

St Mary's CE High School

Year 10 Curriculum Map

2026-2027



Year 10 Autumn Term 2026

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

The Curriculum is also underpinned by the School vision.

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where **Through God's love, we are the rich soil where seeds flourish and roots grow**, based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Christian Themes and Values	Friendship, Courage, Respect, Compassion, Responsibility, Hope, Forgiveness, Gratitude, Peace, Integrity, Justice, Love, Joy	SMSC Across the Curriculum
Tutorial Programme	Students will read a variety of articles from 'The Day' resource and answer comprehension, inference and critical thinking style questions.	Keeping healthy
PSHE / RSE Citizenship British Values	Students study PSHE two mornings a fortnight. The theme for Personal Development this term is Mental well-being and the impact our mental health has on our physical health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being. Key Topic: Mental Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others? The Enquiry Question covered includes: • How do I look after my physical health?	Race Disability Loneliness Isolation

	• How can our physical health impact our self-image? • Does my own self-image align with my true qualities? • How can we manage exam stress and promote mental health during exam season? • Am I making healthy choices for my mental and physical wellbeing?	Nature vs nurture Appreciation of other religions	
Core Subjects	English Language English Language is developed throughout Year 10 alongside the study of Literature, with dedicated units providing explicit teaching of the reading and writing knowledge required for the GCSE examinations. Students complete a focused fiction writing workshop , developing their ability to make deliberate choices about character, structure, viewpoint, description and language. These skills are subsequently applied to English Language Paper 1 , where students receive explicit teaching of the department's T-codes for approaching fiction reading and creative writing. Students then study English Language Paper 2 , developing their ability to interpret and compare non-fiction texts and different perspectives. The year concludes with a further writing workshop focused on applying the techniques required to construct effective non-fiction and transactional writing. Across the year, students increasingly move from learning individual methods towards selecting and applying them independently in response to unfamiliar texts and writing tasks. Exam Board & Syllabus: AQA GCSE English Language 8700 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	English Literature Year 10 introduces students to the major texts, ideas and forms that make up their GCSE English Literature course. Students begin with An Inspector Calls, exploring Priestley's presentation of responsibility, inequality, power, gender and social change. They then study the first block of the Worlds and Lives poetry anthology, developing their ability to interpret individual poems and make meaningful connections between them. Students subsequently study Dickens' A Christmas Carol, considering how Dickens uses the transformation of Scrooge to explore poverty, responsibility, inequality and social change. Students then return to Worlds and Lives for a second block of poetry study, extending their understanding of the anthology and developing their comparative thinking. Later in the year, students study Shakespeare's Romeo and Juliet as a tragedy, exploring ideas including love, conflict, masculinity, family, fate and individual responsibility. Across these units, students are explicitly taught how to construct increasingly developed literary arguments: establishing a thesis, selecting precise evidence, analysing writers' methods, integrating relevant contextual knowledge and evaluating how ideas develop across a text. Exam Board & Syllabus: AQA GCSE English Literature 8702 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	Good and evil Suffering Multiculturalism Race and love Modernism – an appreciation of art and its influence Conflict and impacts Cultural awareness Appreciating different societies Global development First aid Healthy lifestyles Migration
	Maths FOUNDATION At the start of term students study Algebra: Simultaneous Equations. Algebra is the language of maths. As the complexity of problems increase, as does the knowledge of algebra. This half term is vital for manipulating algebra in more advanced settings. Students will be able to: • Solve complex linear equations	Maths HIGHER At the start of term students study how to Solve quadratics by studying. Functions Algebraic Fractions. These topics will allow students to problem solve with situations involving quadratics. Students will be able to: • Solve complex linear equations • Rearrange formula	Integration Climate change Global accountability

