

Year 10 Curriculum



	Curriculum Coverage	Exam Board	Assessment	Careers	Be More	Ways to support at home
English	<p>Students complete the following units of study in order to prepare them to sit their GCSEs in English Literature and English Language in Year 11.</p> <p>Unit 1: LITERATURE- 19th Century novel study- <i>A Christmas Carol</i>. Students read and understand the novel and its place within the Literary canon. They develop skills of inference and application of context.</p> <p><i>Poetry of Power and Conflict</i>- students study three poems from the AQA Power and Conflict anthology and develop comparison skills and unseen approaches.</p> <p>LANGUAGE- Responding to fiction texts. Students develop and practice the skills needed to be successful at English Language paper 1. Students extend their skills in comprehension, linguistic and structural analysis and critical evaluation as well as developing their approach to descriptive and narrative prompts.</p> <p>Unit 2 : LITERATURE- Shakespeare study- <i>Macbeth</i>. Students read and understand the play and its place within the Literary canon. They develop skills of inference and application of context.</p> <p>LANGUAGE: Writing non-fiction texts for Language Paper 2- focus on speeches and articles</p> <p>Unit 3: LANGUAGE- Reading Literary non-fiction. Focus on comprehension of texts from the 19th, 20th and 21st centuries. Developing skills of language analysis, inference, and comparison. Write and present spoken language presentation.</p> <p>Unit 4: LITERATURE- Modern play- <i>An Inspector Calls</i>. Students read and understand the play and its place within the Literary canon. They develop skills of inference and application of context.</p> <p><i>Poetry of Power and Conflict</i>- students study three poems from the AQA Power and Conflict anthology and develop comparison skills and unseen approaches.</p>	<p>AQA- English Language 8700</p> <p>English Literature 8702</p>	<p>Unit 1: LITERATURE. Essay assessments on both poetry and A Christmas Carol. LANGUAGE. Exam Paper- Language paper 1</p> <p>Unit 2: LITERATURE. Essay assessment on Macbeth. LANGUAGE- P2 Q5 Writing question</p> <p>Unit 3: LANGUAGE: Spoken Language assessment</p> <p>Unit 4: LITERATURE- Paper 1 GCSE EXAM. 1 hour 45 minutes</p> <p>LANGUAGE- Paper 2 GCSE EXAM. 1 hour 45 minutes</p>	<p>Various author talks and work shops dependent on availability</p>	<p>English clinic every Monday from 3-4pm</p> <p>HUB lessons focusing on using our library and improving reading for pleasure</p> <p>Summer Poetry Season</p> <p>Hygge Christmas in the HUB</p>	<ol style="list-style-type: none"> 1) Encouraging students to read and write as much as possible 2) Making sure that students complete home learning tasks 3) Watching films and TV programs with links to the texts that are being studied in class 4) Talking to students about the work they are completing in class 5) Reading the texts that the students are reading in class 6) Pair reading- choose a book with your child and read the same one so you can talk about it 7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications
Maths	<p>Year 10 students begin studying the same curriculum which then branches into Higher/Foundation in the summer term.</p> <p>Autumn – Repeated Percentage Change, Surface Area & Volume, Linear Simultaneous Equations, Rearranging Formulae, Right-angled Trigonometry, and Loci.</p> <p>Spring – Linear Graphs, Real-Life Graphs, Venn Diagrams & Set Notation, Probability (Tree Diagrams), Density & Pressure, Algebraic Ratio, Velocity-Time & Non-Linear Graphs.</p>	<p>Pearson Edexcel</p>	<p>November – Autumn Midterm Review Assessment.</p> <p>An 80-mark assessment takes place in January testing all Autumn Content.</p> <p>February – Spring midterm Review Assessment</p> <p>An 80-mark assessment takes place in</p>	<p>References to different careers in each topic where relevant, including both everyday skills and specific careers:</p> <p>Surveying & Geospatial Work (trigonometry, measurement)</p>	<p>Maths Clinic Every Tuesday from 3-4pm</p> <p>UKMT Intermediate Maths Challenge</p>	<ol style="list-style-type: none"> 1) Encourage use of the Sparx Maths homework platform. 2) For extra work, they can do further work on Sparx with the XP Boost or Target homework. 3) Encourage use of Sparx Revision Platform to prepare for Assessments 4) Encourage completion of 'Fix Up Tasks' post-assessments to address gaps in knowledge

