



*This guide provides an overview of the curriculum content
for students in Year 10*

♦ English	♦ Digital Information Technology
♦ Maths	♦ Spanish
♦ Science	♦ Religious Studies
♦ Geography	♦ Physical Education (PE)
♦ History	♦ Art

ENGLISH - AQA ENGLISH LITERATURE GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Poetry - Power and Conflict and Unseen

Students study 15 poems from the power and conflict anthology. Poems are taught in clusters by themes (war/conflict, power/nature, and identity) in order to allow pupils to develop their ability to compare the poems based on ideas, feelings and themes.

We begin by looking at poems linking to war (a theme encountered previously in Year 7) and build towards the more conceptual theme of identity. Students learn about the context of the poems to support their understanding and, by the end of the unit, students are familiar with making thoughtful and developed comparisons.

Following their study of the power and conflict anthology and building on exposure to a range of different poetic voices in KS3, students are then exposed to the unseen poetry component of the specification. Students study a range of different poetic forms which empowers pupils to approach the unseen poetry component. As a result of studying these different forms, students become increasingly familiar with poetic conventions and methods previously encountered through their study of the power and conflict anthology.

By the end of this unit, students will feel confident approaching, annotating and responding to unseen poems and will produce perceptive essays.

SPRING TERM

Half Term 3 / Half Term 4

Revision

Macbeth, A Christmas Carol & An Inspector Calls

At this point in the course, students have studied the main texts and begin revisiting key themes/characters/contexts of the texts encountered thus far. Students practice writing full analytical essays on a weekly basis and are provided with feedback regularly to enable them to develop their writing skills. Feedback allows pupils to develop their analytical skills and push for perceptive and assured responses. Students will be writing with confidence and conviction.

SUMMER TERM

Half Term 5 / Half Term 6

Revision and Spoken Language

Once the literature examination is over, students work towards delivering a speech/presentation on a selected topic.

This oral presentation is given a pass, merit or distinction in line with the speaking and listening assessment.

MATHS

What is being taught this year:

Throughout Year 10 the same topics are studied as in Year 9, with an aim to recapping the more basic skills, before moving on to applying the concepts to more challenging contexts. By revisiting each topic, our students will form stronger links between topics, and become more confident in applying their skills to unfamiliar situations.

AUTUMN TERM

Half Term 1

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

Half Term 2

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

SPRING TERM

Half Term 3

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

Half Term 4

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

SUMMER TERM

Half Term 5

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

Half Term 6

We revisit key number and algebra skills to ensure that strong foundations are in place so that these skills can start to be applied in other topics throughout the year.

Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).

FURTHER MATHS

What is being taught this year:

Those students who have been entered early for their GCSE have the opportunity to study GCSE Further Maths in Year 10 or 11. This qualification provides an excellent introduction to some key A-level Maths and Further Maths topics and helps set students up to be successful at A-level. This provides more challenge for our high achieving students by assessing their higher order mathematical skills, particularly algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. This content covered whilst studying for this qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

AUTUMN TERM

Half Term 1

Students will revisit some algebra and number topics from GCSE to ensure that fluency has been acquired, but also extend them to new concepts, for example, solving simultaneous equations with three unknowns. Students will also develop their understanding of functions, an important A-level topic, as they study domain and range. They will also extend topics such as coordinate geometry from GCSE and look at the equations of circles which are not centred on the origin.

Content:

- ◆ Product rule for counting.
- ◆ Surds.
- ◆ Algebraic fractions.
- ◆ The factor theorem.
- ◆ Binomial expansion.
- ◆ Sketching functions.
- ◆ Domain and range.
- ◆ Composite & inverse functions.
- ◆ Solving equations & inequalities.
- ◆ Simultaneous equations (3 unknowns).
- ◆ Algebraic proof.
- ◆ Sequences.
- ◆ Equations of straight lines & circles.

Half Term 2

Students meet the topic of calculus; an essential A-level topic which builds on their understanding of algebra and its applications. In addition, students deepen their understanding of trigonometry and make links with solving equations as they are introduced to key concepts of trigonometric graphs and solving trigonometric equations.

