term, enabling students to apply the theory and case studies learned in lessons to the world around them.

**Assessment:** Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 10.

### Half Term 6

#### Rivers Fieldwork – Paper 3

Year 10 will undertake a rivers fieldwork investigation on the changing characteristics downstream at the River Chess, Amersham. Following the data collection, pupils apply their graphical and mathematical skills from Paper 1 and 2 topics to present and analyse their data. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar contexts.

**Assessment:** Pupils will complete an end of topic assessment on Rivers fieldwork. Throughout the term, teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1, 2 and 3 topics studied in Year 10.



# HISTORY

## What is being taught this year:

Similar to the Key Stage Three curriculum, the curriculum taught at Key Stages Four is sequenced chronologically to support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world. The curricular at Key Stage Four and Five continues to be structured and sequenced around rigorous historical enquiries, ensuring students continue to learn substantive and disciplinary knowledge in combination and draw on their layers of knowledge to independently construct historical accounts and arguments.

From Year 10, we ensure students fulfil Edexcel's intentions for the GCSE history curriculum (see the five intentions above). At Key Stage Four, we also ensure students have been taught all four of the units that make up Edexcel's GCSE history specification. Therefore, students are taught two additional units on:

- ◆ Weimar and Nazi Germany, 1918-1939; and
- ◆ Superpower relations and the Cold War, c1943-1991.

We intend for the two 20th century units to deepen the period knowledge that students have already developed about the challenges faced by Britain, Europe and wider world since 1901, and to develop their schemata of some of the substantive concepts they encountered across Years 7 to 9 (including "democracy", "dictatorship", "fascism", "communism" and "conflict"). Where appropriate, we also intend to provide opportunities for students to encounter topics that go beyond the Edexcel history specification. This upholds the high-level of challenge and ambition that has remained at the core of the history curriculum since Year 7, and ensures students continue to encounter a diversity of people and groups at Key Stage Four.

Across Year 10, we also intend for students to learn historical topics that go **beyond the GCSE history specification**. This ensures that the Year 10 history curriculum: remains ambitious for all students continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the past that students have been building since Year 7. The additional enquiries serve to further contextualise the substantive knowledge students have acquired of the twentieth century world.

NOTE: There are different pathways for GCSE History, which affects the curriculum taught to different classes at Year 10.

### CLASSES 10HI1, 10HI2, 10HI3, 10HI4

#### AUTUMN TERM

##### Half Term 1 / Half Term 2

###### PAPER 3 Weimar and Nazi Germany, 1918-1939

###### ENQUIRY QUESTIONS TAUGHT:

1. Was the Weimar Republic doomed from the start?
2. Why were the Nazis prepared to rebel by 1923?
3. How did Weimar Germany recover from the crisis of the early years?
4. Why was democracy defeated by 1933?
5. How did Hitler establish his dictatorship by 1934?
6. How was opposition in Nazi Germany silenced?
7. Why did people's experiences differ so drastically in Nazi Germany?

#### SPRING TERM

##### Half Term 3 / Half Term 4

###### PAPER 2 Superpower relations and the Cold War, c1941-1991

###### ENQUIRY QUESTIONS TAUGHT:

1. How far was Stalin to blame for the 'break-up' of the Grand Alliance?
2. Was Khrushchev's aim of 'peaceful coexistence' realistic?
3. How close did Khrushchev and Kennedy come to starting a nuclear war in the 1960s?
4. How committed were Brezhnev and American presidents to improving superpower relations from 1968?
5. Why was Gorbachev able to end Cold War tensions?

#### SUMMER TERM

##### Half Term 5 / Half Term 6

###### PRIORITY REVISION FOR EARLY ENTRY GCSE HISTORY

### CLASSES 10HI5, 10HI6, 10HI7, 10HIS, 10HIT

#### AUTUMN TERM / SPRING TERM

##### Half Term 1 / Half Term 2 / Half Term 3

###### PAPER 3 Weimar and Nazi Germany, 1918-1939

###### ENQUIRY QUESTIONS TAUGHT:

8. Was the Weimar Republic doomed from the start?
9. Why were the Nazis prepared to rebel by 1923?
10. How did Weimar Germany recover from the crisis of the early years?
11. Why was democracy defeated by 1933?
12. How did Hitler establish his dictatorship by 1934?
13. How was opposition in Nazi Germany silenced?
14. Why did people's experiences differ so drastically in Nazi Germany?