	<p>Summer (Foundation) – Arithmetic and Geometric Sequences, Sampling, Direct & Inverse Proportion, Transformations, Error Intervals, Index Laws, Expanding & Factorising Brackets, and Statistical Diagrams.</p> <p>Summer (Higher) – Quadratic & Geometric Sequences, Sampling, Direct & Inverse Proportion, Transformations, Bounds, Index Laws, Recurring Decimals, Expanding & Factorising Brackets, Cumulative Frequency Graphs, and Box Plots.</p>		<p>April testing all Spring Content.</p> <p>Summer: Tiered End of Year Assessments (Higher and Foundation). Paper 1: 80 mark Calculator paper assessing Y10 content Paper 2: GCSE Style Non-Calculator Paper (80 marks)</p>	<p>Computer Programming</p> <p>Robotics & Mechanical Engineering (formula manipulation)</p> <p>Financial Services (interest calculations, risk modelling)</p> <p>Science & Research Roles (data, probability, formulas)</p> <p>Aviation & Navigation (angles, trigonometry)</p>		
Science	<p>This is the first year where we have Combined higher tier, combined foundation tier and separate science classes.</p> <p>The topics taught for biology are infection & response (part 2), organisation, inheritance & evolution and ecology (part 1).</p> <p>For chemistry, we recap structure & bonding, then move to chemical changes (part 2), quantitative chemistry, energy changes and rates of reaction.</p> <p>For physics we cover energy (part 2), particle model of matter (part 2), electricity (part 2), atomic structure and forces (part 1).</p>	AQA Trilogy or AQA Separate	<p>Most topics are assessed with an end of topic test. Some shorter topics are combined in one assessment.</p>	<p>Science week in Spring Term</p> <p>Lectures from speakers from varied careers (engineering, academic, business) both face-to-face as well as online.</p>	<p>Science Clinic every Wednesday from 15:00-16:00</p> <p>Chemistry challenge</p>	<p>Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of 60 minutes of online Sparx Science questions.</p>
Religious Education	<p>In Year 10 we continue to explore beliefs and practices for both Christianity and Islam, giving students the foundation to begin exploring perspectives from both religions and non-religious beliefs towards topics such issues related to life and death.</p> <ol style="list-style-type: none"> Christian Beliefs and Practices Islamic Beliefs and Practices Theme 2: Issues of life and death 	Eduqas: Route A	<ul style="list-style-type: none"> - Autumn: Christian Beliefs (36 marks) - Spring: Islamic Beliefs (30 marks) - Summer: Christianity: Beliefs & Practices (66 marks) <p>Students will be assessed on their knowledge, ability to describe, analyse, explain, evaluate and discuss different beliefs and practices.</p> <ul style="list-style-type: none"> • Homework set every term for each unit. 	<ul style="list-style-type: none"> • Educator (teacher/lecturer) • Charity worker • Diplomat • Lawyer • Youth worker • Social worker • Human Resources • Equality, diversity & Inclusion officer • Management • International Aid work 	<p>Reflection: The Fall</p> <p>Contextualise: Pilgrimage to the Scottish Isles</p> <p>Analyse: Muslims like us</p> <p>Contextualise: Big Zuu's trip to Mecca</p> <p>Reflection: Death & grieving</p> <p>Contextualise: Wedding</p>	<ol style="list-style-type: none"> 1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples. 2) Support with completion of homework and revision using Seneca / Microsoft Teams 3) Quiz students on what they've learned in school and ask them to discuss their own opinions on the topics shared, as well as the beliefs of others.