	• Rearrange formula • Simplify the sum of algebraic fractions in simple cases • Solve linear simultaneous equations In the latter term students grapple with Percentage Growth and Decay. Percentage growth and decay attributes itself to other areas of mathematics. Having a good understanding of this allows chances of incorporating into practice later in the year. In this topic, students will be able to: • Revisit converting between fraction, decimals and percentages • Recap manipulating fractions • Recap finding percentages of amounts • Find the value after a percentage in/decrease • Find the original value given a in/decreased value Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1 Link to website: MATHS EDEXCEL	• Solve complex linear simultaneous equations • Interpret and evaluate functions, composite functions and inverse functions • Solve quadratics by completing the square • Solve equations involving algebraic fractions In the latter term, students study Algebraic Fractions, Surds and Percentage Growth and Decay. These topics will allow students to problem solve with situations involving quadratics. Students will practice and master how to: • Solve quadratics by completing the square • Solve equations involving algebraic fractions • Use surds in different contexts Find reverse percentages, evaluate an amount after a repeated appreciation or depreciation Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1 Link to website: MATHS EDEXCEL	Appreciation of art, design and music Challenging hate Problem solving Personal responsibility
	Science AQA Trilogy (combined science). Students study for two GCSES over 8 periods in a two-week timetable cycle. AQA Separate Sciences. 3 GCSES are studied in year 10 over 13 periods in the two-week timetable cycle (an option choice is used to accommodate for this). At the start of Year 10, students engage in the unit: Living together – food and ecosystems. Within this unit students revisit past knowledge to build on it to secure an understanding of: • Photosynthesis • Mode and function of enzymes • Diffusion, osmosis, active transport • Structure and function of plants • Food chains and webs • Pyramids of number and biomass transfer • Biotic and abiotic factors • Sampling methods Students use this developed knowledge to demonstrate their competence in answering questions such as: • What happens during photosynthesis? • How do producers get the substances they need?	Religious Studies In the first term of Year 10 students complete the unit: Christianity beliefs and teachings. This unit involves students contemplating and being able to explain: • God as omnipotent, loving and just, and the problem of evil and suffering. • The oneness of God and the Trinity: Father, Son and Holy Spirit. In order to show their understanding, students will use different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) to illustrate their argument or viewpoint. Students will also explore: • Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven and hell. • The incarnation and Jesus as the Son of God, the crucifixion, resurrection and ascension. • The means of salvation, including law, grace and Spirit. The role of Christ in salvation including the idea of atonement	

	• How are organisms in an ecosystem interdependent? • How are populations affected by conditions in an ecosystem? In the latter term, students then study: Chemicals of the natural environment. This requires students to gain knowledge on the: • Properties of metals • Extracting metals • Electrolysis • Extraction and separation of crude oil Students use this knowledge to consider: • How atoms are held together in a metal • How metals react with different reactivities extracted • What are electrolytes and what happens during electrolysis Exam Board and web link: AQA Trilogy (combined Science) 8464 https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 AQA Biology 8461 https://www.aqa.org.uk/subjects/science/gcse/biology-8461 AQA Chemistry 8462 https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 AQA Physics 8463 https://www.aqa.org.uk/subjects/science/gcse/physics-8463	In the second term students examine Christian practices and how these are influenced by belief. Students will study: • Liturgical, non-liturgical and informal worship, including the use of the Bible, private worship, prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments. • The role and importance of pilgrimage and celebrations. Students will also study the role of the Church in the local community including: • food banks • street pastors • the place of mission • evangelism and Church growth. They will also explore and explain the importance of the worldwide Church including: • working for reconciliation • how Christian churches respond to persecution • the work of Christian Aid. Students will be assessed before they move onto the next unit at the end of this term which is Islamic Beliefs. This includes: • The nature of God: Tawhid • Prophethood • Holy books • Sunni and Shi'a beliefs Exam Board and Syllabus: AQA Religious Studies A (8062) Link to website: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062	
Foundation Subjects	GCSE Art and Design This term, Year 10 students will begin their AQA GCSE Fine Art Component 1 project, 'The World Around Us', building the knowledge, skills and confidence required to meet the four assessment objectives: AO1 Develop, AO2 Refine, AO3 Record and AO4 Present. Students will work from observation and explore a range of media and processes, refining their technical skills and developing greater control, independence and confidence in their artistic practice.	GCSE Business What is taught: In this foundational unit, students explore the dynamic nature of business to understand how and why new business ideas emerge in response to shifting technology, evolving consumer wants, and product obsolescence. They will evaluate the critical balance between risk vs. reward, weighing the trade-offs of financial loss and insecurity against the potential for profit and independence. Through examining the role of enterprise, students identify the core purpose of	DIT What is taught: In this term students will be using the knowledge from year 9 to complete their component 1 coursework that consists of 4 tasks: • Task 1: Project proposal & Gantt Chart • Task 2: Designing of the User Interface • Task 3: Creation of the User Interface • Task 4: Evaluation Each tasks covers the following:

	Students will create a sustained portfolio of work, using primary and secondary sources to record observations, research and develop a clear journey of ideas. Students will research and respond to at least four relevant artists, analysing their work and applying aspects of their techniques, processes and artistic approaches to their own practice. Through experimentation, annotation and refinement, students will revisit and develop ideas, demonstrating clear progression towards more personal and resolved outcomes. Students will be encouraged to take creative risks, explore new ideas and make purposeful decisions about composition, materials, techniques and processes. Their final outcome will bring together the most successful ideas and skills developed throughout the project, demonstrating refinement, creativity and a clear connection between research, experimentation, recording and the final piece in line with AQA GCSE Fine Art expectations. Exam Board and syllabus: AQA Art & Design (Fine Art) Link to website: Art and Design GCSE BTEC Art and Design Exam Board and syllabus: Pearson Edexcel BTEC Level 2 Art and Design Link to website: Art and Design Practice Pearson qualifications	business activity and the essential entrepreneurial characteristics, such as resilience and innovation, needed to succeed. Central to this journey is the absolute necessity of identifying and understanding customer needs through rigorous market research. Students will master both primary and secondary methods, weigh their respective pros and cons, and critically evaluate data reliability. They will then apply these findings using market mapping and competition analysis, leveraging market segmentation to spot market gaps and dissecting competitor strengths and weaknesses. As businesses transition from concepts to reality, students investigate how aims and objectives (both financial and non-financial) differ across diverse start-ups. Finally, the curriculum establishes vital business finance foundations, equipping students to calculate revenue, fixed/variable costs, and profit. This financial literacy is deepened through break-even analysis—where students construct and interpret diagrams, perform "what-if" analyses, and recommend optimization strategies—alongside a comprehensive look at cash flow forecasting and the strategic evaluation of short- and long-term sources of finance (such as crowdfunding, bank loans, and venture capital) tailored specifically for small enterprises. Exam Board: Pearson Edexcel GCSE (9-1) in Business (1BS0) Website: Specification (pearson.com)	• In response to Task 1, learners will complete a project proposal template using a project proposal brief, taking into consideration the purpose and audience, project requirements, user accessibility needs and any constraints. They will use software to create a project plan using project planning and design methodologies and taking into consideration the project proposal brief and overall timescales for the project. • In response to Task 2, learners will design an initial user interface for four screens of a user interface that meets user requirements and user accessibility needs and other specific hardware and software needs and design considerations. • In response to Task 3, learners will use their initial design to develop a working prototype of the four screens of the user interface that meets user requirements and user accessibility needs. • In response to Task 4, learners will review their user interface and project planning techniques. Their review will be against the following criteria – user requirements, ease of use, design principles and accessibility features. In addition, learners will suggest improvements to better meet audience need Exam Board: Pearson Edexcel Level ½ BTEC Tech Award In Digital Information Technology Website: DIT Specification
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	Design Technology What is taught: Project 1: The Lamp Project Building upon Key Stage 3 foundations, this project introduces students to the Pearson Design & Technology curriculum, deepening their understanding of core materials like timbers, metals, systems, and cards & boards. Spanning the first term of the GCSE year, students will design and manufacture a functional lamp while mastering essential industry skills, including: Research & Planning: Formulating Design Briefs, Specifications, and Risk Assessments with explicit Control Measures. Design & Communication: Developing technical drawing and design communication skills. Technical Execution: Working with timbers, building electronics and circuits, and utilizing CAD/CAM technologies. Branding: Designing and constructing product packaging using cards and boards. Exam Board & Syllabus: Edexcel Pearson Design Technology Link to website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html	Drama What is taught: Students are introduced to the Edexcel GCSE Drama course and develop an understanding of the requirements of Components 1, 2 and 3. Through the study of <i>DNA</i> by Dennis Kelly, students explore character, relationships, themes and dramatic tension using a range of practical and written activities. They develop core performance skills including voice, movement and characterisation, culminating in a performance of selected extracts from the text. Students begin to analyse how performers and directors communicate meaning and are introduced to the style of written responses required for Component 3: Theatre Makers in Practice. Exam Board & Syllabus: Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0) Link to website: DRAMA	French The GCSE course consists of eight