

Year 10 Curriculum Guide 2025-2026



Halliford
School
SHEPPERTON



Year 10 Curriculum

The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 10 also have one lesson of PSHE and three lessons of Games per week.

Art

Specification Name: Edexcel GCSE Art and Design (1FA0 – Fine Art)

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Adorn, Decorate, Embellish: Thematic Response Project</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn how to produce direct observation responses to the theme using as many techniques as possible; drawing, ceramics etc. • Learn how to make marks effectively using a range of materials and techniques in both 2D and 3D. • Look at & absorb/understand how other artists have responded to this title and find examples of their work and thoughts behind it. • Experiment with different materials and techniques/try to find a personal way of responding and making links with a given artist/movement • Visit art galleries and develop their ways of looking at and interpreting the work of others and the world around them. <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • AO1 – Develop ideas through investigations, demonstrating critical understanding of sources • AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media • AO3 – Record ideas, observations and insights relevant to intentions as work progresses • AO4 – Present a personal and meaningful response that realises intentions
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Thematic Response Project</p> <p>Students will continue to work on their project.</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • AO1 – Develop ideas through investigations, demonstrating critical understanding of sources • AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media • AO3 – Record ideas, observations and insights relevant to intentions as work progresses • AO4 – Present a personal and meaningful response that realises intentions

Spring 1 2026	Thematic Response Project Continues Students will develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) <i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)	<i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest. <i>Assessment:</i> <ul style="list-style-type: none"> • AO1 – Develop ideas through investigations, demonstrating critical understanding of sources • AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media • AO3 – Record ideas, observations and insights relevant to intentions as work progresses • AO4 – Present a personal and meaningful response that realises intentions
Spring 2 2026	Thematic Response Project Continues Students will continue to work on their project	<i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest. <i>Assessment:</i> <ul style="list-style-type: none"> • AO1 – Develop ideas through investigations, demonstrating critical understanding of sources • AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media • AO3 – Record ideas, observations and insights relevant to intentions as work progresses • AO4 – Present a personal and meaningful response that realises intentions
Summer 1 2026	Thematic Response Project Continues Students will finalise unfinished work in light of teacher feedback. <i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)	<i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest. <i>Assessment:</i> <ul style="list-style-type: none"> • Folder of preparatory work • Reflective Journal • Final Outcomes • End of Year Examination
Summer 2 2026	Examination Feedback Students will continue to complete any unfinished project work.	<i>Assessment:</i> <ul style="list-style-type: none"> • Folder of preparatory work • Reflective Journal • Final Outcomes • Essay

Biology

Specification Name: AQA GCSE Biology 8461 H (Higher)

Click [here](#) for full specification

Autumn 1 2025	B5.1 Health and disease B5.5 Preventing infections B5.3 Growing bacteria in the lab B5.4 Preventing Bacterial growth B5.9 Human defence response B6.1 Vaccination B6.2 Antibiotics and painkillers B6.3 Discovering drugs B6.4 Developing drugs Required Practical: Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition. Part of the specification it relates to: 4.3 Infection and response	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Review of Year 9 Summer work Homework Unit test Required Practical
Autumn 2 2025	B6.5 Making monoclonal antibodies B6.6 Uses of monoclonal antibodies B9.1 Aerobic respiration B9.2 The response to exercise B9.3 Anaerobic respiration B9.4 Metabolism and the liver B4.6 Tissues and organs in plants B4.7 Transport systems in plants B4.8 Evaporation and transpiration B4.9 Factors affecting transpiration Part of the specification it relates to: 4.2 Organisation 4.3 Infection and response 4.4 Bioenergetics	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Synoptic assessment on Year 9 and Year 10 (Autumn 1) content Homework Unit test
Spring 1 2026	B8.1 Photosynthesis B8.2 The rate of photosynthesis B8.3 How plants use glucose B8.4 Making the most of photosynthesis B5.10 Plant diseases B5.11 Plant defence mechanisms Required Practical: Investigate the effect of light intensity on the rate of photosynthesis. Part of the specification it relates to: 4.3 Infection and response 4.4 Bioenergetics	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Homework Unit test Required Practical

Biology cont.

Spring 2 2026	B10.1 Principles of homeostasis B10.2 Structure and function of the nervous system B10.3 Reflex actions B10.4 The Brain B10.5 The eye B10.6 Common problems with the eye Required Practical: Plan and carry out an investigation into the effect of a factor on human reaction time. Part of the specification it relates to: 4.5 Homeostasis and response	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Homework Unit test
Summer 1 2026	B11.1 Principles of hormonal control B11.2 The control of blood glucose levels B11.3 Treating diabetes B11.4 Human reproduction B11.5/6 Hormones and the menstrual cycle B11.7 Controlling fertility B11.8 Infertility treatments Part of the specification it relates to: 4.5 Homeostasis and response	Supporting materials: AQA Biology textbook BBC Bitesize Revision material Tassomai Assessment: Homework End of Year Examination (Years 9-10 content)
Summer 2 2026	Feedback on End of Year Examination B11.9 Plant hormones and responses B11.10 Using plant hormones Required Practical: Investigate the effect of light or gravity on newly germinated seedlings B12.1 Controlling body temperature B12.2 Removing human waste B12.3 The human kidneys B12.4 Dialysis B12.5 Kidney transplants	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Homework

Biology Combined Science: Trilogy

Specification Name: AQA GCSE Combined Science: Trilogy Biology (8464)

Click [here](#) for full specification

Autumn 1 2025	B5.1 Health and disease B5.5 Preventing infections B5.3 Growing bacteria in the lab B5.4 Preventing Bacterial growth B5.9 Human defence response B6.1 Vaccination B6.2 Antibiotics and painkillers B6.3 Discovering drugs B6.4 Developing drugs Required Practical: Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition. Part of the specification it relates to: 4.3 Infection and response	<i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Tassomai <i>Assessment:</i> Review of Year 9 Summer work Homework Unit test Required Practical
Autumn 2 2025	B9.1 Aerobic respiration B9.2 The response to exercise B9.3 Anaerobic respiration B9.4 Metabolism and the liver B4.6 Tissues and organs in plants B4.7 Transport systems in plants B4.8 Evaporation and transpiration B4.9 Factors affecting transpiration Part of the specification it relates to: 4.2 Organisation 4.3 Infection and response 4.4 Bioenergetics	<i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Tassomai <i>Assessment:</i> Synoptic assessment on Year 9 and Year 10 (Autumn 1) content Homework Unit test
Spring 1 2026	B8.1 Photosynthesis B8.2 The rate of photosynthesis B8.3 How plants use glucose B8.4 Making the most of photosynthesis Required Practical: Investigate the effect of light intensity on the rate of photosynthesis. Part of the specification it relates to: 4.4 Bioenergetics	<i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Tassomai <i>Assessment:</i> Homework Unit test Required Practical

Biology Combined Science: Trilogy cont.

Spring 2 2026	B10.1 Principles of homeostasis B10.2 Structure and function of the nervous system B10.3 Reflex actions B11.1 Principles of hormonal control Required Practical: Plan and carry out an investigation into the effect of a factor on human reaction time. Part of the specification it relates to: 4.5 Homeostasis and response	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Homework Unit test
Summer 1 2026	B11.2 The control of blood glucose levels B11.3 Treating diabetes B11.4 Human reproduction B11.5/6 Hormones and the menstrual cycle Part of the specification it relates to: 4.5 Homeostasis and response	Supporting materials: AQA Biology textbook BBC Bitesize Revision material Tassomai Assessment: Homework End of Year Examination (Years 9-10 content)
Summer 2 2026	Feedback on End of Year Examination B11.7 Controlling fertility B11.8 Infertility treatments Part of the specification it to relates to: 4.5 Homeostasis and Response Summer work An assignment relating to the following topics: B16.1 The importance of communities B16.2 Organisms in their environment B16.3 Distribution and abundance B16.4 Competition in animals B16.5 Competition in plants B16.6 Adapt and survive B16.7 Adaptations in animals B16.8 Adaptations in plants B17.1 Feeding relationships B17.2 Materials cycling B17.3 The Carbon Cycle Part of the specification it relates to: 4.7 Ecology	Supporting materials: AQA Biology textbook BBC Bitesize Tassomai Assessment: Homework

Business Studies

Specification Name: Edexcel Business (1BS0)

Click [here](#) for full specification

Autumn 1 2025	Enterprise & Entrepreneurship The dynamic nature of business Risk and reward The role of business enterprise <i>Part of the specification it relates to: Theme 1 Topic 1.1</i> Spotting a business opportunity Customer needs Market research <i>Part of the specification it relates to: Theme 1 Topic 1.2</i>	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news <i>Assessment:</i> <ul style="list-style-type: none"> • Homeworks • Timed practice questions • End of section tests • Revision Classes
Autumn 2 2025	Spotting a business opportunity Market segmentation The competitive environment <i>Part of the specification it relates to: Theme 1 Topic 1.2</i> Putting a business idea into practice Business aims & objectives Business revenue, costs & profit <i>Part of the specification it relates to: Theme 1 Topic 1.3</i>	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news <i>Assessment:</i> <ul style="list-style-type: none"> • Homeworks • Timed practice questions • End of section tests • Revision Classes
Spring 1 2026	Putting a business idea into practice Cashflow Sources of finance <i>Part of the specification it relates to: Theme 1 Topic 1.3</i> Making the business effective Business start up Business location	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news <i>Assessment:</i> <ul style="list-style-type: none"> • Homeworks • Timed practice questions • End of section tests • Revision Classes
Spring 2 2026	Making the business effective The marketing mix Business plans <i>Part of the specification it relates to: Theme 1 Topic 1.4</i> Understanding external influences Business stakeholders Technology & business <i>Part of the specification it relates to: Theme 1 Topic 1.5</i>	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news <i>Assessment:</i> <ul style="list-style-type: none"> • Homeworks • Timed practice questions • End of section tests • Revision Classes

Business Studies cont.