History	<p>Our Y10 students cover three out of the four GCSE topics:</p> <ul style="list-style-type: none"> -Henry VIII and his Ministers, 1509-1540 (Paper 2) -Weimar and Nazi Germany, 1918-1939 (Paper 3) - Superpower Relations and the Cold War, 1941-91 (Paper 2) 	Edexcel	<p>Paper 2 and 3 knowledge questions and essay style exam practice questions.</p> <p>Full Paper 3 as summer assessment.</p>		<p>Trip to Berlin</p>	<ol style="list-style-type: none"> 1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary. 2) Support completion of home learning tasks and revision prior to assessments. 3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past
Geography	<p>Year 10s will cover 4 out of 6 topics including:</p> <ul style="list-style-type: none"> -Physical Landscapes -Urban Issues and Challenges -Challenge of Natural Hazards -Resource Management <p>They will also complete their 2 field work trips which form part of paper 3</p>	AQA	<p>End of topic assessments created internally, plus an end of year assessment using past AQA exam papers.</p>	<p>Link to careers on our fieldtrip days</p>	<p>Expand your wider reading:</p> <p>“What has nature done for us?” by Tony Juniper</p> <p>The Prisoners series of books by Tim Marshall</p> <p>‘Factfulness’ by Hans Rosling</p> <p>More can be found here:</p> <p>Wider Reading in Geography - Internet Geography</p>	<ol style="list-style-type: none"> 1) Check they are doing (and help them if needed) with homework and revision. 2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable. 3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.
French	<p>In year 10, students start the GCSE course and focus on one GCSE module per half term, following the Pearson Edexcel exam board.</p> <ol style="list-style-type: none"> 1. Autumn 1 - Module 1 – Free time and online activities 2. Autumn 2 - Module 2 – Relationships 3. Spring 1 – Modules 3 – School 4. Spring 2 – Module 4 – Healthy living 5. Summer 1/2 - Module 5 – Holidays 	Pearson Edexcel	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. Combination of short activities (Read aloud, role play, photocard/conversation) (Summer term – Speaking practice in exam conditions) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of 	<p>Linking Module 3 to the importance of languages for future careers/studies.</p>	<p>European day of languages competition and tutor quiz</p> <p>Biennial trip</p>	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.

			written language 4. Writing component: communicate in writing			
Spanish	<p>In year 10, students start the GCSE course and focus on one GCSE module per half term, following the Pearson Edexcel exam board.</p> <ol style="list-style-type: none"> 1. Autumn 1 - Module 1 – Free time and online activities 2. Autumn 2 - Module 2 – Holidays 3. Spring 1 – Modules 3 – Relationships 4. Spring 2 – Module 4 – Healthy living 5. Summer 1/2 - Module 5 – School 	Pearson Edexcel	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. Combination of short activities (Read aloud, role play, photocard/conversation) (Summer term – Speaking practice in exam conditions) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of written language 4. Writing component: communicate in writing 	<p>Linking Module 5 to future careers with questions such “what will you do to improve in the future”.</p>	<p>European day of languages competition and tutor quiz</p> <p>Biennial trip</p>	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.
Fine Art	<p>In Year 10, students begin with a natural forms project, designed to strengthen their core skills in drawing, composition, and the use of different media such as pencil, ink, paint, and mixed techniques. This project encourages close observation and creativity while building confidence in handling materials.</p> <p>As the year progresses, students move on to a second project based on their own chosen theme, giving them the freedom to explore ideas that reflect their personal interests and strengths. They research relevant artists, experiment with a variety of media, and develop a personal response that demonstrates both technical ability and creative thinking.</p> <p>By the end of the course, students will have a strong foundation in Fine Art, a portfolio of diverse and ambitious work, and the confidence to express their own artistic voice.</p>	AQA	<p>Unit 1: 60% Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> • AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. • AO2 – Experimentation: Explore and refine techniques, materials, and processes. • AO3 – Recording: Document ideas and progress through sketches, notes, and design development. • AO4 – Final Outcome: Produce a finished piece that reflects learning and creativity. 	<ul style="list-style-type: none"> • Illustrator • Graphic Designer • Art Teacher • Animator • Interior Designer • Gallery Curator • Visual Artist • Architect • Advertising • Fashion 	<p>KS4 Art Studio time Tuesday 3-4pm</p> <p>Gallery visit in Summer Term</p>	<p>Encourage Practice: Support sketching and painting at home, especially for the Still Life project.</p> <p>Provide Space & Materials: A quiet area and basic supplies (pencils, paints, paper) help.</p> <p>Talk About Ideas: Ask what inspires them and explore artists online or in galleries.</p> <p>Support Deadlines: Remind them to keep up with coursework for their own-choice project later in the year.</p> <p>Celebrate Creativity: Show interest in their sketchbook and developing portfolio</p>

