

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Straight Line Graphs: Students will build on simple graphical analysis by being introduced to more algebraic methods to interpret graphs they have seen in previous years. Students will be able to represent linear equations and inequalities on a graph as well as finding the equation of a line from a graph of given information. • Probability: In this module students will revisit key terminology associated with probability. They will be able to identify independent and dependent events and use tree diagrams to calculate the probability of more than one event happening. • Rounding and Estimating: Students will recap how to round numbers to decimal places and significant figures before applying this to estimating calculations and finding the error interval for a rounder number or calculation. • Perimeter, Area and Volume: In this module students will be revisit key the geometrical constructs of perimeter and area. Building on this they will be able to find the surface area and volume of a range of common 3D shapes, included truncated or compound 3D shapes. <p>Homework: Homework will be set weekly, Monday to Monday on Sparx Maths.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • w/c 12/01/2026 – Non-Calculator Methods End of Unit Assessment. • w/c 26/01/2026 – Straight Line Graphs End of Unit Assessment. • w/c 02/02/2026 - Probability End of Unit Assessment.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 3 lessons: Exploration of Shakespeare's tragic play 'Romeo and Juliet'. Students will explore the context in which the play was written to develop their understanding of Shakespeare's intentions in writing the play. They will analyse and evaluate Shakespeare's use of language and methods and explore themes and characters. • 1 lesson: Students will continue to develop their skills for English Language paper 1 <p>Homework: Weekly Seneca .</p> <p>Assessment: Act 1 of <i>Romeo and Juliet</i>.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Triple Ecology- Students continue to learn how humans impact the environment, how biomass gets transferred through ecosystems and the carbon, nitrogen and water cycles. They go on to explore how the carbon cycle links back to respiration and photosynthesis from earlier topics and the nitrogen cycle links back to the production of proteins in the organisation unit. Combined: Drug development - students explore the journey of creating new medicines, from initial discovery to market release. They learn how drugs originate from natural sources like plants and microorganisms and understand the rigorous process of drug development. This includes preclinical testing on laboratory cells and animals, followed by carefully controlled clinical trials involving human volunteers. Students study the critical stages of testing for efficacy, safety, and appropriate dosage, including the use of placebos and double-blind trial methods. The curriculum emphasizes the importance of scientific methodology in ensuring new medications are safe and effective before being approved for widespread medical use. • Chemistry: Electrolysis - Students learn about electrolysis of molten and aqueous compounds. They study electrode processes, ion movement, half equations, and product prediction. The curriculum covers applications like metal extraction and industrial uses. Students also explore factors affecting electrolysis and conduct practical experiments to reinforce their understanding. Energy Changes- Students explore exothermic and endothermic reactions, understanding how energy is transferred during chemical

	<p>processes. They learn to interpret and draw energy level diagrams and reaction profiles, including the concept of activation energy. The curriculum covers bond breaking and formation, teaching students to calculate overall energy changes using bond energies. Practical work includes measuring temperature changes in reactions. Triple - Students also study chemical cells and fuel cells, understanding their applications and environmental implications.</p> <ul style="list-style-type: none"> • Changing Energy & Thermodynamics: Students in both Combined and Triple Physics learn about energy transfers, conservation of energy, and internal energy changes due to temperature or state alterations. They study specific heat capacity to calculate energy changes during heating and cooling, as well as specific latent heat for state changes. Triple Physics students extend their knowledge to include energy changes in chemical reactions, such as exothermic and endothermic processes, and bond energy calculations. Practical experiments and mathematical applications are emphasized throughout to deepen understanding of these thermal physics concepts. <p>Homework: Students must complete weekly assigned quizzes on Seneca.</p> <p>Summative assessment WC: 20/04/2026</p>
French	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • Travel and tourism: Students will achieve an understanding of vocabulary to describe different holiday destinations and activities. They will also develop giving positive and negative opinions. • Grammar: Students will develop conditional verbs and past tense to add complexity to their writing. <p>Homework: Homework will be set on Seneca three times throughout the half term.</p> <p>Summative assessment will be building on skills from assessment in HT2.</p>
German	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • Home and local area: Students will achieve an understanding of vocabulary to describe different areas, places in town, transport and activities at home. They will also develop giving positive and negative opinions. • Grammar: Students will develop conditional verbs and past tense to add complexity to their writing. <p>Homework: Homework will be set on Seneca three times throughout the half term.</p> <p>Summative assessment will be building on skills from assessment in HT2.</p>
Geography	<p>Students will study the following:</p> <p>'Changing cities'</p> <ul style="list-style-type: none"> • 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. <p>Assessment: GCSE question paper, in the last two weeks of term before Christmas.</p> <p>Homework: Seneca assessment questions.</p>
History	<p>Students will study the following:</p> <p><u>The Cold War 1941- 1991</u></p> <p><u>Section 1: The origins of the Cold War 1941-58</u></p> <ol style="list-style-type: none"> 1. Introduction to the Cold War 2. Conferences: Tehran, Yalta and Potsdam 3. Soviet Expansion in Eastern Europe 4. US actions 1945-47 (Truman Doctrine and Marshall Aid) 5. Berlin Blockade- Content 6. Berlin Blockade- Narrative & Importance Questions (Q2 & Q3) 7. Arms Race and the Space Race 8. Hungarian Uprising (cause and events) 9. Hungarian Uprising (consequences) 10. Consolidation of learning