Summer 1 2026	Understanding external influences Business stakeholders Technology & business Legislation The economy <i>Part of the specification it relates to: Theme 1 Topic 1.5</i> Revision for End of Year Examination	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news BBC Bitesize <i>Assessment:</i> <ul style="list-style-type: none">• Homeworks• Timed practice questions• End of section tests• Revision Classes End of Year Examination
Summer 2 2026	Examination Feedback Plus External influences <i>Part of the specification it relates to: Theme 1 Topic 1.5</i>	<i>Supporting Materials:</i> Business Textbook One Note Handouts in lesson BBC news Past papers <i>Assessment:</i> <ul style="list-style-type: none">• Homeworks• Timed practice questions• End of section tests• Revision Classes

Chemistry

Specification Name: Chemistry AQA 8462 H (Higher)

Click [here](#) for full specification

Autumn 1 2025	Chemical Calculations C4.1 Relative mass and moles C4.2 Equations and calculations C4.3 From masses to balanced equations <i>C4.4 The yield of a chemical reaction</i> <i>C4.5 Atom Economy</i> <i>C4.9 Volume of gases</i> Structure and Bonding/Using our resources C3.9 Bonding in metals C3.10 Giant metallic structures <i>C15.1 Rusting</i> <i>C15.2 Useful alloys</i>	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Examination questions Unit test on Chapter 4
Autumn 2 2025	Chemical Changes 5.1 The reactivity series 5.2 Displacement reactions 5.3 Extracting metals 14.4 Extracting metals from ores 5.4 Salts from metals 5.5 Salts from insoluble bases 5.6 Making more salts Required Practical: Prepare a salt from an insoluble metal carbonate or oxide	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Examination questions Synoptic test
Spring 1 2026	Chemical calculations <i>4.6 Expressing concentrations</i> <i>4.7 Titrations</i> <i>4.8 Titration calculations</i> 5.7 Neutralisation and the pH scale 5.8 Strong and weak acids Required Practical: Use titration to investigate reacting volumes Electrolysis 6.1 Introduction to electrolysis 6.2 Changes at the electrodes 6.3 The extraction of aluminium 6.4 Electrolysis of aqueous solutions Required practical: Investigate the electrolysis of a solution.	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Examination questions Synoptic Test on Chemical change and Chemical Calculations

Chemistry cont.

Specification Name: Chemistry AQA 8462 H (Higher)

Spring 2 2026	Energy changes Energy changes 7.1 Exothermic and endothermic reactions 7.2 Using energy transfers from reactions 7.3 Reaction profiles Required Practical: Investigating temperature changes 7.4 Bond energy calculations 7.5 <i>Chemical cells and batteries</i> 7.6 <i>Fuel cells</i>	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Examination questions Mini assessments/quizzes Synoptic Test on Chapter 6 and 7
Summer 1 2026	Rates and equilibrium 8.1 Rate of reaction 8.2 Collision theory and surface area Required Practical: Investigating the effect of concentration/temperature/surface area on rate of reaction. End of Year Examination	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Examination questions End of Year Examination
Summer 2 2026	Examination Feedback Rates and equilibrium 8.3 The effect of temperature 8.4 The effect of concentration and pressure 8.5 The effect of catalysts Required Practical: Investigating the effect of concentration/temperature/surface area on rate of reaction.	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions <i>Assessment:</i> Homework Summer homework assignment related to feedback from the end of year examinations

Chemistry Combined Science: Trilogy

Specification Name: AQA GCSE Combined Science: Trilogy Chemistry (8464)

Click [here](#) for full specification

<p>Autumn 1 2025</p>	<p>Chemical Calculations C4.1 Relative mass and moles C4.2 Equations and calculations C4.3 From masses to balanced equations</p> <p>Structure and Bonding/Using our resources C3.9 Bonding in metals C3.10 Giant metallic structures</p> <p>Chemical Changes 5.1 The reactivity series 5.2 Displacement reactions</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions</p>
<p>Autumn 2 2025</p>	<p>Chemical Changes 5.3 Extracting metals 14.4 Extracting metals from ores 5.4 Salts from metals 5.5 Salts from insoluble bases 5.6 Making more salts 5.7 Neutralisation and the pH scale 5.8 Strong and weak acids</p> <p>Required Practical: Prepare a salt from an insoluble metal carbonate or oxide</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions</p>
<p>Spring 1 2026</p>	<p>Electrolysis 6.1 Introduction to electrolysis 6.2 Changes at the electrodes 6.3 The extraction of aluminium 6.4 Electrolysis of aqueous solutions</p> <p>Required practical: Investigate the electrolysis of a solution.</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions</p>
<p>Spring 2 2026</p>	<p>Energy changes 7.1 Exothermic and endothermic reactions 7.2 Using energy transfers from reactions 7.3 Reaction profiles 7.4 Bond energy calculations</p> <p>Required Practical: Investigating temperature changes</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions</p>

Chemistry Combined Science: Trilogy cont.

Specification Name: AQA GCSE Combined Science: Trilogy Chemistry (8464)

Summer 1 2026	Rates and equilibrium 8.1 Rate of reaction 8.2 Collision theory and surface area End of year examinations	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions
Summer 2 2026	Rates and equilibrium 8.3 The effect of temperature 8.4 The effect of concentration and pressure 8.5 The effect of catalysts Required Practical: Investigating the effect of concentration/temperature/surface area on rate of reaction.	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai AQA GCSE (9-1) Chemistry Revision - PMT Lunchtime revision sessions

Classical Civilisation

Specification Name: OCR GCSE Classical Civilisation (J199A)

Click [here](#) for full specification

Autumn 1 2025	GCSE Homeric World: Odyssey 9 and 10 2.5: Literary Techniques and Composition 2.6: Themes 2.7: Character of Odysseus 2.8: The Portrayal of Key Characters	<i>Assessment based on Summer Project</i> <i>Supporting Materials:</i> Textbook Annotated text BGS Podcast Video Spreadsheet Massolit <i>Assessment:</i> Question bank Odyssey Mid Term practice examination
Autumn 2 2025	GCSE Homeric World: Odyssey 19, 21 and 22 2.5: Literary Techniques and Composition 2.6: Themes 2.7: Character of Odysseus 2.8: The Portrayal of Key Characters 1.5 - Festivals	<i>Supporting Materials:</i> Textbook Annotated text BGS Podcast Video Spreadsheet Massolit <i>Assessment:</i> Question bank Odyssey Practice paper
Spring 1 2026	GCSE Myth and Religion: 1.4, 1.5 and 1.3 1.5 - Festivals 1.4 - Foundation Stories 1.3 - Temples	<i>Supporting Materials:</i> Textbook BGS Podcast Revision books Video spreadsheet <i>Assessment:</i> Mini practise paper for each module
Spring 2 2026	GCSE Homeric World: Culture 2.1 Key Sites 2.2 Daily Life 2.3 Decorative Arts 2.4 Death and Burial 2.7: Character of Odysseus 2.8: The Portrayal of Key Characters	<i>Supporting Materials:</i> Textbook BGS Podcast Revision books Video spreadsheet <i>Assessment:</i> Mini practise paper for each module

Classical Civilisation cont.

