

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Algebraic Manipulation:</b> Students will consolidate their understanding of key algebraic approaches 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.</li> <li>• <b>Equations, Inequalities and Formulae:</b> 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.</li> <li>• <b>Quadratic Expressions and Equations:</b> Students will learn how to factorise quadratic expressions in order to eventually be able to solve quadratic equations.</li> <li>• <b>Percentages:</b> This unit builds on students' understanding gained in KS3. Students will be reminded of non-calculator methods for finding percentage change as well as finding the original amount given a percentage change. However, this module will largely focus on using calculator methods to solve percentage problems, building towards repeated percentage change and solving problems involving simple and compound interest.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set weekly throughout this half term, set on a Monday and due to the following Monday.</p> <p><b>Assessment:</b>  w/c 22<sup>nd</sup> September – Algebraic Manipulation End of Unit Assessment  w/c 6<sup>th</sup> October – Equations, Inequalities and Formulae End of Unit Assessment</p>
<b>English</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Homework:</b> Weekly Seneca tasks</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Week 3: Analysis of Scrooge at the beginning of Stave 1</li> <li>• Week 5: Language Paper 1 Q4</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Triple &amp; Combined- Plant Biology:</b> 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. <b>Triple only- Biological rates of reaction:</b> This topic explores enzyme molecules and their activity in temperature and pH changes. Students learn about the effects of temperature, light intensity, carbon dioxide concentration, and chlorophyll on photosynthesis rate.</li> <li>• <b>Chemistry: Triple &amp; Combined- Structure and Bonding, Macromolecules:</b> 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.</li> <li>• <b>Physics: Triple- Space Physics:</b> 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. <b>Combined:</b> Students learn about electric current, charge, potential difference, and resistance. They study</li> </ul>

	<p>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.</p> <p><b>Homework:</b> Students will complete quizzes on Seneca assigned by their class teacher.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Family and relationships:</b> 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.</li> <li>• <b>Grammar:</b> Students will revise and develop word order with different sentence starters. They will develop perfect tense and future time frames from Year 9 study.</li> </ul> <p><b>Homework:</b> This will be vocabulary based.</p> <p><b>Summative assessment</b> will be next half term and will be Writing and Translation.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Healthy lifestyle:</b> 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.</li> <li>• <b>Grammar:</b> They will develop perfect tense and future time frames from Year 9 study.</li> </ul> <p><b>Homework:</b> This will be vocabulary based.</p> <p><b>Summative assessment</b> will be next half term and will be Writing and Translation.</p>
Geography	<p>Students will study the following:</p> <p><b>The UK changing landscapes- River landscapes and processes</b></p> <ul style="list-style-type: none"> <li>• <b>Key idea:</b> A variety of physical processes interact to shape coastal landscapes. The physical processes at work on the coast: weathering, erosion, transportation and deposition. How the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion and retreat, and impact on landforms and landscape.</li> <li>• <b>Key idea:</b> Coastal erosion and deposition create distinctive landforms within the coastal landscape. The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. The role of depositional processes in the development of landforms: bars, beaches and spits.</li> <li>• <b>Key idea:</b> Human activities can lead to changes in coastal landscapes which affect people and the environment. How human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. The advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groynes and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes.</li> <li>• <b>Key idea:</b> Distinctive coastal landscapes are the outcome of the interaction between physical and human processes. The significance of the location of one named distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change</li> </ul> <p><b>Homework:</b> A mixture between SENCA, extended questions and Podcasts.</p>
History	<p>Students will study the following:</p> <p><u>Section 1: Medieval Medicine 1250-1500</u></p> <ul style="list-style-type: none"> <li>• Hippocrates and Galen: The 4 humours</li> <li>• The influence of the Medieval Church</li> <li>• Medieval Treatments</li> <li>• Case Study: The Black Death</li> <li>• Explaining the extent of change (Q4)</li> <li>• </li> </ul> <p><u>Section 2: Renaissance Medicine 1500-1700</u></p> <ul style="list-style-type: none"> <li>• Anatomy: Vesalius and Harvey</li> </ul>