They also further their understanding of transformations from GCSE as we look at how matrices can be used in transformations.

Content:

- ◆ Differentiation.
- ◆ Tangents & normals.
- ◆ Increasing & decreasing functions.
- ◆ Stationary points.
- ◆ Matrices.
- ◆ The identity matrix.
- ◆ Matrix transformations.
- ◆ Geometric proof.
- ◆ Pythagoras & trigonometry in 3D.
- ◆ Trigonometric graphs.
- ◆ Trigonometric identities.
- ◆ Solving trigonometric equations.
- ◆ Integration.

SPRING TERM

Half Term 3

In the remaining time before the exams at the end of the year, those students who are re-sitting their GCSE will now study a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students also complete weekly mocks which their teachers mark and give feedback on. Any areas which need more focus are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

GCSE resit content:

- ◆ Accuracy & bounds.
- ◆ Functions.
- ◆ Histograms.
- ◆ Probability.
- ◆ Vectors.
- ◆ Circle Theorems.
- ◆ Congruent proofs.

Half Term 4

During this half term, those students who are re-sitting their GCSE continue to follow a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students continue to sit weekly mocks to ensure they become familiar with the style of questions in the exam and constantly receive feedback on their progress.

GCSE resit content:

- ◆ Venn diagrams.
- ◆ Graph transformations.
- ◆ Coordinate geometry.
- ◆ Regions.
- ◆ Velocity-time graphs.
- ◆ Constructions, loci and bearings.

SUMMER TERM

Half Term 5

In this half term, the focus continues to be on revision, to ensure that students are fully prepared for their exams.

Students continue to complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams

SCIENCE

What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary. All students cover the same material by the of the academic year.

AUTUMN TERM

Half Term 1 / Half Term 2

Combined - Chemistry

Students will begin with Chemistry, starting by revisiting atomic structure, electron configuration and the Periodic table, all of which are found within Topic 1. Students have been taught this content in KS3 and Year 9, however revisiting these components will students to build upon this knowledge when they begin studying Chemistry Topic 6 (Groups within the Periodic Table). A strong understanding of electronic configuration will enable students to successfully explain properties of elements in group 1, 7 and 8. Students will progress onto Topic 7 (Rates of Reaction) where they will deepen their understanding of chemical reactions. The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

Topics Covered:

Topic 1 – Key Concepts of Chemistry
Topic 6 – Groups in the Periodic Table
Topic 7 – Rates of reaction
Topic 3 – Chemical changes

Separate – Chemistry

Students will begin with Chemistry, starting by revisiting atomic structure, electron configuration and the Periodic table, all of which are found within Topic 1. Students have been taught this content in KS3 and Year 9, however revisiting these components will students to build upon this knowledge when they begin studying Chemistry Topic 6 (Groups within the Periodic Table). A strong understanding of electronic configuration will enable students to successfully explain properties of elements in group 1, 7 and 8. Students will progress onto Topic 7 (Rates of Reaction) where they will deepen their understanding of chemical reactions. The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

Topics Covered:

Topic 1 – Key Concepts of Chemistry
Topic 6 – Groups in the Periodic Table
Topic 7 – Rates of reaction
Topic 3 – Chemical changes

SPRING TERM

Half Term 3 / Half Term 4

Combined – Biology

Students will move on to Biology by revisiting Topic 1 (Key Concepts) with a specific focus on cells and microscopes to ensure students secure the fundamental components needed to understand concepts in Biology Topic 4. In topic 4, students will learn about natural and artificial selection which was initially developed in KS3. Topic 5 is then completed with a focus on concepts such communicable diseases, immunity and how medicines can be developed to treat these diseases.

Topics Covered:

Topic 1 – Key Concepts of Biology
Topic 4 – Natural selection and genetic modification
Topic 5 – Health, disease and the development of Medicine

Separate – Biology

Students will move on to Biology by revisiting Topic 1 (Key Concepts) with a specific focus on cells and microscopes to ensure students secure the fundamental components needed to understand concepts in Biology Topic 4. In topic 4, students will learn about natural and artificial selection which was initially developed in KS3. Topic 5 is then completed with a focus on concepts such communicable diseases, immunity and how medicines can be developed to treat these diseases.