Summer 1 2026	GCSE Homeric World Revision 2.1 Key Sites 2.2 Daily Life 2.3 Decorative Arts 2.4 Death and Burial 2.5: Literary Techniques and Composition 2.6: Themes	<i>Supporting Materials:</i> Textbook BGS Podcast Video Spreadsheet Massolit British School in Athens Resources OCR Past Papers <i>Assessment:</i> End of Year Examination
Summer 2 2026	Examination Feedback A study of past papers, mark schemes and examiner's reports Myth & Religion 1.7 Death and Burial	<i>Assessment:</i> <i>OCR Past Paper</i> Textbook BGS Podcast Video Spreadsheet Massolit British School in Athens Resources

Computer Science

Specification Name: OCR GCSE Computer Science (9-1) – J277

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>1 Number Theory Binary, Denary, Hexadecimal</p> <p>1.1 Systems architecture</p> <ul style="list-style-type: none"> • the purpose of the CPU • Von Neumann architecture: • MAR (Memory Address Register) • MDR (Memory Data Register) • Program Counter • Accumulator • Common CPU components and their function: • ALU (Arithmetic Logic Unit) • CU (Control Unit) • Cache • the function of the CPU as fetch and execute instructions stored in memory • how common characteristics of CPUs affect their performance: • clock speed • cache size • number of cores • embedded systems: • purpose of embedded systems • examples of embedded systems. <p>1.2 Memory and Storage</p> <ul style="list-style-type: none"> • the difference between RAM and ROM • the purpose of ROM in a computer system • the purpose of RAM in a computer system • the need for virtual memory • flash memory • the need for secondary storage • data capacity and calculation of data capacity requirements • common types of storage: • suitable storage devices and storage media for a given application, 	<p><i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Smart Revise</p> <p><i>Assessments:</i> Examination Questions</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>1.3 Computer Networks</p> <ul style="list-style-type: none"> • types of networks: • factors that affect the performance of networks • the different roles of computers in a client-server and a peer-to-peer network • the hardware needed to connect stand-alone computers into a Local Area Network: • the internet as a worldwide collection of computer networks: • the concept of virtual networks. • star and mesh network topologies • Wi-Fi: • ethernet • the uses of IP addressing, MAC addressing, and protocols including: • the concept of layers • packet switching. 	<p><i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Smart Revise</p> <p><i>Assessments:</i> Examination Questions</p>

Computer Science cont.

<p>Spring</p> <p>1</p> <p>2026</p>	<p>1.4 Network Security</p> <ul style="list-style-type: none"> • forms of attack • threats posed to networks: • malware • phishing • people as the 'weak point' in secure systems (social engineering) • brute force attacks • denial of service attacks • data interception and theft • the concept of SQL injection • poor network policy • identifying and preventing vulnerabilities: • penetration testing • network forensics • network policies • anti-malware software • firewalls • user access levels • passwords • encryption. 	<p><i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Revision sites</p> <p><i>Assessments:</i> Examination Questions</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p>1.5 Systems software</p> <ul style="list-style-type: none"> • the purpose and functionality of systems software • operating systems: • user interface • memory management/multitasking • peripheral management and drivers • user management • file management • utility system software: • encryption software • defragmentation • data compression • the role and methods of backup: <p>Programming Practice</p>	<p><i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Revision sites</p> <p><i>Assessments:</i> Examination Questions</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>1.6 Ethical, legal, cultural and environmental concerns</p> <ul style="list-style-type: none"> • how to investigate and discuss Computer Science technologies while considering: • ethical issues • legal issues • cultural issues • environmental issues • privacy issues <p>Programming Fluency Revision for End of Year Examination</p>	<p><i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Revision sites</p> <p><i>Assessments:</i> End of Year Examination</p>

Computer Science cont.

Summer 2 2026	Feedback on examination <ul style="list-style-type: none">• how key stakeholders are affected by technologies• environmental impact of Computer Science• cultural implications of Computer Science• open source vs proprietary software• legislation relevant to Computer Science: Programming Fluency	<i>Supporting Materials:</i> The Course Textbook Self-Mark Workbook Online Resources Revision sites <i>Assessments:</i> Examination questions
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Design and Technology

Specification Name: Edexcel GCSE (1DT0F)

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Lesson content:</p> <ul style="list-style-type: none"> • Skill tasks with booklet (double lessons) • Theory - Specialist Principles (timber focus) • Design work including SolidWorks <p>During selected lessons students will complete projects including focus task practical's. Other set lessons will cover the theory content for both sections A & B of the specification along with covering design work including SolidWorks.</p> <p>The theory contents of the course will be taught through classroom based lessons and integrated in to focused practical task, blending theory with practical skills.</p> <p>Theory lesson content:</p> <ul style="list-style-type: none"> • The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint • The way in which the selection of each natural and manufactured timber is influenced • The impact of forces and stresses on each natural and manufactured timber and how they can be reinforced and stiffened 	<p><i>Supporting Materials:</i></p> <p>Technologystudent.com GCSE Design and Technology - Edexcel - BBC Bitesize http://www.design-technology.org http://www.mr-dt.com</p> <p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Lesson content:</p> <ul style="list-style-type: none"> • Skill tasks with booklet (double lessons) • Theory - Specialist Principles (timber focus) • Design work including SolidWorks <p>Theory lesson content:</p> <ul style="list-style-type: none"> • Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber • Alternative processes that can be used to manufacture typical products of each natural and manufactured timber to different scales of production • Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype • Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber for functional and aesthetic purposes 	<p><i>Supporting Materials:</i></p> <p>Technologystudent.com GCSE Design and Technology - Edexcel - BBC Bitesize http://www.design-technology.org http://www.mr-dt.com</p> <p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p>

Design Technology cont.

<p>Spring</p> <p>1</p> <p>2026</p>	<p>Lesson content:</p> <ul style="list-style-type: none"> • Mini NEA • Theory – Core content • Further design work & SolidWorks <p>Theory lesson content (core content)</p> <p>Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A</p> <ul style="list-style-type: none"> • The impact of new and emerging technologies • Energy, materials, devices and systems 	<p><i>Supporting Materials:</i></p> <p>Technologystudent.com GCSE Design and Technology - Edexcel - BBC Bitesize http://www.design-technology.org http://www.mr-dt.com</p> <p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p> <p>Textbook</p> <p><i>Assessment:</i> Focused Practical Task Homework</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p>Lesson content:</p> <ul style="list-style-type: none"> • Mini NEA • Theory – Core content • Further design work & SolidWorks <p>Theory lesson content (core content)</p> <ul style="list-style-type: none"> • Informing design decisions • Material types, properties and structure 	<p><i>Supporting Materials:</i></p> <p>Technologystudent.com GCSE Design and Technology - Edexcel - BBC Bitesize http://www.design-technology.org http://www.mr-dt.com</p> <p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p> <p>Textbook</p> <p><i>Assessment:</i> Focused Practical Task Homework</p>

Design Technology cont.

<p>Summer</p> <p>1</p> <p>2026</p>	<p>Project work:</p> <ul style="list-style-type: none"> • NEA Preparation • Theory – Core content • Further design work & SolidWorks <p>Theory lesson content (core content)</p> <ul style="list-style-type: none"> • Designing principles <p>Revision for End of Year Examination</p>	<p><i>Supporting Materials:</i></p> <p>Technologystudent.com</p> <p>GCSE Design and Technology - Edexcel - BBC Bitesize</p> <p>http://www.design-technology.org</p> <p>http://www.mr-dt.com</p> <p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task</p> <p>Homework</p> <p>End of Year Examination</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Feedback on Examination</p> <p>Non-Examined Assessment (NEA)</p> <p>Exam Board release contextual challenge, students will research ways in which they could meet a selected contextual challenge. This is an ongoing project that is worth 50% of their overall GCSE and will be a large part of their lessons throughout Year 11.</p> <p><i>Part of the specification it relates to:</i></p> <p>Non-Examined Assessment (NEA)</p>	<p>www.studyrocket.co.uk/revision/gcse-design-and-technology-edexcel</p>

Drama

Specification Name: OCR GCSE (9-1) Drama (J316)

Click [here](#) for full specification

Autumn 1 2025	<u>Devising Introduction</u> Students will learn how to create both a thematic and linear performance from a large range of Stimuli. They will develop their group skills and look at how they can create performance which will aid their development for their devising GCSE examination.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Autumn 2 2025	Students will continue to work on performance skills.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Spring 1 2026	<u>Devising</u> Students will work in groups to devise and develop their performances using a Stimuli set by the exam board. They will create this performance building towards their final performance examination which will be performed in front of an audience and sent to the Exam Board.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Spring 2 2026	Students will continue to work on performance skills.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

Drama cont.