Drama	<p>Autumn Term: Component 04- Performance and Response- Blood Brothers by Willy Russell – Introduction to Live Theatre Review</p> <p>Spring/Summer Term: Component 01/02- Devising Drama</p> <p>An exploration of various dramatists and theatre practitioners</p> <p>Graded performance in front of an invited audience in the summer term</p>	OCR	<p>C04- Walking-talking mock exam: Part A- Blood Brothers</p> <p>C01/02- Devising drama: portfolio (20%) and performance/design (10%)</p> <p>C04- End of year assessment: Mock final paper</p>	The role of the actor, director, technical and creative theatre designers.	<p>Multiple theatre trips to support live theatre review experience</p> <p>Visiting theatre company workshops</p> <p>LAMDA acting classes</p> <p>After school rehearsal opportunities</p> <p>Summer production</p>	<ol style="list-style-type: none"> 1) Purchase copies of the relevant texts and textbooks 2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production 3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire
Music	<p>Component 1: Performing</p> <p>Component 2: Composing</p> <p>Component 3: Appraising</p> <p>Across the year all components will be started.</p> <p>Area of Study 2 – Music for Ensemble including the set work Badinerie.</p> <p>Areas of Study 3 – Film</p> <p>Area of Study 4 – Pop and Rock including the set work Africa.</p> <p>In Year 10 for the Appraising unit – students will study Music Theory – including notation, key signatures, scales, chord construction.</p> <p>Students will begin one of their composition pieces. (Free choice)</p>	Eduqas	<p>Ongoing in class assessments based on component areas – these will include theory tests, composition tasks, performance opportunities – solo and ensemble.</p> <p>Appraising skills using practice examples and assessments.</p>	<p>Performers</p> <p>Composers- Film, Pop,</p> <p>Sound Engineers</p> <p>Event Planners</p> <p>Military Musicians</p>	<p>KS4 Band Club – Monday afterschool.</p> <p>Singing Club – Tuesday lunchtime</p> <p>Esher Ensemble – Wednesday lunchtime</p> <p>Various performance opportunities – concerts, charity days, community Christmas Fairs, PAPA events and Peripatetic Concers.</p> <p>Students are able to use practice rooms/MIT room at lunchtime or afterschool on request.</p>	<ol style="list-style-type: none"> 1) Support with completing regularly homework 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production at school and outside of school 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire 4.) Encourage regular practice of instruments and provide feedback and performance goals. 5.) Questioning/testing of key vocabulary for this subject using knowledge organisers.

Music Tech	<p>Content area 1: Introduction to music technology and the music business</p> <p>Content area 2: The digital audio workstation (DAW)</p> <p>Content area 3: Musical elements, musical style and music technology</p>	NCFE Level 1/2	NCFE Ongoing in class assessments based on component areas			<p>1) Support with completing half-termly homework projects</p> <p>2) Encourage students to sign up to an extra-curricular club i.e. Choir, Band or the annual production</p> <p>3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire</p>
Core PE	<p>In year 10, students will participate in two different activities every half-term.</p> <p>Autumn and Spring activities include:</p> <ul style="list-style-type: none"> • Badminton • Basketball • Fitness • Handball • Football • Rugby • Table Tennis • OAA • Volleyball <p>Summer activities include:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Pickleball • Rounders • Tennis 	N/A	Assessed as Excellent, Good or Satisfactory Attainment and effort mark 1-4	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p>	<p>Healthy lifestyle – students should aim for an average of at least 60 minutes of physical activity per day across the week. Students should try and join a club in any activity to access physical, emotional and social benefits.</p> <p>Balanced diet – students should maintain a healthy balanced diet throughout the week. Males should consume 2500 calories and females should consume 2000 calories every day. A combination of carbohydrates, proteins and fats alongside a range of vitamins, minerals and fibre. Consume between 6-8 cups of water per day. Avoid high quantities of sugary foods.</p> <p>Sleep – students should be achieving 8 to 10 hours of sleep each night, as tiredness can lead to lack of concentration and irritability.</p>
PE GCSE	<p>In year 10, students will have theory and practical lessons for GCSE PE.</p> <p>Content includes:</p> <p>Component 1: Fitness and Body Systems.</p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data <p>Component 2: Health and Performance.</p> <ul style="list-style-type: none"> • Topic 1: Health, fitness and wellbeing. • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data 	Edexcel Pearson	<p>Grades: 1-9</p> <p>Component 1: Fitness and Body Systems</p> <ul style="list-style-type: none"> • Written examination • 36% of the qualification <p>Component 2: Health and Performance</p> <ul style="list-style-type: none"> • Written examination • 24% of the qualification. <p>Component 3: Practical Performance</p> <ul style="list-style-type: none"> • Non examined assessment. • Internally marked and externally moderated. 	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p> <p>Exam and coursework</p>	<p>Support with homework and revision.</p> <p>Video evidence for component 3 activities that we cannot assess in school (e.g. skiing)</p>

	<p>Component 3: Practical Performance.</p> <ul style="list-style-type: none"> • Skills during individual and team activities • General performance skills • The assessment consists of students completing three physical activities from a set list • One must a team activity • One must be an individual activity • The final activity can be a free choice <p>Component 4: Personal Exercise Programme (PEP). Content overview:</p> <ul style="list-style-type: none"> • Aim and analysis planning • Carrying out and monitoring the PEP • Evaluating the PEP 		<ul style="list-style-type: none"> • 30% of the qualification. <p>Component 4: Personal Exercise Programme</p> <ul style="list-style-type: none"> • Non examined assessment. • Internally marked and externally moderated. • 10% of the qualification. 		intervention.	