Topics Covered:

Topic 1 – Key Concepts of Biology
Topic 4 – Natural selection and genetic modification
Topic 5 – Health, disease and the development of Medicine

SUMMER TERM

Half Term 5 / Half Term 6

Combined - Physics

Initially, students revisit components from Topic 4 (Waves) before deepening their understanding of wave behaviours such as refraction. An understanding of Topic 4 will support students as they begin their study of Physics Topic 5 (Light and the Electromagnetic Spectrum). Students then move onto Topic 6 (Radioactivity) which is new content for the students where they will develop knowledge of processes like nuclear decay and half-life.

Topics Covered:

Topic 4 – Waves
Topic 5 – Light and the electromagnetic spectrum
Topic 6 – Radioactivity

Separate – Physics

Initially, students revisit components from Topic 4 (Waves) before deepening their understanding of wave behaviours such as refraction. An understanding of Topic 4 will support students as they begin their study of Physics Topic 5 (Light and the Electromagnetic Spectrum). Students then move onto Topic 6 (Radioactivity) which is new content for the students where they will develop knowledge of processes like nuclear decay and half-life. Students then apply this knowledge to explain uses of ionising radiation and nuclear fission and fusion.

Topics Covered:

Topic 4 – Waves
Topic 5 – Light and the electromagnetic spectrum
Topic 6 – Radioactivity

GEOGRAPHY - (Sets 1,2,3 and 4)

What is being taught this year:

AUTUMN TERM

Half Term 1

Pupils in sets 10GG1, 10GG2, 10GG3 and 10GG4 will have the opportunity to sit the GCSE early at the end of Year 10. Therefore, the course is designed to ensure full coverage of Paper 1, 2 and 3 to prepare pupils for success at GCSE.

Resource Management – Paper 2

Energy Resource Management (Paper 2) is taught as the first topic due to the synoptic nature of the unit and close links to the UK Challenges (Paper 3) topic studied directly after. This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

UK Challenges – Paper 3

This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.

Assessment: 1-hour assessment on Resource Management and UK Challenges with a range of GCSE style questions.

Half Term 2

Weather Hazards and Climate Change – Paper 1

Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 9. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.

Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions as the Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics.

Assessment: 1 hour 30 minutes on combined questions from Paper 3 and 1 replicating GCSE questions.

SPRING TERM

Half Term 3

Global Development – Paper 2

This topic is re-visited to build on the human concepts and processes learnt in Year 9. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.

Assessment: 1 hour 30 minutes on combined questions from Paper 2 and 1 replicating GCSE questions.

Half Term 4

Urban Fieldwork – Paper 3

Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.

Rivers Fieldwork – Paper 3

Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop Paper 3 exam skills.

Assessment: 1-hour assessment on Resource Management and UK Challenges with a range of GCSE style questions.

SUMMER TERM

Half Term 5

Changing Landscapes – Paper 1

Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.

Coastal Landscapes and processes – Paper 1

River Landscapes and Processes – Paper 1

Assessment: Pupils will sit full mocks for Paper 1,2 and 3 in preparation for GCSE examinations.

Half Term 6

Revision and exam skills for Paper 2 and 3

Teachers will use regular assessments to identify key aspects of Paper 2 and 3 to focus lesson time in best preparing pupils for their upcoming Paper 2 and 3 examination.

GEOGRAPHY - (Sets 5 - 8)

What is being taught this year:

AUTUMN TERM

Half Term 1

Pupils deepen the foundational knowledge of GCSE content taught in Year 9 with a focus on application of knowledge and higher level 'assessment' of geographical themes to achieve in 8 markers. Starting with Paper 2 as human processes such as development and population change underpin all the GCSE topics.

Global Development – Paper 2

Pupils will build on their Year 9 knowledge of uneven global development and the causes and consequences of rapid development in India. Application of concepts such as economic and demographic change are developed through practicing questions on unfamiliar contexts. This greater prepares pupils for a high proportion of application questions in Paper 2.

Changing Cities – Paper 2

Pupils revisit the processes of urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in depth study of London and Sao Paulo.