Summer 1 2026	<u>Devising/Portfolio</u> Students will finish developing their performances for the examination and begin to document these in their portfolios which will also be sent to the exam board. Revision for End of Year Examination	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance. End of Year Examination
Summer 2 2026	Feedback on End of Year Examination Students will continue to work on their portfolios.	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/ <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

English Language and Literature

Specification Name: Edexcel International GCSE English Language (4EA1A & 4EA1B) Literature (4ET1B)

Click [here](#) for English Language full specification

Click [here](#) for English Literature full specification

Autumn 1 2025	<p>The Study of the play 'An Inspector Calls' by J.B. Priestley. Students will study the following:</p> <ul style="list-style-type: none"> Plot Dramatic devices Characterisation Themes Playwright's purpose Language and structural devices Audience response <p>Students will need to purchase their own copy of the play.</p> <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – Non-Examined Assessment 20% of the overall grade</p>	<p><i>Supporting materials:</i> CGP text guide Spark Notes York Notes</p> <p><i>Edexcel International GCSE English Literature A Student Book</i> Edexcel-International-English-Literature-Student</p> <p><i>Assessment:</i> Non-Examined Assessment: How does Priestley dramatically present the character of Mr Birling?</p>
Autumn 2 2025	<p>The study of poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology</p> <ul style="list-style-type: none"> Plot Characterisation Themes Writer's purpose Language and structural devices Reader's response <p>Paper 2 of the English Language Exam or Non-Examined Assessment. 20% of overall Language grade</p>	<p><i>Supporting materials:</i> <i>Edexcel International GCSE English Language A Student Book</i> Edexcel-International-English-Language-Student</p> <p><i>Assessment:</i> Groups QPR: Exam style response</p> <p><i>Support Set:</i> Non-Examined Assessment option. Students will compare three texts from the anthology.</p>
Spring 1 2026	<p>The Study of a Shakespeare Play: <i>Macbeth</i></p> <ul style="list-style-type: none"> Plot Dramatic devices Characterisation Themes Playwright's purpose Language and structural devices Audience response Link to context <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – NEA 20% of the overall grade</p>	<p><i>Supporting materials:</i> York Notes CGP text guide Website: http://nfs.sparknotes.com/macbeth/</p> <p><i>Assessment:</i> Non-Examined Assessment: Explore how Lady Macbeth changes in Shakespeare's <i>Macbeth</i>.</p>

English Language and Literature cont.

Spring 2 2026	<p>The Study of a Shakespeare Play: <i>Macbeth</i></p> <ul style="list-style-type: none"> • Plot • Dramatic devices • Characterisation • Themes • Playwright's purpose • Language and structural devices • Audience response • Link to context <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – NEA 20% of the overall grade</p>	<p><i>Supporting materials:</i> York Notes CGP text guide Website: Macbeth: Study Guide SparkNotes</p> <p><i>Assessment:</i> Non-Examined Assessment</p>
Summer 1 2026	<p>Groups QPR: Continue studying the Edexcel IGCSE Poetry and Prose Anthology and Imaginative Writing.</p> <ul style="list-style-type: none"> • Plot • Characterisation • Themes • Writer's purpose • Language and structural devices • Reader's response <p><i>Part of the specification it relates to:</i> English Language, Paper 2</p> <p>Group S: Imaginative writing NEA</p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> Extra practice examination questions available from your teacher.</p> <p><i>Assessment:</i> Timed response (QPR): Imaginative writing.</p> <p>Support set: Imaginative writing NEA Student will complete their final assessment. 20% of the English</p> <p>End of Year Examination A short essay under timed conditions.</p>
Summer 2 2026	<p>Feedback on End of Year Examination</p> <p>Continue studying the Edexcel IGCSE Non-Fiction Anthology.</p> <ul style="list-style-type: none"> • Read and annotate the remaining texts in the anthology. • Explore how the writers use language and structure to communicate their ideas. • Identify and explore the effect of key language features. 	<p><i>Assessment:</i> Written response to a text from the anthology.</p>

French

Specification Name: Pearson Edexcel GCSE (9-1) French 1FR1

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Module 1: <i>Mon clan, ma tribu</i></p> <p>Zone de culture: Talking about your identity</p> <p>Unit 1: Talking about your weekend routine</p> <p>Unit 2: Discussing friends and friendships</p> <p>Unit 3: Talking about what people look like</p> <p>Unit 4: Talking about positive role models</p> <p>Unit 5: Talking about celebrations</p>	<p><i>Supporting materials:</i></p> <p><i>French (2025)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p>www.languagesonline.org.uk</p> <p>GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</p> <p><i>Assessment:</i></p> <p>An end of Module 1 test covering at least two language based skills.</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Module 2: <i>Tu as du temps à perdre ?</i></p> <p>Zone de culture: Exploring events in the francophone world</p> <p>Unit 1: Talking about what you do online</p> <p>Unit 2: Saying what you do to stay active</p> <p>Unit 3: Talking about what you watch</p> <p>Unit 4: Making plans to go out</p> <p>Unit 5: Saying what you did last weekend</p> <p>Unit 6: Taking part in an interview</p>	<p><i>Supporting materials:</i></p> <p><i>French (2025)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p>www.languagesonline.org.uk</p> <p>GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</p> <p><i>Assessment:</i></p> <p>An end of Module 2 test covering at least two language based skills.</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Module 3: <i>Ma vie scolaire</i></p> <p>Zone de culture: Learning about school life in francophone countries</p> <p>Unit 1: Talking about school subjects and school life</p> <p>Unit 2: Discussing school rules</p> <p>Unit 3: Talking about making progress at school</p> <p>Unit 4: Talking about what school used to be like when you were younger</p> <p>Unit 5: Talking about learning languages</p>	<p><i>Supporting materials:</i></p> <p><i>French (2025)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p>www.languagesonline.org.uk</p> <p>GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</p> <p><i>Assessment:</i></p> <p>An end of Module 3 test covering at least two language based skills.</p>

French cont.

Spring 2 2026	General revision of Modules 1 – 3 Preparation for speaking examination – Tasks 1, 2, 3	<i>Supporting materials:</i> <i>French (2025)</i> , Edexcel GCSE Draft textbook* <i>Studio (2016)</i> , Edexcel GCSE, French textbook <i>Studio (2016)</i> Grammar and Translation workbook <i>Studio (2016)</i> listening materials www.languagesonline.org.uk GCSE French - Edexcel (for exams from 2026) - BBC Bitesize
Summer 1 2026	Feedback on End of Year Examination Module 4 Zone de culture Describing and giving opinions about dishes Unit 1: Talking about meals and mealtimes Unit 2: Talking about good mental health	<i>Supporting materials:</i> <i>French (2025)</i> , Edexcel GCSE Draft textbook* <i>Studio (2016)</i> , Edexcel GCSE, French textbook <i>Studio (2016)</i> Grammar and Translation workbook <i>Studio (2016)</i> listening materials www.languagesonline.org.uk GCSE French - Edexcel (for exams from 2026) - BBC Bitesize <i>Assessment:</i> End of Year examination to cover Modules 1–3 in GCSE conditions
Summer 2 2026	Unit 3: Describing illness and accidents Unit 4: Saying what you will do to improve your life Unit 5: Talking about lifestyle changes	<i>Supporting materials:</i> <i>French (2025)</i> , Edexcel GCSE Draft textbook* <i>Studio (2016)</i> , Edexcel GCSE, French textbook <i>Studio (2016)</i> Grammar and Translation workbook <i>Studio (2016)</i> listening materials www.languagesonline.org.uk GCSE French - Edexcel (for exams from 2026) - BBC Bitesize

Geography

Specification Name: OCR B Geography GCSE (9-1) (J384)

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>6.1. Why are some countries richer than others?</p> <p>a. What is development and how can it be measured?</p> <ul style="list-style-type: none"> • Definition of 'development' and the ways in which countries can be classified, such as AC, EDC, and LIDC. • Global distribution of ACs, EDCs, and LIDCs. • Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development. <p>b. What has led to uneven development?</p> <ul style="list-style-type: none"> • Outline the human and physical factors influencing global uneven development. <p>Explore the factors that make it hard for countries to break out of poverty, including debt, trade, and political unrest.</p> <p>6.2. Are LIDCs likely to stay poor?</p> <p>This enquiry question is studied through one case study of an LIDC to answer sub-questions a, b, and c.</p> <p>a. How has an LIDC developed so far?</p> <ul style="list-style-type: none"> • Overview of the economic development of an LIDC, including influences of its population structure, society, technology, and politics, particularly in the past 50 years or so, post-independence. • Explore whether Rostow's model can help to explain this country's path of economic development. • Explain the extent to which the relevant Millennium Development Goals have been achieved for this LIDC. • Investigate how the LIDC's wider political, social, and environmental context has affected its progress with these goals. <p>b. What global connections influence its development?</p> <ul style="list-style-type: none"> • The country's international trade, such as potential reliance on a single or limited range of goods and how this influences development. • The benefits and problems of trade and Trans National Company (TNC) investment for this country. • The advantages and disadvantages of international aid or debt relief for its development. <p>c. What development strategy is most appropriate?</p> <ul style="list-style-type: none"> • Compare the advantages and disadvantages of one top-down and one bottom-up strategy in this country 	<p><i>Supporting materials:</i></p> <p>BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
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Geography cont.