Health and Fitness	<p>Students will study the following:</p> <p>Examined assessment (EA) Content areas:</p> <ol style="list-style-type: none"> 1) Structure and function of body systems 2) Effects of health and fitness activities on the body 3) Health and fitness and the components of fitness 4) Principles of training 5) Testing and developing components of fitness 6) Impact of lifestyle on health and fitness 7) Applying health and fitness analysis and setting goals 8) Structure of a health and fitness programme and how to prepare safely <p>Non-examined assessment (NEA)</p> <ul style="list-style-type: none"> • Students design and run a fitness training programme. • Applying the content from the examined assessment. 	NCFE VCERT Level 1/2 Technical Award	<p>Distinction * Distinction, Merit & Pass Level 1 or 2</p> <p>Examined assessment (EA)</p> <ul style="list-style-type: none"> • Written assessment • 40% of the qualification <p>Non-examined assessment (NEA)</p> <ul style="list-style-type: none"> • Internally marked and externally moderated • 60% of the technical award 	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p> <p>Exam and coursework intervention.</p>	<p>Support with homework and revision.</p> <p>Video evidence for component 3 activities that we cannot assess in school (e.g. skiing)</p>
Dance	<p>In year 10, students will have theory and practical lessons for GCSE Dance.</p> <p>Content includes:</p> <p>Component 1: Performance and Choreography</p> <p>Performance</p> <ul style="list-style-type: none"> • Physical skills and attributes • Technical skills • Expressive skills • Mental skills and attributes • Safe working practices <p>Choreography</p> <ul style="list-style-type: none"> • Action content • Dynamic content 	AQA	<p>Component 1: Performance and Choreography</p> <ul style="list-style-type: none"> • Non-examined assessment (NEA) • Internally marked and externally moderated. • Total component 60% <p>Performance</p> <ul style="list-style-type: none"> • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) • 30% of qualification 	<p>Dance artist, performer</p> <p>Dance teacher</p> <p>Choreographer</p> <p>Costume/set designer</p>	<p>Weekly extra-curricular dance club.</p> <p>Dance revision intervention.</p>	<p>Support with homework and revision.</p> <p>Support with performance set phrases practice.</p> <p>Video evidence for performance set phrases.</p>

	<ul style="list-style-type: none"> • Spatial content • Relationship content • Choreographic processes • Structuring devices and form • Choreographic devices • Aural setting • Performance environments • Communication of choreographic intent <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> • Through written communication, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography. • Students must demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology: • Artificial Things, A Linha Curva, Infra, Shadows, Within Her Eyes, Emancipation of Expressionism. 		<p>Choreography</p> <ul style="list-style-type: none"> • Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) • 30% of qualification <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> • Written exam • Internally marked and externally moderated. • Total component 40% • Knowledge and understanding of choreographic processes and performing skills. • Critical appreciation of own work. • Critical appreciation of professional work. 			