Assessment: 55-minute assessment on both topics with a range of GCSE style questions. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers).

Half Term 2

Resource Management – Paper 2

This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

Links to prior learning in Year 10 – Changing Cities (rates of population growth and urbanisation), Global development (economic and demographic characteristics of developing, emerging and developed countries)

Assessment: 55-minute assessment with GCSE style questions on Global Development, Changing Cities and Resource Management. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.

SPRING TERM

Half Term 3

Weather Hazards and Climate Change – Paper 1

Following the completion of Paper 2 topics, pupils will move on to study the Paper 1 physical geography topics. The first is Weather Hazards and Climate Change that builds on pupils' foundational knowledge from the topic in Year 9. Through revisiting this topic in Year 10, pupils can focus on developing higher-level skills such as application of knowledge to unfamiliar locational examples and an increased amount of time to practice 8 marker skills.

Topic is taught first (from Paper 1) as atmospheric processes and climate change provide fundamental knowledge to the understanding of the rest of Paper 1 topics.

Assessment: 55-minute assessment with GCSE style questions on Resource Management and Weather Hazards and Climate Change. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills. Resource Management re-assessed as is weighted more in the GCSE and offers the most challenging 8 markers.

Half Term 4

Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions as the Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics.

Links to prior learning in Year 10 – Global development (influence of development on ecosystems management), Resource Management (biotic and abiotic factors), Weather Hazards and Climate Change (role of atmospheric circulation in biome distribution)

Changing Landscapes - Paper 1

The series of four lessons gives an overview of geomorphological and sub-aerial processes such as weathering, mass movement and erosion which are vital components in understanding composites such as river or coastal landscape formation (topics to follow)

Assessment: 55-minute assessment with GCSE style questions on Weather Hazards and Ecosystems (Paper 1). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

SUMMER TERM

Half Term 5

Coastal Landscapes and Processes – Paper 1

Pupils' revisit coastal processes and management techniques that shape the UK's coastal landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

Links to prior learning in Year 10 – Changing Landscapes (geomorphological and sub-areal processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).

River Landscapes and Processes – Paper 1

Pupils revisit river processes and management techniques that shape the UK's river landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

This unit will also set the basis for fieldwork taking place in the start next half term, enabling students to apply the theory and case studies learned in lessons to the world around them.

Assessment: Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 10.

Half Term 6

Rivers Fieldwork – Paper 3

Year 10 will undertake a rivers fieldwork investigation on the changing characteristics downstream in Debden Brook (a river in Epping Forest). Following the data collection, pupils apply their graphical and mathematical skills from Paper 1 and 2 topics to present and analyse their data. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar contexts.

Assessment: Pupils will complete an end of topic assessment on Rivers fieldwork. Throughout the term, teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1, 2 and 3 topics studied in Year 10.

HISTORY

What is being taught this year:

AUTUMN TERM	SPRING TERM	SUMMER TERM
Half Term 1 / Half Term 2	Half Term 3 / Half Term 4	Half Term 5 / Half Term 6
<p>Similar to the Key Stage Three curriculum, the curriculum taught at Key Stages Four is sequenced chronologically to support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world. The curricular at Key Stage Four continues to be structured and sequenced around rigorous historical enquiries, ensuring students continue to learn substantive and disciplinary knowledge in combination and draw on their layers of knowledge to independently construct historical accounts and arguments.</p> <p>From Year 10, we ensure students fulfil Edexcel’s intentions for the GCSE history curriculum (see the five intentions above). At Key Stage Four, we also ensure students have been taught all four of the units that make up Edexcel’s GCSE history specification. Therefore, students are taught two additional units on:</p> <p>Medicine in Britain (c1250-present day), and the British sector of the Western Front (1914-1918); and</p> <p>Henry VIII and his chief ministers (1509-1540)</p> <p>The units allow students to strengthen their knowledge of the characteristics and trends that define different historical periods since the medieval period. They also allow pupils to deepen their knowledge of 16th century Britain, Europe and the Reformation (which they built at Key Stage Three) and add complexity to a range of substantive concepts (including “the Church”, “the nobility”, “monarchy”, “parliament” and “government”). The year follows a chronological structure, to encourage a richer and coherent sense of period and change over time.</p> <p><i>NOTE: The Year 10 history curriculum, and its enquiry questions, will be under development across the 2025-2026 academic year.</i></p>		
GCSE HISTORY, PAPER 1: Medieval medicine	GCSE HISTORY, PAPER 2: HENRY VIII AND HIS CHIEF MINISTERS (1509-1547)	GCSE HISTORY, PAPER 1 MEDICINE IN BRITAIN Renaissance Medicine ---> Industrial Medicine
		MEDICINE ON THE WESTERN FRONT (1914-18) Modern Medicine