#### SPRING TERM / SUMMER TERM

##### Half Term 4 / Half Term 5 / Half Term 6

###### PAPER 2 Superpower relations and the Cold War, c1941-1991

###### ENQUIRY QUESTIONS TAUGHT:

2. How far was Stalin to blame for the 'break-up' of the Grand Alliance?
3. Was Khrushchev's aim of 'peaceful coexistence' realistic?
4. How close did Khrushchev and Kennedy come to starting a nuclear war in the 1960s?
5. How committed were Brezhnev and American presidents to improving superpower relations from 1968?
6. Why was Gorbachev able to end Cold War tensions?

# COMPUTER SCIENCE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Computer Systems**  
**Systems Architecture**  
**Primary & Secondary Storage**

Students will recall knowledge and understanding from KS3 and build up on how computers process data, students will recall the architecture of a CPU (von Neumann) and develop a stronger understanding on how specific characteristics affect the performance of a computer system.

Students will review different types of computer systems, which are broadly used in the society and learn how they are embedded into larger systems.

### Half Term 2

**Computer Systems**  
**Memory & Storage**

Having taught students data representation from KS3, new learning will introduce students to a range of storage methods available within a computer system including primary and secondary and will further develop skills to be able to calculate storage requirements for a range of different file types using formulas. This will enable students to apply suitable storage solutions based on key characteristics (capacity, cost, speed, portability, durability and reliability).

## SPRING TERM

### Half Term 3

**Computer Systems**  
**Networks & Network Threats**

Moving on from standalone computers and understanding how different types of networks exist, students will learn about the key factors involved to accelerate network performance. They will also review what types of hardware devices are used to create a network and the responsibilities of each device. In particular, students will be able to understand how to access the WWW and online storage (cloud storage) through the Internet, students will be introduced to protocols, for example how the TCP/IP stack works which are rules used to send data across a network.

From understanding how networks are formed and developed, students will then develop an understanding about external and internal threats to a network during system security and learn how to prevent/overcome such threats.

### Half Term 4

**Computer Systems**  
**Operating Systems**

From Windows to macOS and Linux, you'll gain hands-on experience navigating various operating systems, understanding their interfaces, and mastering essential tasks. Dive into the world of file management, security protocols, and software installations, all while honing problem-solving abilities crucial for today's tech-driven society.

Our dedicated instructors blend theoretical knowledge with practical application, ensuring you're well-prepared for the digital landscape ahead.

## SUMMER TERM

### Half Term 5

**Computational thinking, algorithms & Programming**  
**Programming Knowledge & Skills**

Students will build on from KS3 practical skills and use techniques in a high-level language within the classroom; students will develop a core understanding of each technique and recognise arithmetic and comparative operators. Students will use programming constructs to control the flow of a program (sequence, selection & iteration). Students will be able to build programs and choose suitable data types for data in a given scenario.

### Half Term 6

**Computer Systems**  
**Systems Architecture**  
**Primary & Secondary Storage**

Students will recall knowledge and understanding from KS3 and build up on how computers process data, students will recall the architecture of a CPU (von Neumann) and develop a stronger understanding on how specific characteristics affect the performance of a computer system. Students will review different types of computer systems, which are broadly used in the society and learn how they are embedded into larger systems.

# DIGITAL INFORMATION TECHNOLOGY

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques**  
(Controlled Assessment)  
Submission: December

#### **Task 1 – Project Proposal and Plan**

Learners create a project proposal and plan using the brief. They identify the target audience, user needs, accessibility requirements, and constraints, applying tools such as Gantt charts and task lists to manage time and milestones effectively.

