



*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	♦ Drama
♦ French	♦ Music

ENGLISH - AQA English Literature GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1

Responsibility & Social Justice
'A Christmas Carol'
Prose

Students revisit Dickens with the greater independence expected at GCSE, using their KS3 knowledge of inequality, Victorian society and allegory as a foundation for more precise literary argument. The conceptual focus is responsibility: students explore how Dickens represents poverty, social obligation, transformation and the relationship between individual choices and wider society.

Students track themes and characters across the whole novella and develop exam-ready responses that integrate methods, context and interpretation. They refine the ability to move from a textual detail to a wider argument about Dickens' construction of meaning, while comparing characters and ideas to develop conceptual rather than chronological essays.

Half Term 2

Society, Power & Responsibility
'An Inspector Calls'
Drama

Students return to Priestley's morality play with a sharper focus on how drama becomes a vehicle for social argument. They explore class, gender, responsibility, generational conflict and power, considering how Priestley constructs a society in which individual behaviour has collective consequences. Earlier work on Victorian inequality and changing social attitudes provides a conceptual foundation for evaluating Priestley's message.

Students analyse dialogue, stagecraft, structure and characterisation with increasing precision and independence. They develop evaluative arguments that connect methods to context and writer's intentions, while comparing interpretations of characters and social responsibility. The aim is to move beyond explaining what a character represents towards evaluating how Priestley deliberately constructs that representation.

SPRING TERM

Half Term 3

Power, Conflict & Identity
Power and Conflict poetry
Poetry

Students study the 15 poems through thematic clusters, developing the ability to compare writers' ideas, perspectives and methods across texts. The sequence moves from more concrete experiences of war and conflict towards increasingly conceptual questions of power, identity, memory, nature and human experience. This deliberately reconnects with poetry studied in KS3 while increasing the complexity and independence of interpretation.

Students refine comparative reading: selecting judicious evidence, identifying meaningful connections and distinctions, and evaluating how language, structure and form shape ideas. Context is used to illuminate interpretation rather than replace it. The unit makes the identity and power threads of the curriculum explicit, while preparing students to move confidently between individual poems and the wider conceptual concerns of the anthology.

Half Term 4

Voice & Perspective
Unseen Poetry

Following sustained work on poetic comparison, students transfer their knowledge to unfamiliar texts. They encounter a range of poetic forms and voices and learn to approach an unseen poem through disciplined first reading, annotation, pattern-spotting and interpretation. The focus is on independence: students must use their accumulated knowledge of poetic conventions rather than rely on a previously taught interpretation.

Students practise constructing perceptive essays that sustain an argument about a poem as a whole. They draw on their understanding of language, structure and form to explain how meaning develops and how readers are positioned. The unit strengthens the wider curriculum thread of voice and perspective while developing the resilience and flexibility required for unseen examination texts.

SUMMER TERM

Half Term 5 / Half Term 6

Communication
Consolidation of content and Spoken Language (NEA)
Revision / Oracy

After completing the literature examination content, students consolidate the knowledge and skills developed across KS3 and KS4. Revision is organised around recurring concepts, methods, characters, themes and comparative links rather than isolated quotations, enabling students to retrieve and apply knowledge flexibly.

Students then develop their public speaking through a structured speech or presentation. They research independently, shape an argument for a real audience and make deliberate choices about rhetoric, tone, pace, structure and physical delivery. This provides a culminating opportunity to apply the curriculum's recurring thread of voice: students must not only have something worthwhile to say, but communicate it purposefully.

MATHS

What is being taught this year:

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 algebra, however the focus is on reviewing the application of algebraic skills and deepening understanding of more complex contexts such as functions and rearranging formulae. In addition, pupils begin to explore the concept of proof, which is essential when studying maths to a higher level.

Content:

- ◆ Sequences.
- ◆ Simultaneous equations.
- ◆ Rearranging formulae.
- ◆ Functions.
- ◆ Iteration.
- ◆ Algebraic proof.

SPRING TERM

Half Term 3

Our focus moves to geometry topics, building on their prior knowledge. These topics also bring in the algebra skills to help with topics such as the sine and cosine rules.

Throughout this term we also develop problem-solving skills by attempting multi-step problems within each topic.

Content:

- ◆ Pythagoras & Trigonometry (SOHCAHTOA).
- ◆ Trigonometry: sine & cosine rules.
- ◆ Area & circles.
- ◆ Surface area & volume.
- ◆ Similar shapes.
- ◆ Primes, factors, multiples & estimation.

Half Term 4

We continue to deepen pupils' understanding of different representations of number, including standard form and surds. We also look at real-life applications of number such as compound measures (speed, density & pressure) and probability.

Whilst studying probability, we also make links with algebra by using it to help solve complex probability problems.

Content:

- ◆ Standard form.
- ◆ Surds.
- ◆ Fractions, decimals & percentages.
- ◆ Compound measures.
- ◆ Probability.