<p>Autumn</p> <p>2</p> <p>2025</p>	<p>2. Changing Climate</p> <p>2.1. What evidence is there to suggest climate change is a natural process?</p> <p>a. What evidence is there for climate change?</p> <ul style="list-style-type: none"> • The pattern of climate change from the beginning of the Quaternary period to the present day. • The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. <p>b. Is climate change a natural process?</p> <ul style="list-style-type: none"> • Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles. • Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect. <p>c. Why is climate change a global issue?</p> <ul style="list-style-type: none"> • Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century. • Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>7.1. How is the UK changing in the 21st century?</p> <p>7.1a What does the UK look like in the 21st century?</p> <ul style="list-style-type: none"> • Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages. <p>7.1b How is the UK's population changing?</p> <ul style="list-style-type: none"> • Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model. • An understanding of the causes, effects, spatial distribution and responses to an ageing population. • A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001. <p>7.1c. How is the UK's economy changing?</p> <ul style="list-style-type: none"> • Identify major economic changes in the UK since 2001 by examining changes in the job market, including political priorities, changing employment sectors, and working hours. • Investigate the pattern of core UK economic hubs. • Identify the changes in one economic hub and its significance to its region and the UK 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p><i>Online resources:-</i> Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

<p>Spring</p> <p>1</p> <p>2026</p> <p>cont.</p>	<p>7.2 Is the UK losing its global significance?</p> <p>7.2a What is the UK's political role in the world?</p> <ul style="list-style-type: none"> Examine the UK's political role in one global conflict through its participation in international organisations. <p>7.2b How is the UK's cultural influence changing?</p> <ul style="list-style-type: none"> Explore the UK's media exports and their global influence including television programmes and film. The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion. 	<p><i>Supporting materials:</i></p> <p>BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p>Distinctive Landscapes</p> <p>3.1. What makes a landscape distinctive?</p> <p>3.1a What is a landscape?</p> <ul style="list-style-type: none"> How the concept of a landscape can be defined, including the differences between built and natural landscapes. <p>3.1b Where are the physical landscapes of the UK?</p> <ul style="list-style-type: none"> Overview of the distribution of upland, lowland and glaciated landscapes in the UK. Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity. <p>3.2 What influences the landscapes of the UK?</p> <p>3.2a What physical processes shape landscapes?</p> <ul style="list-style-type: none"> The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake. 	<p><i>Supporting materials:</i></p> <p>BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

<p>Summer 1 2026</p>	<p>Distinctive Landscapes cont. 3.2b What are the characteristics of your chosen landscapes? Case study of two landscapes in the UK, one coastal landscape (North Norfolk) and one river basin (River Wye), to include the study of:</p> <ul style="list-style-type: none"> • its landforms created by geomorphic processes • the geomorphic processes operating at different scales and how they are influenced by geology and climate • how human activity, including management, works in combination with geomorphic processes to impact the landscape. <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> Presentations and extended writing on case studies throughout the unit.</p> <p>End of Year Examination</p>
<p>Summer 2 2026</p>	<p>Feedback on End of Year Examination</p> <p>Paper 3- Decision Making, Physical Fieldwork & Geographical Skills.</p> <p><i>Part of the specification it relates to:</i> Paper 3: Geographical Exploration Paper 1: Physical Fieldwork experience Papers 1&2: Geographical Skills</p>	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

German

Specification Name: Pearson Edexcel GCSE (9-1) German (1GN1)

Click [here](#) for full specification

Autumn 1 2025	Module 1 Zurück zur Schule Kulturzone: Understand the German school system Unit 1: Talking about your timetable Unit 2: Talking about school uniform Unit 3: Discussing school rules Unit 4: Talking about special events at school Unit 5: Describing school life	Supporting materials: <i>Stimmt (2025)</i> , Edexcel GCSE textbook* <i>Stimmt (2016)</i> , Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize Assessment: An end of Module 1 test covering at least 2 language-based skills.
Autumn 2 2025	Module 2 Endlich mal Freizeit Kulturzone: Learn about German-speaking musicians Unit 1: Talking about your free time Unit 2: Discussing how you spend time online Unit 3: Inviting people out and buying tickets Unit 4: Expressing preferences about films and TV shows Unit 5: Describing plans for the weekend	Supporting materials: <i>Stimmt (2025)</i> , Edexcel GCSE textbook* <i>Stimmt (2016)</i> , Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize Assessment: An end of Module 2 test covering at least 2 language-based skills.
Spring 1 2026	Module 3 Meine Welt, deine Welt Kulturzone: Describing festivals and cultural events Unit 1: Describing family members Unit 2: Saying how we get on with people and why Unit 3: Discussing equality and identity Unit 4: Describing a family celebration in the past tense Unit 5: Discussing a party	Supporting materials: <i>Stimmt (2025)</i> , Edexcel GCSE textbook* <i>Stimmt (2016)</i> , Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize Assessment: An end of Module 3 test covering at least 2 language based skills

German Cont.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</p> <p>End of Year examination of all 4 skills on Module 1-3</p>	<p><i>Supporting materials:</i> <i>Stimmt (2025)</i>, Edexcel GCSE textbook* <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>Feedback on End of Year Examination</p> <p>Kulturzone: Talking about sports in the German speaking world</p> <p>Unit 1: Talking about food and drink in Germany Unit 2: talking about accidents and illnesses</p>	<p><i>Supporting materials:</i> <i>Stimmt (2025)</i>, Edexcel GCSE textbook* <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize Revision Guide</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Unit 3: Talking about good and bad habits Unit 4: Talking about well-being Unit 5: Talking about what is important to you</p>	<p><i>Supporting materials:</i> <i>Stimmt (2025)</i>, Edexcel GCSE textbook* <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook <i>Stimmt (2016)</i> Grammar and Translation workbook <i>Stimmt (2016)</i> listening materials BBC Bitesize</p>

History

Specification Name: Edexcel GCSE History (1HI0)

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Medicine in Britain, c.1250 - present (1HI0/11)</p> <ul style="list-style-type: none"> • An overview- The Big Story from c.1250 to the present day • Medicine in Medieval England, c.1250 – c.1500 • The Medical Renaissance in England, c.1500 – c.1700 <p><i>Part of the specification it relates to:</i> Paper 1 – Thematic study and historic environment 30% of the overall grade</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Medicine in Britain, c.1250 - present (1HI0/11)</p> <ul style="list-style-type: none"> • Medicine in eighteenth- and nineteenth-century Britain, c.1700 – c.1900 • Medicine in modern Britain, c.1900- present • The historic environment: The British sector of the Western Front, 1914-18: injuries, treatments and injuries <p><i>Part of the specification it relates to:</i> Paper 1 – Thematic study and historic environment 30% of the overall grade</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Weimar and Nazi Germany 1918-1939 (1HI0/31)</p> <p>The Weimar Republic, 1918 – 1929</p> <ul style="list-style-type: none"> – The origins of the Republic, 1918–19 – The early challenges to the Weimar Republic, 1919–23 – The 'Golden Years': the recovery of the Republic, 1924–29 – Changes in society, 1924–29 <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Weimar and Nazi Germany 1918-39 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress</p>

History cont.