#### **Task 2 – Designing the User Interface**

Learners design four screens for a user interface that meet user and accessibility requirements. They apply design principles such as layout consistency, colour.

### Half Term 2

**Component 1: Exploring User Interface Design Principles and Project Planning Techniques**  
(Controlled Assessment)  
Submission: December

#### **Task 3 – Developing the Prototype**

Using suitable software, learners build a working prototype based on their designs. They apply design principles consistently, ensuring clear navigation and accessibility throughout, demonstrating technical accuracy and creativity.

#### **Task 4 – Review and Evaluation**

Learners evaluate their final interface and project plan, commenting on how well it meets user needs and design criteria. They identify strengths, weaknesses, and suggest realistic improvements to enhance usability and effectiveness.

## SPRING TERM

### Half Term 3

**Component 2: Collecting Presenting and Interpreting Data**  
(Controlled Assessment)  
Submission: May

#### **Task 1 – Data Collection Methods**

Learners analyse two data collection methods used by an organisation. They explain their suitability, strengths, and weaknesses while considering reliability, accuracy, and the impact of data on individuals. clearly in an objective way so that it is not misinterpreted.

### Half Term 4

**Component 2: Collecting Presenting and Interpreting Data**  
(Controlled Assessment)  
Submission: May

#### **Task 2 – Data Manipulation and Dashboard Creation**

Learners use digital tools such as formulas, functions, and charts to process and present data in a dashboard. They produce clear, accurate summaries and visual displays to support decision-making.

#### **Task 3 – Drawing Conclusions and Reviewing Data Presentation**

Learners interpret their dashboard to identify patterns and trends, drawing reasoned conclusions. They evaluate how presentation choices affect understanding and suggest improvements for clarity and accuracy.

## SUMMER TERM

### Half Term 5

**Component 3: Effective Digital Working Practices**

Aim: A Modern Technologies

Students will revisit and explore how modern information technology is evolving. They will explore how IT professionals work with digital solutions to integrate them into organisations and their activities.

### Half Term 6

**Component 3: Effective Digital Working Practices**  
(Exam: Jan 2026)

Aim: B Cyber Security

Students will understand what cyber security is and how to safeguard against it. Students will further explore from Year 9 why systems are attacked and understand the types of internal and external threats. Students will be able to describe what steps an organisation must take to minimise their risk of threats.

# FRENCH

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Productive skills:** in Autumn 1, students learn the vocabulary in order to describe themselves and their family members using complex language and structures in the present tense. They learn how to describe their current and future relationships with family members by using reflexive verbs in the present tense and the future tense. Towards the end of the term, they also discuss the pros and cons of technology.

**Receptive skills:** students are introduced to Overlap Level listening and reading exam questions within this context.

Students read books to develop their reading skills and range of vocabulary.

### Half Term 2

**Productive skills:** in Autumn 2, students learn the perfect tense to write and talk about past events related to free time activities. They also revisit the present and future tenses, as well as time phrases, so that they are able to write and talk about free time activities, preferences and plans.

**Receptive skills:** students continue to practise Overlap Level listening and reading exam questions within this context.

Students read books to develop their reading skills and range of vocabulary.

## SPRING TERM

### Half Term 3

**Productive skills:** in Spring 1, students build on their knowledge of the present tense as they learn how to describe their school day in detail. They learn how to compare school subjects and write about past and future school events using the perfect and future tenses. Towards the end of the term, students learn how to form the conditional tense to write/talk about post-16 education and jobs.

**Receptive skills:** students continue to practise Overlap Level listening and reading exam questions within this context.

Students read news articles to develop their reading skills and range of vocabulary.

### Half Term 4

**Productive skills:** in the first half of Spring 2, students review all key tenses and topics covered so far in French. They then study the topic of technology in the context and learn how to discuss the pros and cons of using the Internet and social media.

**Receptive skills:** students continue to practise Overlap/ Higher Level listening and reading exam questions within this context.

Students read news articles to develop their reading skills and range of vocabulary.