	<p>Section 2: Cold War crises 1958-70</p> <p>11.Berlin Crisis 12.Berlin: Narrative (Q2) 13.Berlin: importance and consequences (Q1&Q3) 14.Bay of Pigs (causes of the Cuban Missile Crisis) 15.13 days (events of the Cuban Missile Crisis) 16.Cuban Missile Crisis (consequences) 17.Prague Spring Reforms (causes of Soviet Invasion of Czechoslovakia) 18.Invasion of Czechoslovakia (events and consequences) 19. Consolidation of learning</p> <p>Homework: Seneca on the cold war; revision resource creation; exam question planning; exam question practice.</p> <p>Assessment: Previous Topic (Medicine) Assessment.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Peace and Conflict</p> <ul style="list-style-type: none"> • Terrorism • Reasons for war • WOMD with mid unit assessment • Just War • Holy War • Pacifism • Peace-making in the 21st Century • Victims of War • End of Unit Assessment <p>Assessment: 12 mark exam style question enquiring on the causes of war.</p> <p>Homework: Research Project on Peacemakers.</p>
PSHE	<p>Students will study the following:</p> <p>Health and wellbeing: students will be studying about screen time, child sexual abuse, mental health illnesses, self-harm, suicidal thoughts and feelings, and promoting emotional wellbeing.</p>
PE	<p>Students will study the following:</p> <p>Year 10 Girls: 3 weeks of student voice Basketball (Set 1) and Netball (Set 2)</p> <p>Year 10 Boys</p> <ul style="list-style-type: none"> • Mr Ingham X class - Student voice and Netball. • Mr Webb and Mr McCann X class - Student voice and Handball. • Mr Webb Y class - Student voice and Handball. • Mr Ingham Y Class - Student voice and Football.
GCSE PE	<p>Students will study the following:</p> <p>Training methods, principles of training and bones/muscles.</p> <p>Practical: Badminton/handball and trampolining.</p> <p>Homework: completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p>Assessment: Topic test at the end of Jan.</p>
Sports Studies	<p>Students will study the following:</p> <p>Year 10 OCR Sport</p> <ul style="list-style-type: none"> • Mr Webb's group = Students will be completing their final task in the unit R187. This unit is to be submitted at the end of January and students will have time to finish topic area 3 and then will complete improvements for task 1,2 and 4. Intervention will run on Tuesday after school and Wednesday lunch time for students to utilise support.