<p>Spring 2 2026</p>	<p>Weimar and Nazi Germany 1918-1939 (1HI0/31) Hitler's rise to power, 1919 – 33</p> <ul style="list-style-type: none"> – Early development of the Nazi Party, 1920-29 – The Munich Putsch and the Nazi Party, 1923-28 – The growth in support for the Nazis, 1929-32 – How Hitler became Chancellor, 1932-33 <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress</p>
<p>Summer 1 2026</p>	<p>Weimar and Nazi Germany 1918-1939 (1HI0/31) Nazi control and dictatorship, 1933 – 39</p> <ul style="list-style-type: none"> – The creation of a dictatorship, 1933-39 – The Police State – Controlling and influencing attitudes – Opposition, resistance and conformity <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Two formal End of Year Examinations- one on Medicine and Health, and one on Weimar and Nazi Germany.</p>
<p>Summer 2 2026</p>	<p>Feedback on End of Year Examination</p> <p>Weimar and Nazi Germany 1918-1939 (1HI0/31) Life in Nazi Germany, 1933 – 39</p> <ul style="list-style-type: none"> – Nazi policies towards women – Nazi policies towards the young – Employment and living standards – The persecution of minorities <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p>	<p><i>Supporting materials:</i> BBC Bitesize Edexcel GCSE History My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p>

Latin

Specification Name: OCR Latin J282

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Language Syllabus</p> <ul style="list-style-type: none"> • The forms of regular nouns of all declensions • The forms of regular and deponent verbs in all moods, voices and tenses, including imperatives, infinitives, participles and the gerundive. • The forms of regular adjectives of all standard types • The forms of pronouns and pronominal adjectives contained in the Defined Vocabulary List • The comparative and superlative forms of adjectives and adverbs contained in the Defined Vocabulary List • The forms of the irregular nouns, verbs and adjectives contained in the Defined Vocabulary List, including irregularly formed comparatives and superlatives. • The forms of regular verbs in the present, imperfect and perfect indicative active The present active infinitive of regular verbs • The Literature and Culture Syllabus will be started using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment. • The GCSE vocabulary list will also be learnt over the course of this term. <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> • The Language Syllabus J282/01. • The Literature and Culture Syllabus J282/06 	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<ul style="list-style-type: none"> • The present and imperfect indicative of the verbs sum and possum • The forms of regular nouns of the first and second declensions • The forms of first and second declension adjectives of the bonus type (excluding their comparative and superlative forms). • Standard uses of the cases • Use of the accusative case to express duration of time • The cases taken by prepositions contained in the Restricted Vocabulary List for this section of the paper • Direct statements and direct questions. • The Literature and Culture Syllabus will be started using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment. • The GCSE vocabulary list will also be learnt over the course of this term. • <i>Part of the specification it relates to:</i> • The Language Syllabus J282/01. • The Literature and Culture Syllabus J282/06 	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>

Latin cont.

Spring 1 2026	Language Syllabus <ul style="list-style-type: none"> • Standard uses of the cases • Expressions of time Comparison (including the ablative of comparison) • The use of genitive, dative or ablative where these cases are taken by verbs or adjectives contained in the vocabulary list The cases taken by prepositions contained in the Defined Vocabulary List • Direct statements, direct commands, prohibitions with noli and nolite • The Literature and Culture Syllabus will be continued using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment. <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> • The Language Syllabus J282/01. • The Literature and Culture Syllabus J282/06. 	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, and vocabulary tests.</p>
Spring 2 2026	<ul style="list-style-type: none"> • Direct questions Uses of participles (including the Ablative Absolute construction) • Uses of the gerundive with ad to express purpose • Simple indicative conditional clauses • Relative clauses (excluding qui + subjunctive) Indirect statements Indirect commands • Indirect questions Purpose clauses introduced by ut and ne • The Literature and Culture Syllabus will be continued using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment. <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> • The Language Syllabus J282/01. • The Literature and Culture Syllabus J282/06. 	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>
Summer 1 2026	<ul style="list-style-type: none"> • Fearing clauses introduced by timeo + ne • Result clauses Temporal clauses with the indicative or subjunctive • Causal clauses introduced by quod and cum • Concessive clauses introduced by quamquam. • The Literature and Culture Syllabus will be continually practised and assessed before the summer examination. <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> • The Language Syllabus J282/01. • The Literature and Culture Syllabus J282/03. 	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> A Mock GCSE examination in Language and Literature will be done. This will take the form of past examination papers.</p>
Summer 2 2026	<ul style="list-style-type: none"> • The Literature Syllabus will be started. The text covered will be Messalina and Avunculus Meus. • <i>Part of the specification it relates to:</i> • The Literature Syllabus J282/03. 	<p>Various literature translation and analysis tests.</p>

Mathematics – Year 10 – Sets A, B, C and D.

Specification Name: PEARSON EDEXCEL iGCSE (9-1) Mathematics (Specification A) (4MA1)

Click [here](#) for full specification

Autumn 1 2025	<ul style="list-style-type: none"> • Prime factors • Lines (straight, parallel, length, equation, bisecting) • Angles 	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk <i>Assessment:</i> Test
Autumn 2 2025	<ul style="list-style-type: none"> • Spheres, cones and pyramids • Arithmetic series • Circle theorems • Sets and Venn diagrams 	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk <i>Assessment:</i> Test
Spring 1 2026	<ul style="list-style-type: none"> • Indices • Formulae • Expanding brackets • Factorising • Trigonometric graphs 	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk <i>Assessment:</i> Test
Spring 2 2026	<ul style="list-style-type: none"> • Sine rule, Cosine rule, area of any triangle • Transformations • Proportion 	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk <i>Assessment:</i> Test
Summer 1 2026	<ul style="list-style-type: none"> • Similarity • Probability • Histograms <p>End of Year Examination (2 x 2hr examinations)</p>	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk <i>Assessment:</i> End of year examination
Summer 2 2026	<ul style="list-style-type: none"> • Feedback on examination • Examination review • Laws of probability • Tree diagrams 	<i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk

Mathematics – Year 10 – Set F

Specification Name: PEARSON EDEXCEL iGCSE (9-1) Mathematics (Specification A) (4MA1)

Click [here](#) for full specification

Autumn 1 2025	<ul style="list-style-type: none"> Indices Quadratic Equations Quadratic Inequalities Using graphs to solve equations Circles, semi-circles and quadrants Sectors of circles 	<i>Supporting materials/ websites:</i> Textbook, BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> Test
Autumn 2 2025	<ul style="list-style-type: none"> Surface areas and volumes of solids Compound probability Simultaneous Equations: one linear & one quadratic Functions Composite and inverse functions Tangents to a curve Vectors Histograms 	<i>Supporting materials:</i> Textbook, BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> Test
Spring 1 2026	<ul style="list-style-type: none"> Irrational numbers Surds Rationalising the denominator Algebraic fractions Algebraic fractions and equations Differentiation Finding the coordinates of turning points using calculus Motion of a particle in a straight line 	<i>Supporting materials:</i> Textbook, BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> Test
Spring 2 2026	<ul style="list-style-type: none"> Trig ratios up to 360 Sine Rule Cosine Rule Area of a triangle 3D Trigonometry Past paper practice 	<i>Supporting materials:</i> Textbook, BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> Test
Summer 1 2026	<ul style="list-style-type: none"> Past paper practice Students take public IGCSE Examination 	<i>Supporting materials:</i> Textbook, BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> Regular past paper exams taken during double periods
Summer 2 2026	<ul style="list-style-type: none"> Start AQA Further Maths Level 2 course 	<i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk <i>Assessment:</i> No assessment

Music

Specification Name: EDEXCEL GCSE (9-1) Music (1MU01)

Click [here](#) for full specification

<p>Autumn</p> <p>1</p> <p>2025</p>	<p>Written examination:</p> <ul style="list-style-type: none"> • Introduction to GCSE Music: • Key terms • Listening/analysing • Music theory • The Baroque, Classical and Romantic styles • Key terms: • Melody, rhythm, texture, harmony, instrumentation and timbre, structure, tonality, dynamics terms <p>Coursework:</p> <ul style="list-style-type: none"> • What makes an effective ensemble? • Ensemble performances 	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) Musical Elements and listening/theory test</p> <p>2) Ensemble performance</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Written examination:</p> <ul style="list-style-type: none"> • SET WORK: John Williams - Star Wars, Main Title music • Leitmotifs • Chromaticism and dissonance • Composing for a full orchestra <p>Coursework:</p> <ul style="list-style-type: none"> • Film music composition • Composing idiomatically for instruments • Using Logic Pro X & Sibelius software 	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) Star Wars listening question</p> <p>2) Star Wars essay</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Written examination:</p> <ul style="list-style-type: none"> • SET WORK: Bach – Brandenburg Concerto no 5, movement III • Basso Continuo • Counterpoint • Fugal writing • Concerto Grosso • Reading music from a score <p>Coursework:</p> <ul style="list-style-type: none"> • Completion of film music composition 	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) Bach – Brandenburg listening question</p> <p>2) Bach – Brandenburg compare and contrast essay question</p> <p>3) Film music composition</p>