## SUMMER TERM

### Half Term 5

**Productive skills:** in Summer 1, students begin the term by discussing different celebrities and their impact on society. They also discuss the pros and cons of celebrity life. The second half of the term focuses on developing students' speaking skills so students complete a range of speaking focussed activities in lessons.

**Receptive skills:** students continue to practise Overlap/Higher Level listening and reading exam questions within this context.

Students read chapter books to develop their reading skills and range of vocabulary.

### Half Term 6

**Productive skills:** in Summer 2, students revisit all the tenses and complex structures covered during the year, with the aim to write and talk at length about different holiday experiences. They build on their knowledge of French culture by completing an in-depth study of French regions and cities.

**Receptive skills:** students continue to practise Overlap/Higher Level listening and reading exam questions.

Students read chapter books to develop their reading skills and range of vocabulary.

# SPANISH - EARLY ENTRY

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Productive skills:** Students revisit all of the main tenses that they have seen lower down the school (present, preterite, imperfect, conditional and future) and their corresponding high-level structures within the context of travel and tourism, and their own area.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 2

**Productive skills:** Students revisit how to use modal verbs and impersonal constructions in the context of the environment. They also cover the topic of celebrity culture and learn how to form the perfect tense. A strong emphasis is placed on developing speaking skills ahead of students' first speaking mock in January.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

## SPRING TERM

### Half Term 3

**Productive skills:** Students learn 'tener' phrases and how to form the subjunctive tense within the context of health. They also learn how to express agreement and disagreement so that they can give opinions on this topic. Later on, students revisit all key tenses and learn how to combine them fluently within the context of free time. Students complete their 1<sup>st</sup> mock speaking exam.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 4

**Productive skills:** Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination. Students complete their 2<sup>nd</sup> mock speaking exam.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

## SUMMER TERM

### Half Term 5

**Productive skills:** once students have completed their speaking examination, they continue the intensive revision programme but focuses on consolidating their listening, reading and writing skills.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 6

**Pupils begin studying Portuguese.**

*All students taking this course sit their GCSE in June of Year 10. During this half term, students therefore begin to study a new subject OR complete a Spanish project.*



# SPANISH - NON-ENTRY

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Productive skills:** Students build on their prior knowledge and learn how to write and talk about their typical and past holidays using both the present and preterite (past) tense at a higher level. Towards the end of the term, they review the conditional tense so they can describe their ideal holiday.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 2

**Productive skills:** Students build on their prior knowledge and learn how to write and talk about a number of customs and festivals from the Spanish-speaking world using a range of tenses. Later on, they learn how to talk about future celebrations using both future tenses.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

## SPRING TERM

### Half Term 3

**Productive skills:** Students review the present tense to discuss their lifestyle and diet. They learn 'tener' phrases and revise the immediate future tense to discuss changes they will make to lead a healthier life in the when they are older.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 4

**Productive skills:** Students review weather phrases, places in town and adverbs of places to describe their town in detail. They refine their translation skills by learning specific grammar point such as the use of 'desde hace' and relative clauses.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

## SUMMER TERM

### Half Term 5

**Productive skills:** Students revisit key tenses with the aim of discussing the environment. They also learn how to use impersonal structures to express solutions to such global problems.

**Receptive skills:** Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

### Half Term 6

**Productive skills:** Students revisit all of the topics and tenses that they have studied this year. The focus for their productive skills lessons is on developing and consolidating their writing and speaking skills.

#### **Receptive skills:**

Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

# RELIGIOUS STUDIES

What is being taught this year:

## AUTUMN TERM

### Half Term 1

#### GCSE: Relationships and Families

Students apply their understanding of Christian and Muslim beliefs and teachings to issues surrounding family life, different types of relationships, and gender equality. Students explore a wide range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

### Half Term 2

#### GCSE: Revisiting paper 1

Students deepen their understanding of the key beliefs, teachings and practices of Islam and Christianity. Students will apply their knowledge in analysing more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion and critical analysis.