	<ul style="list-style-type: none"> <li>• Diagnosis: Sydenham</li> <li>• Renaissance Treatment</li> <li>• Case Study: The Plague</li> <li>• Comparing the Black Death and The Plague Q3</li> <li>•</li> </ul> <p><u>Section 3: 18th and 19th Century Medicine 1700-1900</u></p> <ul style="list-style-type: none"> <li>• Context of the Industrial Revolution and Jenner's discover of vaccinations</li> <li>• Case Study: John Snow &amp; Cholera</li> <li>• Pasteur &amp; Germ Theory</li> <li>• Koch: Developing Germ Theory</li> <li>• Surgery: Lister and Simpson</li> </ul>
Religious Studies	<p>Students will study the following:</p> <p><b>Relationship and families</b></p> <ul style="list-style-type: none"> <li>• <b>Nature and purpose of marriage:</b> 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.</li> <li>• <b>Cohabitation &amp; Same sex marriage:</b> 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.</li> <li>• <b>Divorce:</b> 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.</li> <li>• <b>Nature of Families:</b> 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.</li> <li>• <b>Purpose of Families:</b> 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.</li> <li>• <b>Contemporary family issues:</b> Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy.</li> <li>• <b>The roles of men and women:</b> 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.</li> </ul>
PSHE	<p>Students will study the following:</p> <p><b>Exploring world issues</b></p> <ul style="list-style-type: none"> <li>• International organisations- understanding the scope of international organisations, the roles they provide, and the skills required to work in them.</li> <li>• Peace, war and conflict- understanding why conflict occurs and what the impact can be.</li> <li>• Human rights- learning about how human rights can be impacted by war.</li> <li>• 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.</li> <li>• Striking and trade unions- understanding their existence and purpose and the various reasons for strike.</li> <li>• Women's rights and equality- to explore the changing role of women in the 20th century and its relevance today.</li> <li>• Fair trade and free trade- understanding the difference, to evaluate the pros and cons of both.</li> </ul>
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Girls Group 1: Badminton Leadership</li> <li>• Girls group 2: Basketball and Aesthetic Activity</li> </ul>

	<ul style="list-style-type: none"> <li>Boys group 1 and 2: Rugby Union and Football</li> </ul>
<b>GCSE PE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>Components of fitness, Fitness testing and Methods of training.</li> <li>Practical: Handball and Climbing.</li> </ul> <p><b>Homework:</b> To complete exam questions on ever learner and attend extra-curricular clubs in their chosen sports.</p>
<b>Sports Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>The students will be starting with their R187 assignment where they will be planning and participating in Ghyll Scrambling. The trip is on the 29<sup>th</sup> September (RIN class) and 1<sup>st</sup> October (LWB class).</li> </ul>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <p><b>R033 Task 1</b></p> <ul style="list-style-type: none"> <li>The students will be studying about life stages and PIES development through the different life stages.</li> <li>The deadline for Task 2A is 13<sup>th</sup> October 2023.</li> </ul> <p><b>Homework:</b> Seneca and coursework prep work.</p>
<b>Music</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>Introduction to the course – information of each unit of study</li> <li>Listening and Appraising music</li> <li>Start of Composition 1 – looking at composition skills</li> </ul> <p>Solo performance ideas – listening to students play their instrument.</p>
<b>Performing Arts</b>	<p><b>Component 2 -Developing Skills and Techniques</b></p> <p>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.</p> <p>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.</p>
<b>Art and Art Textiles</b>	<p>Students will study the following:</p> <p><b>Art Journal Project</b> - Students will be given a series of titles and media and will work independently to create a portfolio based on this.</p> <ul style="list-style-type: none"> <li>Pencil drawing,</li> <li>Pen drawing,</li> <li>Watercolour pencil crayon,</li> <li>Ink,</li> <li>Oil pastel.</li> </ul> <p><b>Homework:</b> Artist research Project based on either Jose Naranja or Frida Kahlo.</p> <p><b>Textiles</b></p> <p>Students will study the following:</p> <p>How to set up a sewing machine, adjust tensions, change footers and dropping feeder dogs and bobbin filling.</p> <p>How to sew straight and zig zag stitches and free motion sewing.</p> <p>The use of solufleece, bond-a-web and interfacings.</p> <p>A teacher led project 'Creatures' will be introduced including an outline of how to research an artist and how to present it.</p> <p>Students will research <b>Susan Rangel</b> and present this in their sketch book.</p> <p>A free motion machine embroidery bowl using Angelina fibres and solufleece will be created.</p>