Music cont.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>Written examination:</p> <ul style="list-style-type: none"> • Fusion SET WORK • Afro Celt Sound System – Release • What is fusion music? • African music • Celtic music • Electronic music <p>Coursework:</p> <ul style="list-style-type: none"> • Start work on free composition – planning, preparation and creation of musical ideas 	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) ACSS - Release listening question</p> <p>2) Fusions music compare and contrast essay</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>Written examination:</p> <ul style="list-style-type: none"> • SET WORK: Purcell – Music for a while • Ground Bass • The use of the harpsichord • Word painting <p>Revision and preparation for End of Year Examination:</p> <ul style="list-style-type: none"> - Unfamiliar listening - Rhythmic and melodic dictation - Essay writing technique <p>Free Composition – developing musical ideas</p>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) Purcell listening question</p> <p>2) End of Year Examination</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<ul style="list-style-type: none"> • Written examination feedback <p>Coursework:</p> <ul style="list-style-type: none"> • Completion of free composition - notation, scoring and recording • Recording of mock solo performance 	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p>https://www.musictheory.net</p> <p>https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</p> <p><i>Assessment:</i></p> <p>1) Completion of free composition</p> <p>2) Mock solo performance examination</p>

Physical Education

Specification Name: Edexcel GCSE (9-1) Physical Education

Click [here](#) for full specification

Autumn 1 2025	<p>The relationship between health and fitness and the role that exercise plays in both.</p> <p>The components of fitness, benefits for sport and how fitness is measured and improved.</p> <p>The principles of training and their application to personal exercise/ training programmes.</p> <p><i>Part of the specification it relates to:</i> Component 3 – Topic 3: Physical training</p>	<p><i>Supporting materials/ websites:</i> PE TUTOR - YouTube MyPEexam - YouTube The PE Classroom - YouTube</p> <p>The Everlearner Online Resource - Home :: The EverLearner</p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test, OneNote resources</p>
Autumn 2 2025	<p>The short- and long- term effects of exercise</p> <p>Optimising training and injury prevention</p> <p>Effective use of warm-up and cool-down</p> <p>Aerobic and Anaerobic exercise</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 3: Physical Training</p>	<p><i>Supporting materials:</i> BBC Bitesize - GCSE PE (Edexcel) Short and Long Term effects of exercise Aerobic + Anaerobic Exercise</p> <p>The Everlearner Online Resource - Home :: The EverLearner</p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test, OneNote resources</p>
Spring 1 2026	<p>The structure and functions of the musculoskeletal system</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 1: Anatomy/Physiology</p>	<p><i>Supporting materials:</i> Muscular System Skeletal System</p> <p>The Everlearner Online Resource - Home :: The EverLearner</p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work Component Test, OneNote resources</p>
Spring 2 2026	<p>The structure and functions of the cardio-respiratory system</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 1: Anatomy/Physiology</p>	<p><i>Supporting materials:</i> Cardiovascular System Respiratory System</p> <p>The Everlearner Online Resource - Home :: The EverLearner</p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test, OneNote resources</p>

Physical Education cont.

<p>Summer</p> <p>1</p> <p>2026</p>	<p>Lever Systems Planes and axes of movement</p> <p><i>Part of the specification it relates to:</i> <i>Component 1 – Topic 2: Movement Analysis</i></p> <p>End of Year Examination</p>	<p><i>Supporting materials:</i> Movement Analysis</p> <p>Exam Techniques Sample Questions</p> <p>The Everlearner Online Resource - Home :: The EverLearner</p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work Component Test OneNote resources End of Year Examination</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Feedback on End of Year Examination</p> <p>Carrying out and monitoring their PEP (Personal Exercise Plan) Evaluation of data and programme.</p> <p><i>Part of the specification it relates to:</i> <i>Component 4: Non-Examined Assessment</i></p>	<p><i>Supporting materials:</i> https://www.brianmac.co.uk/eval.htm The Everlearner Online Resource - Home :: The EverLearner</p> <p><u>Writing a PEP</u></p> <p><i>Assessment:</i> Coursework to be completed – PEP (Typed + Assessed) OneNote resources</p>

Physics

Specification Name: AQA GCSE Physics (Foundation or Higher)

Click [here](#) for full specification

Autumn 1 2025	P8 Forces in balance <ul style="list-style-type: none"> • P8.1 Vectors and scalars • P8.2 Forces between objects • P8.3 Resultant forces • P8.4 Moments at work (Physics Only) • P8.5 More about levers and gears (Physics Only) • P8.6 Centre of mass • P8.7 Moments and equilibrium (Physics Only) • P8.8 The parallelogram of forces • P8.9 Resolution of forces P9 Motion <ul style="list-style-type: none"> • P9.1 Speed and distance–time graphs • P9.2 Velocity and acceleration • P9.3 More about velocity–time graphs • P9.4 Analysing motion graphs 	Supporting materials: <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai Assessment: Summative assessment in each of the taught topics
Autumn 2 2025	P10 Forces and motion <ul style="list-style-type: none"> • P10.1 Forces and acceleration • P10.2 Weight and terminal velocity • P10.3 Forces and braking • P10.4 Momentum • P10.5 Using conservation of momentum (Physics Only) • P10.6 Impact forces (Physics Only) • P10.7 Safety first (Physics Only) • P10.8 Forces and elasticity 	Supporting materials: <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai Assessment: Summative assessment in each of the taught topics
Spring 1 2026	P12 Wave properties <ul style="list-style-type: none"> • P12.1 The nature of waves • P12.2 The properties of waves • P12.3 Reflection and refraction • P12.4 More about waves • P12.5 Sound waves (Physics Only) • P12.6 The uses of ultrasound (Physics Only) • P12.7 Seismic waves (Physics Only) 	Supporting materials: <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai Assessment: Summative assessment in each of the taught topics

Spring 2 2026	P13 Electromagnetic waves <ul style="list-style-type: none"> • P13.1 The electromagnetic spectrum • P13.2 Light, infrared, microwaves, and radio waves • P13.3 Communications • P13.4 Ultraviolet waves, X-rays, and gamma rays • P13.5 X-rays in medicine <p>All sections relate to Specification section: 4.6 Waves</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p>
Summer 1 2026	Revision Examination Feedback on End of Year Examination	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p> <p>End of Year Examination</p>
Summer 2 2026	P5 Electricity in the home <ul style="list-style-type: none"> • P5.1 Alternating current • P5.2 Cables and plugs • P5.3 Electrical power and potential difference • P5.4 Electrical currents and energy transfer • P5.5 Appliances and efficiency 	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p>

<p>Autumn 1 2025</p>	<p><u>Mental Health</u></p> <p>Building on the foundational knowledge developed in KS3, this Year 10 unit explores mental health and emotional wellbeing in greater depth, encouraging students to reflect on how their experiences, relationships, and environments influence their mental state. Students will revisit key concepts such as recognising mental ill health and understanding the importance of seeking support, while expanding their awareness of stigma and its impact on help-seeking behaviours. The unit places a strong emphasis on safeguarding personal health, both physically and emotionally, and equips students with practical strategies to manage stress, build resilience, and support others. Particular attention is given to periods of transition or change—such as academic pressure, evolving friendships, or family dynamics—helping students to navigate these challenges with confidence, empathy, and emotional literacy. Through discussion, reflection, and scenario-based learning, students will strengthen their ability to make informed, respectful choices that support their wellbeing and the wellbeing of those around them. Students learn:</p> <ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing. • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes, and misinformation 	<p><i>Additional Resources:</i></p> <p>Mental Health Support – For UK University Students Student Minds</p> <p>Student mental health hub</p> <p>Student mental health - Office for Students</p> <p>The Mix</p> <p>Mental health Childline</p>
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<p>Autumn 2 2025</p>	<p><u>Financial decision making</u></p> <p>This unit explores the impact of financial decisions on personal wellbeing and long-term stability. Students will examine how choices around spending, saving, borrowing, and budgeting can lead to positive outcomes or financial challenges, including debt. The unit also addresses the risks associated with gambling, including online platforms and gaming-related purchases, and encourages students to consider the emotional and financial consequences of these behaviours. A key focus is placed on the influence of advertising and social media, helping students to critically evaluate how marketing strategies shape consumer habits and perceptions of value. Through discussion, case studies, and practical activities, students will develop the skills to make informed, ethical financial choices, resist manipulative messaging, and build financial resilience as part of their overall wellbeing.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected, and shared, and the influence of targeted advertising • how thinking errors, e.g., gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	<p><i>Additional Resources:</i></p> <p>econoME Bank of England</p> <p>Financial education</p> <p>FT FLIC Mastering your money</p> <p>LifeSkills Developing work and life skills</p>
<p>Spring 1 2026</p>	<p><u>Living in the wider world</u></p> <p>This unit focuses on fostering active participation and understanding of diversity and protected characteristics. It aims to empower students to become informed, responsible, and active members of their communities and the wider world</p> <p>Students learn:</p> <ul style="list-style-type: none"> • awareness of human rights, personal rights, and legal rights • to distinguish human rights from other rights • To recognise that rights are not absolute. • where human rights have come from and why • To understand basic human rights and evaluate the issue of human rights. • To start creating individual 'human rights portfolios' • To understand how human rights may conflict. • To evaluate conflicting human rights using our own opinion 	<p><i>Additional Resources:</i></p> <p>Home - Young Citizens</p> <p>Reboot Education: the world in your classroom</p> <p>UNICEF UK - Children's charity - For Every Child</p> <p>Protected characteristics Acas</p>