## SPRING TERM

### Half Term 3

#### GCSE: Human Rights and Social Justice

Students apply their understanding of Christian and Muslim beliefs and teachings to issues surrounding human rights including religious freedom, equality, poverty and social justice, and the exploitation of the poor. Students explore a wide range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

### Half Term 4

#### Revisiting paper 1 and 2

Students revisit their learning from the GCSE curriculum in order to deepen and extend their understanding of these topics. Students will analyse more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion, as well as critical analysis. Students will develop clarity of communication, and independent thought, which will equip them with the skills they need to excel at A Level.

## SUMMER TERM

### Half Term 5

#### Revisiting paper 1 and 2 (Cont.)

Students revisit their learning from the GCSE curriculum in order to deepen and extend their understanding of these topics. Students will analyse more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion, as well as critical analysis. Students will develop clarity of communication, and independent thought, which will equip them with the skills they need to excel at A Level.

### Half Term 6

#### Citizenship

Students build upon their existing Citizenship knowledge, in learning about the nature of democracy in the UK in contrast with dictatorships around the world. Students gain an understanding of the political and legal structures in the UK through designing their own political campaigns and in creating laws for society. Students also reflect on what it means to be a valued citizen in society and how individuals can contribute to their community and bring about meaningful change. Students will explore the significance of these features of British society by engaging with relevant case studies, and structured discussion and debate.

# PERSONAL DEVELOPMENT

What is being taught this year:

## SUMMER TERM

### Half Term 6

Students revisit the key concepts of the RSHE framework, deepening their understanding of the features of a healthy lifestyle, including preventing illness and personal hygiene. Students also understand the importance of being proactive about their health and wellbeing.

Students will revisit the facts and law concerning alcohol and drugs, and consider more challenging concepts, such as county lines in the UK.

Students will then go on to revisit concepts concerning safe sex, and students will deepen their understanding of the facts surrounding sexual health and fertility, and sexual orientation and gender identity.

# PHYSICAL EDUCATION

What is being taught this year:

## CORE PE

### AUTUMN TERM

#### Half Term 1

Students take part in flag football and volleyball lessons. In flag football lessons, students work towards improving their passing and receiving skills along with learning different set plays combined with gameplay. In volleyball lessons, students learn a different serve technique and build on their prior knowledge and skillset to ensure greater success in game scenarios.

#### Half Term 2

Students take part in handball lessons. In these lessons, students learn how to respond in more varied game scenarios to develop the skills acquired at Key Stage 3.

### SPRING TERM

#### Half Term 3

Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on maintaining control of the ball under pressure.

#### Half Term 4

Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate and apply their prior knowledge to competitive situations with control and accuracy whilst developing their understanding of movement, timing and preparation and the importance of these factors in the game. In table tennis lessons, students work towards consolidating and applying the skills they acquired lower down the school with control and power to score an advantage in a competitive game scenario.

### SUMMER TERM

#### Half Term 5

Students take part in rounders lessons where they consolidate their skills from Year 9 so that they are able to execute advanced skills and strategies to outwit their opponents.

#### Half Term 6

Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

## SPORT SCIENCE (CAMBRIDGE NATIONALS)

### AUTUMN TERM

#### Half Term 1

##### R181 – Applying principles of training - Task 1

Students learn each component of fitness what fitness tests are used to measure each component. Students then carry out these tests and relate this to normative data for their age group across the country. Students analyse what their score is and what this means for their chosen sports.

#### Half Term 2

##### R181 – Applying principles of training - Task 2

Students create two fitness tests for each of their two sports. These fitness tests must be skill based and a table of normative data must be included. Students must then carry out these tests and subsequently analyse and evaluate their results in detail. Students then deepen their knowledge referring to the validity and reliability of testing.

### SPRING TERM

#### Half Term 3

##### R181 – Applying principles of training - Task 3

Students develop their understanding of the SPOR and FITT principles including SMART targets. Students then analyse in detail 10 training methods and which can be linked to the sample from the case study. Aerobic and anaerobic respiration is also studied within this module and students apply this again to the sample.

#### Half Term 4

##### R181 – Applying principles of training - Task 4 & 5

Students create a 6-week training programme for their client and case study. Students reference the aims of from the case study and link back to components of fitness and training methods. Students use their research skills to complete this and evaluate the effectiveness of the plan. Students must also be reflective to analyse what could be improved if the plan was to be implanted again.