SUMMER TERM

Half Term 5

We review pupils' understanding of number and deepen their understanding, especially of bounds in problem solving. This also brings in links with other topics covered previously such as speed, distance, time. We move to reviewing and completing more complex data and statistics knowledge. We also review angle facts and apply in problem solving contexts.

Content:

- ◆ Accuracy & bounds.
- ◆ Averages.
- ◆ Representing data.
- ◆ Histograms.
- ◆ Angles in parallel lines.
- ◆ Angles in polygons.
- ◆ Transformations.

Half Term 6

We focus on applying number and algebra skills to graphs through the study of straight line graphs and equations of circles. We also start linking back to geometry and revisit angle facts through circle theorems. We continue on the geometric theme, considering geometric proof through the study of vectors and congruent triangles.

Content:

- ◆ Coordinate geometry.
- ◆ Circle theorems.
- ◆ Equation of a circle.
- ◆ Graph transformations.
- ◆ Vectors.
- ◆ Congruent triangles.
- ◆ Construction, loci & bearings.

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 - Sets 1,2,3 and 4

What is being taught this year:

AUTUMN TERM

Half Term 1

Pupils in sets 10GG1, 10GG2 will have the opportunity to sit the GCSE early at the end of Year 10. Sets 10GG3 and 10GG4 will begin on the Early Entry course. Therefore, the course is designed to ensure full coverage of Paper 1, 2 and 3 to prepare pupils for success at GCSE.

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.

Changing Cities – Paper 2

Pupils will re-visit this topic having studied the core concepts in Year 9 with a focus on engaging with ‘assess’ and ‘evaluate’ 8 mark questions.

Half Term 2

Resource Management – Paper 2

This topic revisits the changing global energy demand and consumption previously learnt in Year 8. 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.

UK Challenges – Paper 3

This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9. 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: 1.5-hour assessment on Paper 2.

SPRING TERM

Half Term 3

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

Urban Fieldwork – Paper 3

Pupils will investigate 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.

Assessment: 1 hour 30 minutes on combined questions from Paper 2 and 3 replicating GCSE questions.

Half Term 4

Changing Cities – Paper 2

Pupils revisit the processes or 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.

Weather Hazards and Climate Change – Paper 1

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 8 and 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.

Half Term 2

Resource Management – Paper 2

This topic revisits the changing global energy demand and consumption previously learnt in Year 8. 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 9 – 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, Changing Cities and WHCC. Questions include 1,2,3,4 markers including mathematical skills. One 8 marker 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.

Assessment: 55-minute assessment with GCSE style questions on Resource Management and Weather Hazards and Climate Change. Questions 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. 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

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 of 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 in Debden Brook (a river in Epping Forest). 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

Systems Architecture & Primary Memory

Students begin OCR J277 Component 01 with CPU purpose and components, registers and the Fetch-Decode-Execute cycle, CPU performance and embedded systems.

They then study RAM, ROM and virtual memory, with topic assessment and OCR-style exam practice embedded throughout.

Half Term 2

Memory, Storage & Number Representation

Students study the need for secondary storage and compare magnetic, optical and solid-state technologies using capacity, speed, portability, durability, reliability and cost.

They then develop data-representation skills through units of data, binary numbers, binary addition and overflow, and hexadecimal.

SPRING TERM

Half Term 3

Data Representation & Networks

Students complete data representation through character sets, ASCII and Unicode, bitmap images, sound and compression, followed by assessment.

They then begin networks by comparing LANs and WANs, factors affecting network performance, and client-server and peer-to-peer models.

Half Term 4

Networks & Protocols

Students extend their understanding of networks through routers, switches, wireless access points and NICs; wired and wireless connections; the Internet, DNS and hosting; common protocols including TCP/IP, HTTP/S, FTP, POP, IMAP and SMTP; and the purpose and advantages of layered protocols.

SUMMER TERM

Half Term 5

Network Security & Operating Systems

Students consolidate networks through assessment before studying security threats including malware, social engineering, brute-force attacks, DoS, interception and SQL injection.

They examine vulnerability identification and prevention methods, complete a security assessment, and begin operating-system functions.

Half Term 6

Systems Software, Ethical, Legal & Environmental Impacts

Students study utility software and complete the systems-software unit before examining ethical, cultural and environmental impacts of digital technology.

They apply the Data Protection Act 2018, Computer Misuse Act 1990 and Copyright, Designs and Patents Act 1988 to scenarios and compare software licensing models.

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

What is being taught this year:

EARLY ENTRY

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. They also deepen their understanding of how to form and use the subjunctive mood to express their opinions on a number of social and global issues.

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 how to form the perfect 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.

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.

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 focus primarily on consolidating their 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 complete a creative writing project.

Productive skills: Students learn how to use both the preterite and imperfect tenses in context of story-telling. Students work in pairs to write their own fairy tale stories.

Receptive skills: Students listen to their peers' stories and complete a range of reading comprehension tasks.

NON-ENTRY

AUTUMN TERM

Half Term 1

Productive skills: Students build on their prior knowledge and learn how to write and talk about their holidays using the present, preterite and conditional tense with 'si' clauses at a higher level.