3D Design	<p>In Year 10, students begin by exploring natural and man-made structures, using this theme to develop their understanding of form, texture, and construction techniques. This introductory project encourages creativity while building confidence with a range of 3D materials and processes.</p> <p>As the year progresses, students have the opportunity to choose from a variety of themes that reflect their personal interests and strengths. These projects allow them to refine existing skills and experiment with new approaches, working with materials such as clay, wire, wood, and mixed media. Students are encouraged to develop independent ideas, research relevant artists and designers, and produce ambitious outcomes that showcase their creativity and technical ability.</p> <p>By the end of Year 10, learners will have a strong foundation in 3D design, a portfolio of diverse work, and the confidence to work with increasing independence moving into Year 11</p>	AQA	<p>Unit 1: 60% Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> • AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. • AO2 – Experimentation: Explore and refine techniques, materials, and processes. • AO3 – Recording: Document ideas and progress through sketches, notes, and design development. • AO4 – Final Outcome: Produce a finished piece that reflects learning and creativity. 	<ul style="list-style-type: none"> • Product Designer • Furniture Designer • Interior Designer • Architectural Technician • Model Maker • Exhibition Designer • CAD Technician 	KS4 3D Design Monday 3-4pm	<p>Encourage Creativity: Let them sketch ideas or experiment with simple materials for Natural and Man-Made Structures.</p> <p>Provide Space & Materials: Cardboard, wire, or clay can help with practice.</p> <p>Discuss Inspiration: Talk about designers or structures they find interesting for later themes.</p> <p>Support Deadlines: Remind them to keep up with coursework for their chosen theme project.</p> <p>Celebrate Work: Show interest in their models and developing portfolio.</p>

Computing	<p>The course follows includes the following sections:</p> <ul style="list-style-type: none"> • Fundamentals of algorithms • Programming • Fundamentals of data representation • Computer systems • Fundamentals of computer networks • Cyber Security • Relational databases and structured query languages (SQL) • Ethical, legal and environmental impacts of digital technology and wider society, including issues of privacy 	AQA 8525	<p>2 x Exams total 180 Marks</p> <p>Paper 1: Computational thinking and programming skills and is worth 50% of the final mark.</p> <p>Paper 2: Computing concepts 50% of the final mark</p>	<p>Digital Marketing</p> <p>Graphic Designer</p> <p>Content Creator</p> <p>Cybersecurity</p> <p>Social media manager</p> <p>Games Developer</p> <p>Software developer</p> <p>Web Developer</p>		<p>1) Encourage the students to practice their python programming skills and keep up to date with new technologies etc.</p> <p>2) Encourage students to explain how they would break a task into smaller steps (e.g., cooking a meal → list steps → identify decisions/loops).</p> <p>3) Use logic-based games such as Sudoku, chess, or problem-solving apps to strengthen algorithmic thinking.</p> <p>4) Ask them to talk through how they solved a puzzle or problem — explaining steps builds computational thinking.</p> <p>5) Encourage constant revision using flash cards in order to keeps concepts fresh in their minds.</p>
Construction	<p>Projects will be based around different aspects of the building industry, and ensuring the project is planned and meets all health and safety laws and building regulations.</p> <ul style="list-style-type: none"> • Health & Safety in practice, the building industry, construction methods • Carpentry • Electrics • Plumbing 	Eduqas	<p>3x 20% NEAs (Plumbing, electrical, carpentry)</p> <p>40% Terminal exam</p>	<p>Management & Surveying: Site Manager, Quantity Surveyor, Building Surveyor</p> <p>Design & Engineering: Architectural Technician, CAD Technician, Civil Engineer</p> <p>Specialist Roles: Health & Safety Officer, Building Services Engineer</p> <p>Trades: Bricklayer, Carpenter, Plumber, Electrician</p>	Workshop 3-4pm Wednesday	<p>Create a Study Space: Quiet, organized area for coursework.</p> <p>Provide Resources: Calculator, drawing tools, and access to a computer.</p> <p>Encourage Research: Read about construction methods and watch educational videos.</p> <p>Connect to Real Life: Discuss local building projects or home improvements.</p> <p>Support Skills: Practice measurements, basic maths, and simple sketches.</p> <p>Promote Safety: Talk about PPE and site safety.</p> <p>Motivate: Check progress and celebrate achievements.</p>