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Music	<p>Students are working on listening and appraising.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Composition 1 work is ongoing in lessons as part of the coursework and is free choice.</p> <p>Use of MADTSHIRT.</p> <p>Homework:</p> <p>Students need to be practising daily, working towards a solo and ensemble performance.</p> <p>Students need to be working on their composition at home</p> <p>There are also theory booklet tasks for homework</p>
Performing Arts	<p>Pearson's Assessment- Component 2 -Developing Skills and Techniques</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 the 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 evidence for component 2 Aim A. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.</p> <p>Homework- Students will be set task to rehearse their chosen performances working on developing technical and expressive skills. They will also complete written tasks to help set targets and reflect on their development as a performer.</p>
Art	<p>Students will continue to work on their Art Journal Project; each week they will be given a different theme with a specific art material to use – this term students will be creating the following -</p> <ul style="list-style-type: none"> • Film – Pencil Crayon • Book – Fine Liner • Words – Pen • Songs – Press Print • Self Portrait – collage • Annotations <p>Homework:</p> <ul style="list-style-type: none"> • Collect images to work from based on the above themes. • Artist Research Project on either Chandler O'Leary, Guillermo Del Toro. • Artist Research Project on Andy Warhol portraits. <p>Assessment: Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p>
Art Textiles	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Screen printing and 2d design presentations. • Colour studies evaluation.. • Extending colour studies with embellishments. • Generating design ideas for final piece. <p>Assessment: Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p> <p>Homework: Each week students will be expected to spend at least an hour on their NEA.</p>
Design and Technology	<p>Students will be continuing to study the following:</p> <p>Section D, E and F Mock NEA – Context Storage</p> <ul style="list-style-type: none"> • Developing design ideas • Realising design ideas

	<ul style="list-style-type: none"> • Analyse and Evaluate <p>Theory - Completion of – Unit 2 PG Online AQA – Energy, Materials, Systems and Devices:</p> <ul style="list-style-type: none"> • Composite Materials & Technical Textiles • Systems Approach to Designing • Electronic Systems Processing • Mechanical Devices • Summative Assessment - End of Unit Test <p>Unit 3 PG Online AQA – Materials</p> <ul style="list-style-type: none"> • Papers and Boards • Timbers • Metals and Alloys • Polymers • Textiles • Summative Assessment - End of Unit Test <p>Homework</p> <ul style="list-style-type: none"> • Unit 1 low stakes quizzes – Seneca. Revision for summative end of unit test. • Completion of mock NEA research pages – Ongoing Development of product and evaluation of whole project.
Computer Science	<p>Students will study the following:</p> <p>1.4 Network Security</p> <ul style="list-style-type: none"> • Students will study forms of attack: Malware, Social engineering (e.g. phishing, people as the 'weak point'), Brute-force attacks, Denial of service attacks, Data interception and theft, The concept of SQL injection. • Students will also look at common prevention methods: Penetration testing, Anti-malware software, Firewalls, User access levels, Passwords, Encryption, Physical security. <p>Revision (Consolidating knowledge):</p> <ul style="list-style-type: none"> • Second half of the term is revising previously visited topics in term 1 and term 2 <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment in class. • Paper 2 assessment at the end of term including all the topics learnt from term 1. <p>Homework</p> <ul style="list-style-type: none"> • Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics. • Research the National Cyber Security Centre and look at some of the resources for students. https://www.ncsc.gov.uk/.
Business Studies	<p>Students will study the following this half term:</p> <ul style="list-style-type: none"> • Applying Unit 2 marketing knowledge to create a brand and cereal product. Students will be analysing market data and creating a concept for a new cereal brand and product. • Unit 3 – People in Business. <p>Assessment: Data responses after each topic area covered</p> <p>Homework will be set on Seneca and Business booklets once per fortnight.</p>
Hospitality & Catering	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Hospitality and Catering in Action: Unit 2 – Mock NEA • Health and Safety in hospitality and catering provision • Food Safety • Food Safety Practices – including personal hygiene for food workers. <p>Assessment:</p> <p>Bread – Practical Assessment.</p> <p>Homework:</p> <p>Young Chef Competition.</p>

Construction	<p>The cohort have been practicing their skills in marking out and cutting a variety of wood working joints. Also, they have studied risk assessment work relative to the work and tools they have been using. Now in January, their first real assessment will take place. This will consist of all students following a given drawing and making the artefact, from the drawing, within given tolerances. Also, they will have to complete a detailed risk assessment of the task they have completed, including all tools and machinery used in the making process.</p>
Health and Social Care	<p>Students will study the following:</p> <p>R033</p> <p>The students are learning about life events that are expected and unexpected. Therefore, students will be starting task 2 of their coursework.</p> <p>Homework: To complete coursework research.</p>