They continue with phonetical studies and dictation work.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

Half Term 2

Productive skills: Students build on their prior knowledge and learn how to write and talk about a number of Spanish customs and festivals using all three time frames.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

SPRING TERM

Half Term 3

Productive skills: Students study the topic of healthy living and Spanish lifestyle and discuss different types of diets. They learn how to talk and write about their health using both the present and imperfect tenses. They also learn how to form the present subjunctive in the context of the importance of a healthy lifestyle.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

Half Term 4

Productive skills: Students revisit the topics of free time and home and local area which they covered in Year 9. They consolidate their application of grammar and learn how to combine tenses within this context.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

SUMMER TERM

Half Term 5

Productive skills: Students revisit both the present and future tenses with the aim of forming 'if' clauses within the context of the environment. They also learn how to use impersonal structures to express solutions to such global problems.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

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 speaking skills.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

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

In the 2 lessons a week students will explore physical and mental wellbeing, healthy habits, personal hygiene, body image, and making safe, informed choices. Students will revisit the facts, risks, and laws around drugs and alcohol, including links to criminal activity, county lines, knife crime, and the impact of risky behaviour.

They will also study healthy relationships, fertility, sexual health, harassment, sexuality, and gender identity, developing their understanding of consent, respect, boundaries, equality, and personal safety.

Students will explore current issues including AI, deepfakes, digital deception, incel culture, misogyny, and violence against women and girls, considering their impact on society, relationships, and online safety.

Finally, they will develop practical knowledge in financial literacy and careers to support future independence and adult life.

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 team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal.

BTEC TECHNICAL AWARD IN SPORT

AUTUMN TERM

Half Term 1

Learners explore the 11 components of physical and skill-related fitness required for sports performance.

This introductory task requires students to define each component, explain its relevance to different physical activities, and analyse how varying fitness demands impact overall athletic success.

Half Term 2

This core practical assessment focuses on active performance within a selected sport or activity.

Students must demonstrate and film three core isolated skills, whilst also proving their ability to apply strategic positioning, tactics, and specialised skills effectively during a competitive or conditioned game scenario.

SPRING TERM

Half Term 3

Students analyse the distinct roles and responsibilities of officials across various sporting disciplines.

The curriculum maps the theoretical understanding of specific rules and regulations directly to practical execution, assessing how learners apply and enforce these laws during live gameplay.

Half Term 4

Students develop leadership and coaching capabilities through the planning of a structured training session.

Learners are required to design and justify an appropriate session for a specific group of performers, selecting suitable activities, coaching points, and progressions to meet identified needs and objectives

SUMMER TERM

Half Term 5

Students then deliver and video-record their training session, demonstrating effective leadership, communication, organisation, and coaching skills.

Following the session, learners critically review both their own instructional effectiveness and the developmental progress of the participants, identifying strengths and areas for future improvement.

Half Term 6

Learners will begin working on Component 1 where they are introduced to the stages of a warm up along with the Musculo-skeletal and cardio-respiratory responses to a warm up.

These are then evaluated to suit their case study and applied directly to this person.

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)

DRAMA - AQA Drama GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

**AW1: Component 1 Section B-
'Noughts and Crosses'
Reading the text**

**AW2: Component 1 Section B
- 'Noughts and Crosses'
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.

GCSE Subject-Specific Vocabulary

Component 1, Component 2, Component 3

Set text, live theatre, devising, scripted performance, monologue, duologue, extract, rehearsal process, performance log, devising log, portfolio, stimulus, dramatic intention, artistic intention, audience impact, interpretation, character motivation, objective, subtext, tension, atmosphere, mood, pace, proxemics, levels, blocking, stage positioning, stage directions, stage configuration, traverse, thrust, in the round, proscenium arch, end-on staging, promenade, vocal skills, pitch, pace, pause, tone, volume, accent, emphasis, articulation, physical skills, gesture, posture, gait, facial expression, body language, movement, stillness, focus, interaction, ensemble, characterisation, naturalism, non-naturalism, symbolism, abstract theatre, physical theatre, narration, direct address, multi-rolling, cross-cutting, split stage, flashback, thought-tracking, hot-seating, marking the moment, practitioner, Stanislavski, Brecht, Frantic Assembly, design skills, set, costume, lighting, sound, props, staging, semiotics, transitions, cue, blackout, special effects, evaluation, analysis, justification, target audience, context, social context, cultural context, historical context.

MUSIC

What is being taught this year:

AUTUMN TERM

Half Term 1

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 pneumatic 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.

Related studies of compositional devices include fugato, transposition and modulation.

Half Term 2

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 pneumatic 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.

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 pneumatic 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 pneumatic 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 pneumatic 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 bangra 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. Besides compositional exercises, we explore with all students how to write 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 providing a 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.

By the end of Y10, students will get to finish the first GCSE composition in a style of choice "Free Choice".



Wembley
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Trust
ACHIEVEMENT FOR ALL



Wembley High Technology College
East Lane
HA3 0ER
www.whtc.co.uk
reception@whtc.co.uk