DIGITAL INFORMATION TECHNOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (Controlled Assessment) **Submission: December**

As digital technologies and organisations continue to evolve, it is a good opportunity for students to recall KS3 design principles to further explore how new developments offer new and exciting ways of interacting with hardware devices.

User interfaces allow individuals to interact with digital technologies and the design of the user interface is crucial in ensuring that users can interact positively with their hardware devices.

Students will identify the different design principles that can be used to create an effective interface that meets user requirements as part of a project brief and complete time-controlled tasks.

This component gives students the knowledge and skills required to understand the use of different types of user interface and how interfaces vary across different uses, and on a range of devices and purposes. Examining the factors affecting the choice of user interface in relation to hardware and software.

Half Term 2

Component 3: Effective Digital Working Practices **(Exam: 01/05/2025)**

Aim: A Modern Technologies

Students will revisit and explore how modern information technology is evolving. They will explore how IT professionals work with digital solutions to integrate them into organisations and their activities.

SPRING TERM

Half Term 3

Component 2: Collecting Presenting and Interpreting Data (Controlled Assessment) **Submission: May**

Students need to be aware that organisations collect vast amounts of data from a range of different sources so they can make decisions.

Organisations need to use appropriate data collection methods to ensure that the data is of sufficient quality to enable decision making.

Students need to know that to allow data to become useful, it must be converted into information.

In this component, students will learn the different data manipulation tools that can be used to change the way that data is presented. They will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made.

In this component, students will learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.

Half Term 4

Component 3: Effective Digital Working Practices **(Exam: 01/05/2025)**

Aim: B Cyber Security

Students will understand what cyber security is and how to safeguard against it. Students will further explore from Year 9 why systems are attacked and understand the types of internal and external threats. Students will be able to describe what steps an organisation must take to minimise their risk of threats.

SUMMER TERM

Half Term 5 / Half Term 6

Component 3: Effective Digital Working Practices **(Exam: 01/05/2025)**

Aim: C Draw conclusions and review data presentation methods

Students will now use their dashboard they created last term and draw conclusions and make suitable recommendations based on the information displayed in the dashboard. Students will also consider how the presentation methods chosen impact on the conclusions and recommendations they have made.

Aim: D Planning & communication in digital systems.

Students will understand the purpose of key diagrams which are used in organisations to show how textual and diagrammatical communication can be used to explain digital solutions. Students will develop how to interpret, refine and draw data flow diagrams, flow charts and system diagrams.

SPANISH

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students build on their prior knowledge and learn how to write and talk about their holidays using the present, preterite and conditional tense with 'si' clauses at a higher level.

They continue with phonetical studies and dictation work.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

Half Term 2

Productive skills: Students build on their prior knowledge and learn how to write and talk about a number of Spanish customs and festivals using all three time frames.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

SPRING TERM

Half Term 3

Productive skills: Students study the topic of healthy living and Spanish lifestyle and discuss different types of diets. They learn how to talk and write about their health using both the present and imperfect tenses. They also learn how to form the present subjunctive in the context of the importance of a healthy lifestyle.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

Half Term 4

Productive skills: Students revisit the topics of free time and home and local area which they covered in Year 9. They consolidate their application of grammar and learn how to combine tenses within this context.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

SUMMER TERM

Half Term 5

Productive skills: Students revisit both the present and future tenses with the aim of forming 'if' clauses within the context of the environment. They also learn how to use impersonal structures to express solutions to such global problems.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

Half Term 6

Productive skills: Students revisit all of the topics and tenses that they have studied this year. The focus for their productive skills lessons is on developing and consolidating speaking skills.

Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.

Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.

RELIGIOUS STUDIES

What is being taught this year:

AUTUMN TERM

Half Term 1

GCSE: Relationships and Families

Students apply their understanding of Christian and Muslim beliefs and teachings to issues surrounding family life, different types of relationships, and gender equality.

Students explore a wide range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

Half Term 2

GCSE: Revisiting paper 1

Students deepen their understanding of the key beliefs, teachings and practices of Islam and Christianity.

Students will apply their knowledge in analysing more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion and critical analysis.

SPRING TERM

Half Term 3

GCSE: Human Rights and Social Justice

Students apply their understanding of Christian and Muslim beliefs and teachings to issues surrounding human rights including religious freedom, equality, poverty and social justice, and the exploitation of the poor.

Students explore a wide range of religious attitudes towards these issues, and analyse their significance for religious believers in modern British society.

Half Term 4

Revisiting paper 1 and 2

Students revisit their learning from the GCSE curriculum in order to deepen and extend their understanding of these topics.

Students will analyse more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion, as well as critical analysis.

Students will develop clarity of communication, and independent thought, which will equip them with the skills they need to excel at A Level.

SUMMER TERM

Half Term 5

Revisiting paper 1 and 2 (Cont.)

Students revisit their learning from the GCSE curriculum in order to deepen and extend their understanding of these topics.

Students will analyse more complex issues, and will demonstrate their understanding of these areas through verbal and written discussion, as well as critical analysis.

Students will develop clarity of communication, and independent thought, which will equip them with the skills they need to excel at A Level.

Half Term 6

Citizenship

Students build upon their existing Citizenship knowledge, in learning about the nature of democracy in the UK in contrast with dictatorships around the world.

Students gain an understanding of the political and legal structures in the UK through designing their own political campaigns and in creating laws for society.

Students also reflect on what it means to be a valued citizen in society and how individuals can contribute to their community and bring about meaningful change. Students will explore the significance of these features of British society by engaging with relevant case studies, and structured discussion and debate.

PHYSICAL EDUCATION

What is being taught this year:

CORE PE

AUTUMN TERM

Half Term 1

Students will learn the anatomy and physiology relevant to sports and how to apply these in practical lessons. They will be taught the structure and functions of the skeletal and muscular system and the synovial joints.

Half Term 2

Learners will deepen their understanding in the cardio-vascular system and its different features. They will be taught the structure of the heart, lungs and vessels. They will also understand the mechanics of breathing and to interpret lung volumes through spirometer traces

SPRING TERM

Half Term 3

Pupils will learn the difference between aerobic and anaerobic respiration and exercise. They will have an understanding on the immediate, short and long-term effects of exercise and how to recover from strenuous physical activity.

Half Term 4

Students will be taught the different classes of levers found in the body and sporting examples for each one. They will learn the mechanical advantages of each one and the role that muscles and bones have. They will also learn the different planes and axes and how to identify them in a variety of sporting actions.

SUMMER TERM

Half Term 5

Learners will deepen their understanding in the different components of fitness and will learn how to test them and train to improve each one. They will be taught how qualitative and quantitative data can be gained and used when fitness testing

Half Term 6

Students will analyse their performance in a sport of their choice and will identify two weaknesses and two strengths that affect their progression and results.

SPORT SCIENCE (CAMBRIDGE NATIONALS)

AUTUMN TERM

Half Term 1

R181 – Applying principles of training - Task 1

Students learn each component of fitness what fitness tests are used to measure each component. Students then carry out these tests and relate this to normative data for their age group across the country. Students analyse what their score is and what this means for their chosen sports.

Half Term 2

R181 – Applying principles of training - Task 2

Students create two fitness tests for each of their two sports. These fitness tests must be skill based and a table of normative data must be included. Students must then carry out these tests and subsequently analyse and evaluate their results in detail. Students then deepen their knowledge referring to the validity and reliability of testing.