Photography	<p>In Year 10, students begin with an exciting Portraiture project, where they explore composition, lighting, and camera techniques to capture expressive and creative portraits. This project introduces key photographic skills, including digital editing and presentation, while encouraging students to experiment with different styles and approaches.</p> <p>Later in the year, students move on to a second project titled Human Machine, which challenges them to think conceptually and creatively about the relationship between people and technology. They research relevant photographers and artists, experiment with a range of techniques, and develop a personal response that reflects their ideas and interests.</p> <p>By the end of Year 10, students will have built a strong foundation in photography, developed technical confidence, and produced a portfolio of diverse and imaginative work.</p>	AQA	<p>Unit 1: 60%</p> <p>Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> • AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. • AO2 – Experimentation: Explore and refine techniques, materials, and processes. • AO3 – Recording: Document ideas and progress through sketches, notes, and design development. • AO4 – Final Outcome: Produce 	<ul style="list-style-type: none"> • Photographer (Portrait, Fashion, Events) • Photojournalist • Graphic Designer • Social Media Content Creator • Film & TV Stills Photographer • Forensic or Medical Photographer 	KS4 Studio time Wednesday 3-4pm	<p>Encourage Practice: Suggest taking portraits at home for the Portraiture project.</p> <p>Provide Access: A camera or smartphone and free editing apps (e.g., Snapseed) are useful.</p> <p>Talk About Ideas: Discuss their Human Machine project and explore photographers online.</p> <p>Support Deadlines: Help them stay on track with both projects for their portfolio.</p> <p>Celebrate Progress: Show interest in their images and creative edits.</p>

			a finished piece that reflects learning and creativity.			
Food and Nutrition	<p>Develop independence in practical tasks; refine time management; apply scientific knowledge to cooking; evaluate outcomes critically; demonstrate creativity and resilience.</p> <ul style="list-style-type: none"> Nutritional needs across life stages Food safety and hygiene Food science (functional properties of ingredients) Meal planning Practical cooking skills Sensory analysis Environmental and ethical issues in food production. 	Eduqas	<p>50% Non-Exam Assessment (NEA): 15% NEA 1: Food Science investigation 35% NEA 2: 3 course meal (detailed planning, justification, production and evaluation)</p> <p>50% Written Exam: 1 hour 45 minutes, covering nutrition, food science, and food provenance.</p>	<ul style="list-style-type: none"> Food technologist Nutritionist Dietitian Product developer Food journalist Catering manager Chef Hospitality industry roles 	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> Pop Up Kitchen Open Evening 	<ul style="list-style-type: none"> Encourage practice of recipes at home Discuss healthy eating choices Support organisation of ingredients/equipment Watch cookery programmes together Promote safe kitchen habits Allow students to experiment with family meals.
Hospitality and Catering	<p>Develop independence in practical tasks; apply professional standards; strengthen teamwork and communication; demonstrate resilience under timed conditions; link classroom learning to real-world industry practice.</p> <ul style="list-style-type: none"> Understanding the hospitality and catering industry Food safety and hygiene Menu planning Nutrition Practical food preparation skills Customer service Environmental and ethical considerations in catering. 	WJEC	<p>Unit 1: Written Exam (40%) – 90 minutes, covering the hospitality and catering industry. Unit 2: Controlled Assessment (60%) – practical task including menu planning, preparation, cooking, and evaluation.</p>	<ul style="list-style-type: none"> Chef Catering manager Event planner Hotel and restaurant staff Food service supervisor Nutrition assistant, Hospitality entrepreneur 	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> Pop Up Kitchen Open Evening 	<ul style="list-style-type: none"> Encourage practice of recipes at home Discuss healthy eating and menu planning Support organisation of ingredients/equipment Visit restaurants or catering venues to observe service Promote safe kitchen habits Allow students to experiment with family meals
Citizenship	<p>In Year 10 Citizenship we cover three key Citizenship themes and draw on real life and up to date examples in order to apply our knowledge.</p> <ol style="list-style-type: none"> Theme A: Living Together in the UK Theme B: Democracy at work in the UK Theme C: Law in the UK Theme D: Power and Influence 	Edexcel	<ul style="list-style-type: none"> Autumn: Theme A assessment Spring: Theme B assessment Summer: Paper 1 <p>Students will be assessed on their knowledge, ability to describe, analyse, explain, evaluate and discuss the impact of politics in the UK.</p> <p>Homework set every term for each unit.</p>	<p>Case studies: Migration, School swap, Windrush, Stephen Lawrence, Jury, TikTok murders</p> <p>Analyse: From sir with love</p> <p>Contextualise: Who shall I vote for? / MP for the week / Mafia</p> <p>Contextualise: Mock Parliament, Mock Court</p>	<p>Police</p> <p>Social worker</p> <p>Politician</p> <p>Journalist</p> <p>Investigator</p> <p>Human Resources</p> <p>Charity worker</p> <p>Lawyer / Judge</p> <p>Project Manager</p>	<ol style="list-style-type: none"> Watch, listen or read the news regularly to maintain up to date knowledge of current affairs to provide examples. Discuss their opinions on the news and current affairs. Support with completion of homework and revision using Seneca / Microsoft Teams

