

Subject	Overview
Mathematics	Students will study the following: • Algebraic Manipulation: Students will consolidate their understanding of key algebraic techniques including substitution; using laws of indices; and expanding and factorising into a single bracket. This recap module will form the foundation for new concepts studied in later modules. • Equations, Inequalities and Formulae: In this module, students will learn how to solve more complex equations and inequalities, such as equations involving fractions or variables on both sides of the equation. Later in this module, students will use these skills to rearrange complex mathematical formulae. • Quadratic Expressions and Equations: Students will learn how to factorise quadratic expressions in order to eventually be able to solve quadratic equations. • Homework: Sparx Maths homework will be set weekly throughout this half term, set on a Monday and due to the following Monday. • Assessment: w/c 28th September – Algebraic Manipulation End of Unit Assessment w/c 12th October – Equations, Inequalities and Formulae End of Unit Assessment
English	Students will study the following: • 2 lessons a week exploring the themes, character and plot in A Christmas Carol by Charles Dickens. They will also start to develop their essay planning and writing skills. • 2 lessons a week will be focused on developing their skills in exploring a range of creative writing and developing their own creative writing in line with GCSE English Language Paper 1. Homework: Weekly Seneca tasks Assessment: • Week 3: Analysis of Scrooge at the beginning of Stave 1 • Week 5: Language Paper 1 Q4
Science	Students will study the following: • Biology: Triple & Combined- Drug Development- Students learn how drugs are discovered (traditionally from plants/microbes) and why they must be tested for safety, efficacy, and dose. They describe preclinical testing (cells, tissues, animals, models), clinical trials on healthy volunteers then patients, and the use of placebos and double-blind trials to avoid bias. Plant Biology: Students will continue to explore the functions of plants. They will the structural adaptations to their functions, and they transport substances into, around and out of a plant. • Chemistry: Triple & Combined- Structure and Bonding, Macromolecules: Students learn about different types of bonding, including ionic, covalent, and metallic bonding. They study the properties of substances with these bonds, such as melting and boiling points, conductivity, and the structure of materials. Students will continue to learn about how atoms chemically combined to make different structure types. Students will also be introduced to the idea of macromolecules, which are giant structures such as diamond and graphite. • Physics: Triple- Space Physics: Students learn about the important elements in our Solar System, explore the life cycle of a star and learn the similarities and distinctions between the planets, their moons, and artificial satellites. They question how scientists are able to use observations to arrive at theories such as the Big Bang theory. Combined- Circuits: Students learn about electric current, charge, potential difference, and resistance. They study series and parallel circuits, Ohm's Law, and I–V characteristics of components like diodes and filament lamps. The topic includes practical investigations to develop skills in measuring current and voltage, constructing circuits, and analysing data. Students also explore domestic electricity and safety features in household wiring.

	Homework: Students will complete quizzes on Seneca assigned by their class teacher. This will be set every Monday and due every Sunday.
German	Students will study the following: • Family and relationships: Students will achieve an understanding of vocabulary to describe family members, pets and relationships. They will also learn how to give positive and negative opinions with justifications. • Grammar: Students will revise and develop word order with different sentence starters. They will develop perfect tense and future time frames from Year 9 study. Homework: This will be vocabulary based and set weekly. Summative assessment of this topic will be next half term and will be Writing and Translation.
French	Students will study the following: • Healthy lifestyle: Students will achieve an understanding of vocabulary to describe food and drink, sports and unhealthy habits. They will also learn how to give positive and negative opinions with justifications. • Grammar: They will develop perfect tense and future time frames from Year 9 study. Homework: This will be vocabulary based and set weekly. Summative assessment of this topic will be next half term and will be Writing and Translation.
Geography	Students will study the following: 'Changing cities' • Urbanisation- students will understand the process of urbanisation across the globe and in the UK. Linking in with how past events have led to the growth of global cities- industrialisation. • Students will be able to describe and understand the population distribution across the globe. The case study's of urban change that the students will investigate are Liverpool and Mumbai. Assessment: GCSE question paper, in the last two weeks of term before HT.
History	Students will study the following: <u>Section 1: Medieval Medicine 1250-1500</u> • Hippocrates and Galen: The 4 humours • The influence of the Medieval Church • Medieval Treatments • Case Study: The Black Death • Explaining the extent of change (Q4) • <u>Section 2: Renaissance Medicine 1500-1700</u> • Anatomy: Vesalius and Harvey • Diagnosis: Sydenham • Renaissance Treatment • Case Study: The Plague • Comparing the Black Death and The Plague Q3 • <u>Section 3: 18th and 19th Century Medicine 1700-1900</u> • Context of the Industrial Revolution and Jenner's discover of vaccinations • Case Study: John Snow & Cholera • Pasteur & Germ Theory • Koch: Developing Germ Theory • Surgery: Lister and Simpson
Religious Studies GCSE	Students will study the following: Relationship and families