### SUMMER TERM

#### Half Term 5

##### R183 – Nutrition – Task 1

Students research the characteristics of a balanced nutrition plan for their case study client. Students will outline the food sources of nutrients for their client's activity and explain the role of nutrients within a healthy, balanced nutrition plan.

#### Half Term 6

##### R181 – Nutrition – Task 2

Students analyse and evaluate what their client can eat and drink before, during and after strength-based training. Students then compare the differences between anaerobic and aerobic and detail what their client will eat and drink before, during and after endurance-based training. This is then linked to why and how eating these types of foods will impact performance.

# ART

## What is being taught this year:

### FINE ART

#### **‘Colour/Expression’**

The main aim of this project is to investigate colour within the art world. This project aims to provide creative independence for students and allow them to strengthen their ability to make independent choices about artists, materials and outcomes. Students will develop technical fluency and critical understanding through the study of a range of artists that use colour in different ways. They will explore techniques and process used by artists and will produce a body of work that demonstrates their understanding of colour, their critical understanding of contextual references and growing technical fluency.

#### **Areas of focus –**

- Technical fluency
- Thoughtful and in-depth research/analysis
- Creative independence and design making
- Skilful idea development

#### **Key learning components:**

- Have an in-depth understanding of artists that look at and use colour.
- To be able to analyse visual language.
- Develop technical control when using different materials and techniques.
- Be able to use visual language effectively to communicate an idea.

#### **‘Human Form/Portraiture’**

With ‘Portraiture’ as the stimuli students will create a sustained project that aims to foster fluency and independence when investigating (research), applying materials and generating purposeful/meaningful ideas and outcomes. Students will investigate ‘portraiture’ within the art world and study a range of historical and contemporary artists and crafts people from around the world. Students will learn the techniques and processes used by those artists, further exploring materials, techniques and processes. Students will produce a collection of observations relating to portraiture in varying materials, styles and scales. They will then develop their own ideas and produce a personal response.

#### **Areas of focus –**

- Technical fluency
- Thoughtful and in-depth research/analysis
- Creative independence and design making
- Skilful idea development

#### **Key learning components:**

- Have an in-depth understanding of portraiture artists and be able to analyse visual language.
- Develop technical control when using different materials and techniques.
- Develop observational drawing skill with a focus on shape and proportion.
- Be able to use visual language effectively to communicate an idea.

### ART AND DESIGN

#### **‘Natural world – Beginning or end’**

With increasing levels of independence students will explore the theme of ‘Natural world – Beginning or end’. Returning to KS3 studies, students will explore still life and be introduced to a wide range of different artists who explore this theme. Students will start to master technical skills when using different media and will utilise prior learning when designing their own outcomes in relation to the theme.

This project exposes students to a wide range of artistic processes as they start to deepen their understanding of printing techniques, photographic manipulation and painting processes. Contextual understanding and artistic theory underpins all tasks.

#### **Areas of focus –**

- AO1 – Demonstrate critical understanding (Research)
- AO2 – Review and Refine (Experimentation and development)
- AO3 – Quality of observation
- AO4 – Present and personal and meaningful response (Final outcome)

#### **The Everyday**

This project will form part of their component 1 unit which is worth 60% of their final grade and is designed to engage students with visual language, concept and how art can be used to communicate meaning. Students will engage with the everyday, investigating the smaller details and research artists who are also inspired by the everyday such as Jim Dine, Emily Blinks, Michael Craig Martin and many more. This will allow them to explore a range of 2D and 3D media including digital art, photography, painting, drawing and collage. Students will develop their knowledge and understanding of the structure used at Y11 for their mock exam and final exam, this same structure will be revisited in Y10. This project will allow them to develop a greater sense of independency for the increased challenge in Year 11 alongside focusing on the assessment objectives below.