	<p><b>Half term homework.</b> Students will research the textiles artist <b>Jo Hill</b> and present this in their sketch book ready to begin an applique piece of work in the 2<sup>nd</sup> half term.</p>
Design and Technology	<p>Students will study the following:</p> <p>Section A, B, C Mock NEA – Context Storage</p> <ul style="list-style-type: none"> <li>• Research into the work of others to inspire storage design ideas.</li> <li>• Analysis of existing product solutions.</li> <li>• Profiling a real client and real-world problems and solutions.</li> <li>• Writing a Brief &amp; Specification</li> <li>• Creating 2D and 3D solutions using an iterative design process using a range of design strategies both sketching by hand and computer aided design.</li> <li>• Theory – Unit 1 PG Online AQA – New and Emerging Technologies:</li> </ul> <p>Industry and Enterprise Sustainability &amp; the Environment People, Culture &amp; Society Production Techniques &amp; Systems Informing Design Decisions End of Unit Test</p> <p><b>Homework:</b> Unit 1 low stakes quizzes – Seneca. Final, end of unit test. Completion of mock NEA research pages - Product Analysis and Client profile, Brief Specification.</p>
Computer Science	<p>Students will study the following:</p> <p><b>Topic Overview</b></p> <ul style="list-style-type: none"> <li>• Data Representation.</li> <li>• Computer Systems.</li> <li>• Computational thinking.</li> <li>• Basics of programming.</li> </ul> <p>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.</p> <p><b>Why this?</b></p> <ul style="list-style-type: none"> <li>• Establishes the foundation for GCSE Computer Science by introducing core topics that will be built upon in subsequent terms.</li> </ul> <p><b>Why now?</b></p> <ul style="list-style-type: none"> <li>• Early exposure to essential computational thinking and binary systems prepares students for more complex concepts in later terms.</li> <li>•</li> </ul> <p><b>Homework/ Assessment:</b></p> <ul style="list-style-type: none"> <li>• End of term test covering binary systems, data representation, and computational thinking.</li> <li>• Formative assessment after the data representation taught.</li> <li>• Weekly problem sets focusing on binary conversions and simple algorithms.</li> <li>• Enrichment projects on creating flowcharts and simple programming tasks.</li> </ul>
Business Studies	<p>Students will study the following:</p> <p>1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 2.1 Role of marketing 3.1 Role of HR 5.1 Role of finance function 5.2 Sources of finance</p> <p><b>Homework:</b> SENECA / Past exam questions/ Calculation sheets / Key terms activities <b>Assessment:</b> Data Responses will take place under exam conditions during lesson time.</p>
Enterprise	<p>Students will study the following:</p> <p>Component 2: Planning and pitching an Enterprise activity</p>

	<p>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.</p> <p>Learning outcome A: Choosing ideas for a micro-enterprise  A1 Generate innovative ideas  A2 Plan for a micro-enterprise</p> <p>Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements  B1 Production of presentation  B2 Delivery of presentation</p> <p>Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements  C1 Review of presentation</p> <p><b>Homework:</b> SENECA/ Key Terms research/ Research into enterprise idea.</p>
<b>Hospitality and Catering</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Health and Safety in hospitality and catering provision</li> <li>• Food Safety</li> <li>• Food Safety Practices – including personal hygiene for food workers.</li> </ul> <p><b>Assessment:</b> Food Hygiene Certificate  <b>Homework:</b> Future Chef Competition</p>
<b>Construction</b>	<p>Students will study the following: Sept- will begin their understanding and practice selected wood working joints and risk assessment. Firstly, they will make their own piece of equipment which will be used regularly during the first official component. This assessment will begin Feb 25. Homework is to ensure you fully understand how to construct the required wood joints.</p>
<b>Creative iMedia</b>	<p>Students will study the following:</p> <p><b>R094 – Visual Identity and Digital Graphics</b></p> <ul style="list-style-type: none"> <li>• 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 (Photoshop/Photopea/Illustrator/Inkscape) in order to be able to carry this out.</li> <li>• 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.</li> </ul> <p><b>Homework:</b> Complete R094 Homework booklets, Topic 1, 2 &amp; 3 to be completed over Term 1.</p>