	• Nature and purpose of marriage: Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc. • Cohabitation & Same sex marriage: Students should understand how cohabitation is different to marriage, can understand how religions respond to cohabitation, to know the religious attitudes towards same-sex marriage. • Divorce: Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage. Students should consider arguments put forward against and favour of divorce based upon ethical considerations. • Nature of Families: Students should know and understand the key terms extended family and nuclear family. Students should understand how the nature of families have changed in society and should consider what counts as a family. • Purpose of Families: Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in. • Contemporary family issues: Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy. • The roles of men and women: Students should know and understand religious teachings, beliefs and attitudes about gender roles. This will include how those roles are changing over time as religions re-assess their views.
PSHE	Students will study the following: Exploring world issues • International organisations- understanding the scope of international organisations, the roles they provide, and the skills required to work in them. • Peace, war and conflict- understanding why conflict occurs and what the impact can be. • Human rights- learning about how human rights can be impacted by war. • Aid and supporting other countries- describe a variety of ways countries can help and support each other and evaluate what support networks are available to those in need. • Striking and trade unions- understanding their existence and purpose and the various reasons for strike. • Women's rights and equality- to explore the changing role of women in the 20th century and its relevance today. • Fair trade and free trade- understanding the difference, to evaluate the pros and cons of both.
PE	Students will study the following: • Girls Group 1: Badminton Leadership • Girls Group 2: Basketball and Aesthetic Activity • Boys group 1 and 2: Rugby Union and Football
GCSE PE	Students will study the following: • Components of fitness, Fitness testing and Methods of training. • Practical: Handball and Climbing. Homework: To complete exam questions on ever learner and attend extra-curricular clubs in their chosen sports.
Sports Studies	Students will study the following: • The students will be starting with their R187 assignment where they will be planning and participating in Ghyll Scrambling. The trip is on the 29th September (RIN class) and 30th September (LWB class).
Health and Social Care	Students will study the following: R033 Task 1

	- The students will be studying about life stages and PIES development through the different life stages. - The deadline for Task 2A is 13th October 2023. Homework: Seneca and coursework prep work.
Music	Students will study the following: Listening and Appraising music - Elements of Music using MAD T-SHIRT – Melody, Articulation, Dynamics, Texture, Structure and Form, Harmony, Instrumentation, Rhythm, Tempo and Time Signature - Listening to and Appraising music – exam style questions Composition 1 Analysing composition skills - How to compose using your instrument - Ideas for the purpose of your composition Solo performance - Listening to students play their instrument - Making decisions on a song you would like to continue to study during the course
Performing Arts	Component 2 -Developing Skills and Techniques Students will work on their chosen performance area for component 2. They will focus on developing specific techniques for either dance, acting or musical theatre. As a small group in their chosen discipline area, they will learn a piece of professional repertoire that link to a practice exam brief from Pearson's. Performance of both skills' development exercises 1, 2, and their professional repertoire performance. All practical assessment work will be videoed as practice evidence for component 2. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.
Art	Students will study the following: Art Journal Project - Students will be given a series of titles and media and will work independently to create a portfolio based on this. - Pencil drawing, - Pen drawing, - Watercolour pencil crayon, - Ink, - Oil pastel. Homework: Artist research Project based on either Jose Naranja or Frida Kahlo.
Textiles	Textiles Students will study the following: How to set up a sewing machine, adjust tensions, change footers and dropping feeder dogs and bobbin filling. How to sew straight and zig zag stitches and free motion sewing. The use of solufleece, bond-a-web and interfacings. Outline of how to research an artist and how to present it. Students will research Meredith Woolnough and present this in their sketch book. Free motion machine embroidery a Ginko Bilboa leaf colour study using Angelina fibres and solufleece. Half term homework. Students will research the textiles artist Viktor and Rolfe (2016 collection) and present this in their sketch book ready to begin gathering and weaving samples of work in the 2nd half term.
Design and Technology	Students will study the following:

	Skills Project - Jewellery • Research into themes and how to present this creatively. • Profiling a real client. • Creating 2D and 3D solutions using an iterative design process using a range of design strategies both sketching by hand and computer aided design. • Using CAD/CAM to product moulds and formers. • Creating a range of small-scale products to explore skills and techniques. To include Vacuum forming, resin casting, laser cutting, pewter casting. Theory – Unit 1 PG Online AQA – New and Emerging Technologies: Industry and Enterprise Sustainability & the Environment People, Culture & Society Production Techniques & Systems Informing Design Decisions End of Unit Test Homework: Homework: Unit 1 low stakes quizzes – Seneca. Final, end of unit test. Completion of mock NEA research pages: Client profile, moodboard, design ideas.
Computer Science	Students will study the following: Topic Overview • Computer Systems. • Computational thinking. • Basics of programming. This format is structured to provide a clear overview of the curriculum, assessments, and educational rationale for Year 10 Computer Science during the first term. Why this? • Establishes the foundation for GCSE Computer Science by introducing core topics that will be built upon in subsequent terms. Why now? • Early exposure to essential computational thinking and binary systems prepares students for more complex concepts in later terms. • Homework/ Assessment: • End of term test covering system architecture, and computational thinking. • Formative assessment after each topic. • Weekly problem sets focusing on systems and programming.
Business Studies	Students will study the following: 1.1 The role of business enterprise and entrepreneurship 1.2 How new business ideas come about 5.1 Revenue costs and profit 1.3 Risk taking 1.4 Business Plans 1.5 Business Growth 1.6 Ownership

	1.7 Liability Homework: Mean Business booklet/ SENECA / Past exam questions/ Calculation sheets / Key terms activities Assessment: Data Responses will take place under exam conditions during lesson time.
Enterprise	Students will study the following: Component 2: Planning and pitching an Enterprise activity Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will then create an idea for a micro business to suit the exam brief, craft a business plan, pitch to an audience and reflect on their feedback. Learning outcome A: Choosing ideas for a micro-enterprise A1 Generate innovative ideas A2 Plan for a micro-enterprise Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements B1 Production of presentation B2 Delivery of presentation Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements C1 Review of presentation Homework: SENECA/ Key Terms research/ Research into enterprise idea.
Hospitality and Catering	Students will study the following: 2.3 The skills and techniques of preparation, cooking and presentation of dishes. 2.3.1 How to prepare and make dishes 2.2.3a Food safety practices 2.2.3b Food safety practices 2.3.3c Food safety practices 1.3 Health and safety in hospitality and catering 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food safety Assessment: 2.3.3 End of topic test Homework: Future Chef Competition / Practice Exam Questions
Construction	Students will begin with a baseline task to recall design techniques taught in year 9. They will then be preparing to study for component 2 their first assessment which counts towards their final Year 11 grade. We will be carrying out a series of wood joints to practice accuracy and skill when using tools and machinery. Students will also be writing mock risk assessments in preparation for their assessment. Component 2 – Construction in Practice -(Term 2) In this component, students will be asked to construct an artefact. The specification for the product will be provided by the exam board. Students will be expected to demonstrate safe working practices, accurate measuring and the correct use of all tools and machinery to produce an accurate and well finished artefact. Students will also be asked to complete a detailed risk assessment highlighting workshop hazards and proposing control measures. Component 1 – Exam Content

	Students will continue to cover exam in preparation for the final Year 11 exam. This half term they will study: Section A: Strength and Stability Fire Resistance Thermal Resistance Sound Reduction & Absorption Water Resistance Sustainability Forms of Low Rise Construction
Creative iMedia	Students will study the following: R094 – Visual Identity and Digital Graphics • Students will revise some of the content they have been taught about how to plan and create visual identities and digital graphics. They will refresh their use of software (Canva and Photopea) in order to be able to carry this out. • Students will design, create, save and export a visual identity and digital graphic product to meet a client brief. This will be their NEA for this unit and is worth 25% of their final grade.