#### **Areas of focus –**

- AO1 – Demonstrate critical understanding (Research)
- AO2 – Review and Refine (Experimentation and development)
- AO3 – Quality of observation
- AO4 – Present and personal and meaningful response (Final outcome)

# PHOTOGRAPHY

What is being taught this year:

## YEAR 10 AU1

### Objects

Students will build on the knowledge they have generated in Year 9 as they explore the theme of 'Objects'. This project aims to further challenge students' technical ability of using DSLR cameras and image enhancement. Students will explore a range of different photographic approaches and develop a high ability to make well-composed images. Students will explore the basics of photographic composition through practical shoots and critical image selection. Artists examples will be used for reference throughout the project to demonstrate high quality examples.

#### **Areas of focus –**

High quality photography  
Purposeful composition  
Valuable editing

#### **Key learning components:**

- ◆ Develop an ability to effectively control the DSLR camera and to create interesting and unusual compositions that link to the theme of Objects.
- ◆ Develop knowledge of different camera settings in order to manipulate imagery.
- ◆ Know and understand the formal elements within Photography.

## YEAR 10 AU2

### Manipulating Light

Students will continue to build on their photographic knowledge by exploring the theme of 'Manipulating light'. This project aims to further challenge students' technical abilities of using DSLR cameras and image enhancement. Students will begin to advance their understanding of camera settings in relation to light and how it affects photographs. They will explore a range of different approaches to photography, with a focus on high quality images.

Students will deepen their understanding of how to present their GCSE coursework, considering the assessment objectives throughout. They will be given more freedom to become creative independent learners and photographers.

#### **Areas of focus –**

High quality photography  
Purposeful composition  
Valuable editing

#### **Key learning components:**

- ◆ Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that create links to manipulating light
- ◆ Have knowledge of different settings on the camera to manipulate imagery
- ◆ Know and understand the formal elements within photography

## YEAR 10 SP1

### Creative Editing

Students will build on the knowledge they have generated so far this term. This project aims to further challenge students' technical ability of manipulating images for aesthetics and visual language and meaning. Students will explore a range of different editing approaches and purposefully distort or enhance their images. Students will explore manipulating images physically (by hand) and digitally (via Photoshop). Artists examples will be used for reference throughout the project to demonstrate high quality examples.

#### **Areas of focus –**

High quality editing  
Purposeful manipulation  
Independent exploration

#### **Key learning components:**

- ◆ Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that create links to creative editing.
- ◆ Develop knowledge of different camera settings to manipulate imagery.
- ◆ Know and be able to use basic tools on Photoshop.
- ◆ Know and understand the formal elements within photography.

## YEAR 10 SP2 - SU2

### Portraiture Photography

Students will continue to build on the knowledge they have generated throughout Year 10 to complete a full body of work project. They will conduct artist research in more depth and thoroughly analyse artwork in relation to their theme. Students will develop their knowledge of the assessment objectives and aim to meet them throughout the project. Students will be guided through research, photographic shoots and editing in the first part of the SOW. They will then develop more of an independent approach to their photographic practice.

#### **Areas of focus –**

High quality photography  
Purposeful composition  
Valuable editing  
Artist research and analysis  
Independent photographic practice

#### **Key learning components:**

- ◆ Develop ability to effectively control the DSLR camera and create interesting and unusual compositions that demonstrate links to Portraiture.
- ◆ Develop knowledge of different camera settings to manipulate imagery.
- ◆ Know and understand the formal elements within photography.
- ◆ Know and understand visual language.
- ◆ Develop confident editing skills (digital and physical) .



# DRAMA - AQA Drama GCSE

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

**AW1: Component 1 Section B**  
- 'Blood Brothers'  
Reading the text

**AW2: Component 1 Section B**  
- 'Blood Brothers'  
Exam Skills

In the Autumn term, students will receive an overview of the exam structure and spend the first half of the term engaging in an intensive reading of the key text.

Starting this way will help students grasp the characters' motivations, deepened by their understanding of the context.

Once the text is completed, students will then focus on the exam requirements. The second term increases in complexity, covering questions 1 through 4. With their prior knowledge of the text, students will approach each question with ease and insight.