Spring 2 2026	<p><u>Healthy Relationships</u></p> <p>This unit explores the emotional, ethical, and social aspects of relationships and sex, with content that reflects students' growing maturity. Through open discussion and critical reflection, students examine relationship values, the role of pleasure, and the impact of media and pornography on expectations and behaviour. They learn to challenge assumptions and social norms around sex, gender, and relationships, and explore the risks and opportunities of online interactions. The unit also covers consent in depth, including manipulation, coercion, and capacity, and equips students to recognise and respond to pressure, exploitation, and victim blaming. Diverse perspectives such as asexuality, abstinence, and celibacy are included to promote respect and informed choice.</p> <p>Students learn:</p> <ul style="list-style-type: none">• about relationship values and the role of pleasure in relationships• about assumptions, misconceptions and social norms about sex, gender, and relationships• about the opportunities and risks of forming and conducting relationships online• how to manage the impact of the media and pornography on sexual attitudes, expectations, and behaviours• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent.• how to recognise and respond to pressure, coercion, and exploitation, including reporting and accessing appropriate support• how to recognise and challenge victim blaming• about asexuality, abstinence, and celibacy	<p><i>Additional Resources:</i></p> <p>Healthy Relationships – Safe4Me</p> <p>Sex and Relationships Advice for Young People The Mix The Mix</p> <p>Rise Above</p> <p>YoungMinds</p>
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<p>Summer 1 2026</p>	<p><u>Drugs</u></p> <p>This unit explores the effects and legalities of different classes of drugs, including everyday substances like tobacco, alcohol, and caffeine. Students will examine the physical, mental, and social consequences of substance use and misuse, and learn strategies to build resilience and assertiveness in the face of peer pressure. Lessons include mature discussions around addiction, smoking cessation, and how to access health services confidently. Students will also reflect on how their behaviour can influence others—positively or negatively—especially in risky situations involving gangs, weapons, or exploitation.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing. • about the health services available to people, strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help. • the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. • wider risks of illegal substance use for individuals, including for personal safety, career, relationships, and future lifestyle. • To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. • to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. 	<p><i>Additional Resources:</i></p> <p>Honest information about drugs FRANK</p> <p>Drug and Alcohol Advice for Young People The Mix The Mix</p> <p>Drugs, alcohol and smoking Childline</p>
<p>Summer 2 2026</p>	<p><u>Review of the year and end of year examination</u></p> <p>This year's PSHE curriculum has provided students with a broad and meaningful exploration of key themes that support their personal development, wellbeing, and understanding of the world around them. From relationships and emotional wellbeing to drugs education, online safety, and future aspirations, students have engaged in thoughtful discussions, scenario-based learning, and reflective activities that have helped them build confidence and resilience. The end-of-year exam offers an opportunity to consolidate this learning, assess understanding, and identify areas for further growth. This review not only celebrates the progress made but also reinforces the importance of PSHE in preparing students for life beyond the classroom.</p>	

Religious Studies

Specification Name: AQA GCSE Religious Studies A

Click [here](#) for full specification

Autumn 1 2025	Theme A: Relationships and families <ul style="list-style-type: none"> • Contraception • Sex before marriage • Same sex marriage and cohabitation • The nature of families • The purpose of families • Contemporary family issues • Gender equality • Gender prejudice and discrimination 	<i>Supporting materials:</i> OneNote Textbook (new textbook to be released in September) Digital resources Religious texts <i>Assessment:</i> End of unit assessment AQA examination past paper
Autumn 2 2025	The key beliefs and teachings of Islam <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam • Tawhid (the Oneness of God), Qur'an Surah 112. • The nature of God • Angels • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. • Risalah (Prophethood). • The holy books: • Qur'an: revelation and authority • the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. 	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts <i>Assessment:</i> End of unit assessment AQA examination past paper
Spring 1 2026	Theme B: Religion and life <ul style="list-style-type: none"> • The origins of the universe • The value of the world and the duty of human beings to protect it • The use and abuse of the environment • The use and abuse of animals, including • The origins of life, including: • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. 	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts <i>Assessment:</i> End of unit assessment AQA examination past paper

Religious Studies cont.

Spring 2 2026	The key beliefs and teachings of Christianity <ul style="list-style-type: none"> • The nature of God: • Different Christian beliefs about creation • Different Christian beliefs about the afterlife • the incarnation and Jesus as the Son of God • the crucifixion • resurrection and ascension • sin, including original sin • the means of salvation • the role of Christ in salvation including the idea of atonement 	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts <i>Assessment:</i> End of unit assessment AQA examination past paper
Summer 1 2026	Theme E: Religion, crime and punishment <ul style="list-style-type: none"> • Good and evil intentions and actions. • Reasons for crime • Views about people who break the law • Views about different types of crime • Religion and punishment • The aims of punishment • The treatment of criminals • The death penalty • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. 	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts <i>Assessment:</i> End of Year Examination
Summer 2 2026	Feedback on End of Year Examination Begin Year 2 content, co-curricular and trips allowing	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts

Spanish

Specification Name: Pearson Edexcel GCSE (9-1) in Spanish (1SP1)

Click [here](#) for full specification

Autumn 1 2025	Module 1 ¡Diviértete! Unit 1: Talking about life online Using the present tense Unit 2: Talking about sports and leisure activities Expressing opinions Unit 3: Arranging to go out Using the near future Unit 4: Saying what you did at the weekend Using the preterite tense Unit 5: Talking about days that went wrong Combining three tenses Using Direct Object pronouns (H)	Supporting materials: Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk Assessment: An end of Module 1 test covering all 4 language-based skills
Autumn 2 2025	Module 2 Viajes Unit 1: Discussing travel plans Using comparatives Unit 2: Talking about festivals in the Spanish-speaking world Using “hay/hay que” Using the superlative (H) Unit 3: Saying what you did on holiday Revising the preterite tense “Acabar de”, “lo” (H) Unit 4: Describing where you stayed Using the imperfect tense Unit 5: Talking about holidays with different tenses “Soler + inf” (H)	Supporting materials: Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk Assessment: An end of Module 2 test covering all 4 language-based skills
Spring 1 2026	Module 3 Mi gente, mi mundo Unit 1: Describing people Using the present continuous Unit 2: Talking about who you follow on social media Using the third person Using “desde hace...” (H) Personal “a” (H) Unit 3: Talking about friendships and relationships Using reflexive verbs Verbs “interesar, preocupar, importar” (H) Unit 4: Talking about your identity and your interests Using Direct Object pronouns Unit 5: Talking about problems and advice Using “estar” for expressing moods Using modal verbs (“querer”, “poder”)	Supporting materials: Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk Assessment: An end of Module 3 test covering all 4 language-based skills

Spanish cont.

<p>Spring 2 2026</p>	<p>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</p> <p>End of Year examination on modules 1-3 covering all 4 language based skills.</p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk</p> <p><i>Assessment:</i> An end of Module 4 test covering all 4 language-based skills</p>
<p>Summer 1 2026</p>	<p>Feedback on End of Year Examination</p> <p>Unit 1: Rutinas y costumbres sanas Food and drink; Physical well- being Unit 2: ¿Somos lo que comemos? Food and drink</p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk</p>
<p>Summer 2 2026</p>	<p>Unit 3: ¡Los tiempos cambian! Food and drink; Physical well- being Unit 4: ¡Qué mal estoy! Physical well- being Unit 5: Cuerpo sano, mente sana Physical well- being; Future opportunities</p>	<p>Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials www.bbc.co.uk/schools/gcsebitesize/spanish/ www.languagesonline.org.uk</p>

Year 10 Homework Timetable 2025 - 2026

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Y10	Option B Option C	English Option A Science 10.1 - Biology 10.2 - Physics 10.3 - Chemistry 10.4 - Chemistry	MFL Mathematics Science 10.1 – Chemistry 10.2 – Chemistry 10.3 – Physics 10.4 – Physics	MFL Option B Option C	Science 10.1 – Physics 10.2 - Biology 10.3 – Biology 10.4 – Biology Mathematics Option A English

- In addition to the stated Science homework, the school uses a piece of software called Tassomai. Students should complete 200 points on Tassomai each week. If you have any questions about Tassomai please consult the link below: [How does Tassomai work? — Tassomai](#)
- Students should spend roughly 45 minutes per homework assignment who are entitled to extra time in tests and examinations may practise using extra time when doing their homework if they wish to.