SPRING TERM

Half Term 3

R181 – Applying principles of training - Task 3

Students develop their understanding of the SPOR and FITT principles including SMART targets. Students then analyse in detail 10 training methods and which can be linked to the sample from the case study. Aerobic and anaerobic respiration is also studied within this module and students apply this again to the sample.

Half Term 4

R181 – Applying principles of training - Task 4 & 5

Students create a 6-week training programme for their client and case study. Students reference the aims of from the case study and link back to components of fitness and training methods. Students use their research skills to complete this and evaluate the effectiveness of the plan. Students must also be reflective to analyse what could be improved if the plan was to be implanted again.

SUMMER TERM

Half Term 5

R183 – Nutrition – Task 1

Students research the characteristics of a balanced nutrition plan for their case study client. Students will outline the food sources of nutrients for their client's activity and explain the role of nutrients within a healthy, balanced nutrition plan.

Half Term 6

R181 – Nutrition – Task 2

Students analyse and evaluate what their client can eat and drink before, during and after strength-based training. Students then compare the differences between anaerobic and aerobic and detail what their client will eat and drink before, during and after endurance-based training. This is then linked to why and how eating these types of foods will impact performance.

PHYSICAL EDUCATION

What is being taught this year:

10 GCSE

AUTUMN TERM

Half Term 1

Students will learn the anatomy and physiology relevant to sports and how to apply these in practical lessons. They will be taught the structure and functions of the skeletal and muscular system and the synovial joints.

Half Term 2

Learners will deepen their understanding in the cardio-vascular system and its different features. They will be taught the structure of the heart, lungs and vessels. They will also understand the mechanics of breathing and to interpret lung volumes through spirometer traces.

SPRING TERM

Half Term 3

Pupils will learn the difference between aerobic and anaerobic respiration and exercise. They will have an understanding on the immediate, short and long-term effects of exercise and how to recover from strenuous physical activity.

Half Term 4

Students will be taught the different classes of levers found in the body and sporting examples for each one. They will learn the mechanical advantages of each one and the role that muscles and bones have. They will also learn the different planes and axes and how to identify them in a variety of sporting actions.

SUMMER TERM

Half Term 5

Learners will deepen their understanding in the different components of fitness and will learn how to test them and train to improve each one. They will be taught how qualitative and quantitative data can be gained and used when fitness testing.

Half Term 6

Students will analyse their performance in a sport of their choice and will identify two weaknesses and two strengths that affect their progression and results.

ART - FINE ART

What is being taught this year:

‘Colour/Expression’

The main aim of this project is to investigate colour within the art world. This project aims to provide creative independence for students and allow them to strengthen their ability to make independent choices about artists, materials and outcomes. Students will develop technical fluency and critical understanding through the study of a range of artists that use colour in different ways. They will explore techniques and process used by artists and will produce a body of work that demonstrates their understanding of colour, their critical understanding of contextual references and growing technical fluency.

Areas of focus –

- Technical fluency
- Thoughtful and in-depth research/analysis
- Creative independence and design making
- Skilful idea development

Key learning components:

- Have an in-depth understanding of artists that look at and use colour.
- To be able to analyse visual language.
- Develop technical control when using different materials and techniques.
- Be able to use visual language effectively to communicate an idea.

‘Human Form/Portraiture’

With ‘Portraiture’ as the stimuli students will create a sustained project that aims to foster fluency and independence when investigating (research), applying materials and generating purposeful/meaningful ideas and outcomes. Students will investigate ‘portraiture’ within the art world and study a range of historical and contemporary artists and crafts people from around the world. Students will learn the techniques and processes used by those artists, further exploring materials, techniques and processes. Students will produce a collection of observations relating to portraiture in varying materials, styles and scales. They will then develop their own ideas and produce a personal response.

Areas of focus –

- Technical fluency
- Thoughtful and in-depth research/analysis
- Creative independence and design making
- Skilful idea development

Key learning components:

- Have an in-depth understanding of portraiture artists and be able to analyse visual language.
- Develop technical control when using different materials and techniques.
- Develop observational drawing skill with a focus on shape and proportion.
- Be able to use visual language effectively to communicate an idea.



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