## SPRING TERM

### Half Term 3 / Half Term 4

**Spring 1: Component 3-**  
Duologues and Monologues

**Spring 2: Component 1-**  
Live Theatre

At the beginning of Spring term, students will be exposed to a wide range of monologues and duologues to prepare them for Component 3 in Year 11.

Each week, students will read, analyse and perform a different extract taken from a different play. Being exposed to different dramatic forms will challenge students and compel them to approach each extract with a clear understanding of the form. At the end of Spring 1, students will have honed their performance skills and interpretation of a dramatic text.

Much like Spring 1, Live Theatre exposes students to a wide range of theatrical skills and genres, facilitating the development of their analytical skills in theatre. This comprehensive exploration aligns with the curriculum specifications, ensuring that students not only engage with live theatre but also independently analyse and critique performances.

## SUMMER TERM

### Half Term 5 / Half Term 6

**Component 2: Devising Drama**  
40% of GCSE Final

This scheme is designed to support pupils in understanding the exam requirements of their devised performance pieces and also the requirements of their written portfolio.

This scheme draws on pupils' prior knowledge in writing performance logs and pupils' performance skills (vocal and physical) which have been covered in modules earlier in the sequence. It is important that this scheme also follows after a module on live performance evaluation because pupils can be inspired by ideas and delivery they have seen from professional live performances to enhance the quality of their own.

Finally, this scheme builds directly on the collaboration and development skills that were fostered in the duologues module in Spring 2 by asking pupils to apply these skills to working within a larger group to devise a piece from scratch. Students will submit their portfolio along with their performance in this term, before the summer break.

# MUSIC

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

#### Instrumental Music – Set work analysis

Students will listen to, appraise and develop a deep understanding of the two set works in this area of study; *Brandenburg Concerto* and *Pathetique* as well as listening to and appraising score of unfamiliar works in the same genre.

Each element from the DR SMITH musical element mnemonic is carefully analysed through listening tasks in class as well as score annotation and exam practice questions. Homework tasks support this with essay writing practice and short exam questions.

Students learn how to identify key features of classical and Baroque works.

## SPRING TERM

### Half Term 3

#### Vocal Music – Set work analysis

Students will listen to, appraise and develop a deep understanding of the two set works in this area of study; *Music for a while* and *Killer Queen* as well as listening to and appraising score of unfamiliar works in the same genre.

Each element from the DR SMITH musical element mnemonic is carefully analysed through listening tasks in class as well as score annotation and exam practice questions. Homework tasks support this with essay writing practice and short exam questions.

Students learn how to identify key features of vocal music from across music history.

### Half Term 4

#### Music for stage and screen – Set work analysis

Students will listen to, appraise and develop a deep understanding of the two set works in this area of study; *Defying Gravity* and *Star Wars* as well as listening to and appraising score of unfamiliar works in the same genre.

Each element from the DR SMITH musical element mnemonic is carefully analysed through listening tasks in class as well as score annotation and exam practice questions. Homework tasks support this with essay writing practice and short exam questions.

Students learn how to identify key features of music from stage and screen from a variety of cultures and settings.

## SUMMER TERM

### Half Term 5

#### Fusion Music – Set work analysis

Students will listen to, appraise and develop a deep understanding of the two set works in this area of study; *Release* and *Samba Em prelude* as well as listening to and appraising score of unfamiliar works in the same genre.

Each element from the DR SMITH musical element mnemonic is carefully analysed through listening tasks in class as well as score annotation and exam practice questions. Homework tasks support this with essay writing practice and short exam questions.

Students learn how to identify key features of fusion music from folk to jazz to bhangra and a great mixture of musical genres from global cultures.

### Half Term 6

#### Free Composition

Students undertake the free composition unit of the GCSE course. We encourage all students to complete a Minimalism piece of music. This genre allows for creativity in composition using the musical elements that have been studied throughout KS3.

Students write a commentary outlining the creative process and log their work as it is created. This coursework gives students real world music experience in creativity, working to a brief and time limits.

The style allows for a broad scope of final products and differentiation occurs through outcome.



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