Health and Social Care	<p>In Year 10 students study Component 1:</p> <p>A1: Understand human growth and development across life stages and factors that affect it. This includes infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood.</p> <p>A2: Factors affecting growth and development (physical, lifestyle, emotional, social, cultural, environmental, and economic)</p> <p>B1: Understand how individuals deal with life events including different types of life events and coping with change caused by life events.</p>	Pearson Level 1/2	Pearson Level 1 or 2. Component 1 assessment - marked internally. Open book assessment.			1. Support with completion of homework/missed work and revision using Microsoft Teams
Business Studies	<p>Students start the GCSE course and focus on one GCSE module per term,</p> <p>Autumn 1 – Business in the Real World Focus on what a business is, why businesses exist, how they start up, different business types, aims and objectives, and the role of entrepreneurs.</p> <p>Autumn 2 – Business in the Real World Covers how businesses operate, including business planning, growth, location decisions, and the impact of external factors such as competition and the economy.</p> <p>Spring 1 – Influences on Business Examines factors that influence business activity, including technology, ethics, environmental issues, and economic changes.</p> <p>Spring 2 – Influences on Business Looks at legal influences such as employment and consumer law, along with pressures from society and government that affect business decisions.</p> <p>Summer 1 – Business Operations Explores how goods and services are produced, including production methods, quality control, and relationships with suppliers.</p> <p>Summer 2 – Business Operations / Marketing Beginning Completes the operations topic and introduces marketing, covering customer needs and the basics of market research.</p>	AQA	<p>In class assessments End of topic tests 50 minutes x3. Each term. End of year 10 exam- 1 hour 30 minutes covering Business in the real world, influences on business and business operations.</p> <p>GCSE Assessments- end of year 11 Paper 1: Influences of Operations, HRM and Finance</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50% of the GCSE • Topics: Business operations, human resources, finance, and influences on business. <p>Paper 2: Business in the Real World, Marketing and Influences on Business</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50% of the GCSE • Topics: Business in the real world, marketing, and further influences on business. 	<ul style="list-style-type: none"> • Entrepreneur / Small Business Owner • Marketing manager • Finance analyst • Human Resources • Retail Manager • Accounting 	Intervention 3-4 Thursdays	<p>Talk about real businesses, such as shops, adverts, and brands, and how they attract customers or make money.</p> <ul style="list-style-type: none"> • Encourage reading short news articles related to business, money, or the economy. • Practise key business terms together using flashcards or quick quizzes. • Discuss everyday money matters like shopping, budgeting, and comparing prices. • Provide a quiet, calm study space for homework, revision, and assessment preparation.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creative Media Production</p>	<p>In year 10 we complete Component 1 where students learn about media products, their purpose and audiences.</p> <p>Studying through the medium of film and TV, we cover a wide variety of genres and theorists: From how products are made to create meaning to how they are received, we cover all aspects of modern and historical media forms.</p>	<p>Pearson</p>	<p>Level 1 & 2 BTech</p> <p>Component 1: Media research techniques (internally assessed)</p>	<p>Vocational course:</p> <p>Media researcher.</p> <p>Media analyst.</p> <p>Media production.</p> <p>(of print, audio/visual & Interactive media products).</p> <p>Content creator.</p> <p>Media commentator.</p> <p>Media Teacher.</p> <p>Graphic design.</p> <p>Sound engineering.</p> <p>Broadcaster.</p> <p>Camera operator.</p>	<p>Equipment is available for students to use for extra-curricular projects (eg. Xmas Charity Song).</p>	<p>Consumption of media products.</p> <p>Applying analysis to recreational media consumption.</p>
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