modules, with the first one taught in the last half term of Year 9. The course deepens the knowledge of grammar and vocabulary taught in KS3 with a range of topics familiar to the student: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and the future and Travel and tourism. In Module 2, pupils explore identity, routine, friendships, relationships and role models, learning possessive adjectives (<i>mon, ma, mes</i>) and emphatic pronouns after prepositions (<i>pour, avec, à, sans</i>). They consolidate reflexive verbs in the present tense (<i>se lever</i>) and extend to abstract reflexives (<i>s'entendre avec, se disputer</i>). Pupils learn adjectival agreement patterns, direct object pronouns (singular and plural), and contrast present and perfect tenses with irregular past participles (<i>né, eu, écrit, devenu, reçu</i>), whilst forming adverbs by adding <i>-ment</i>. In Module 3, Pupils discuss school subjects, rules, primary school experiences and language learning using definite articles and comparative adjectival structures (<i>plus/moins</i> + adjective + <i>que</i>). They use <i>il faut</i> + infinitive and <i>il est</i> + adjective + <i>de</i> + infinitive to express rules and obligations, consolidating irregular past participles and negatives in the perfect tense. Superlatives (<i>le/la/les plus/moins</i> + adjective) are introduced alongside the imperfect tense for habitual or continuous past actions, with indirect object pronouns (<i>me/m', nous</i>) and more negative phrases (<i>ne...aucun(e), ne...ni...ni, ne...que</i>), combining imperfect, present and near future tenses. Exam Board: Edexcel Pearson French Link to website: Pearson Edexcel GCSE French (2024) Pearson qualifications
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Geography What is taught: Dynamic Development is started in Year 9 and completed at the start of Year 10. We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks students to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies. UK in the 21st Century A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks students to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world. Exam Board & Syllabus: OCR Geography B (Geography for Enquiring Minds) - J384 Link to exam board website: GEOGRAPHY Link to the department Website: https://smhsgeographydept.weebly.com/	Hospitality and Catering What is taught: 1.4.1 Food safety in hospitality and catering 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.3 Health and Safety in hospitality and catering 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry Practical lessons developing basic to medium skills. Exam Board & Syllabus: WJEC Level 2 Hospitality & Catering Link to website: HOSPITALITY & CATERING	History Conquest & Early Migration (c. 800–1500) Students explore how power and identity were shaped in medieval England. They begin by investigating William the Conqueror's seizure of power, looking at Anglo-Saxon resistance, Norman methods of control, and the transformation of society through the Feudal System and the Church. They then examine early migration, inquiring into Viking settlements in York and Wessex, early trade and culture, and the experiences of medieval migrants up through the Black Death. Key Enquiry Questions: How did William assert control over England? How did the Normans change the country? How did life differ under Danelaw compared to Wessex? Exam Board & Syllabus: 60180924 Pearson Edexcel Level 2 GCSE in History Link to website: HISTORY
Music What is taught: Students are introduced to the Eduqas GCSE Music course and begin developing the listening, performing and composing skills required for all three components. Through the study of <i>Badinerie</i> by J.S. Bach and wider musical elements, students	Spanish The GCSE course consists of eight modules, with the first one taught in the last half term of Year 9. The course deepens the knowledge of grammar and vocabulary taught in KS3 with a range of topics familiar to the student: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and	Sports Science What is taught: Topic area 1: Components of fitness applied in sport Topic Area 2: Principles of training in sport

	learn how to analyse music using appropriate terminology and identify key features of melody, harmony, rhythm, texture and structure. Alongside this, students begin developing composition skills, exploring melodic writing, harmonic progressions and the use of music technology to create original musical ideas. Exam Board & Syllabus: Eduqas GCSE Music Link to website: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments	technology, Studying and the future and Travel and tourism. In Module 2, students explore travel, festivals and holidays, learning to express opinions with nouns and infinitives, and using impersonal structures (se <i>puede</i>). They develop comparatives and superlatives to compare holiday destinations, express past opinions, and introduce the imperfect tense to describe what holidays used to be like, with question words to gather information about travel experiences. In Module 3, Pupils consolidate possessive adjectives and the present continuous tense when describing people, friendships and identity. They use the preterite tense and reflexive verbs to narrate past events and daily routines, expressing opinions with negative structures to discuss relationships and role models. Exam Board: Edexcel Pearson Spanish Link to website: Pearson Edexcel GCSE Spanish (2024) Pearson qualifications	Exam Board and Syllabus: OCR Cambridge Nationals Sport Science Link to website: https://www.ocr.org.uk/qualifications/cambri-dge-nationals/sport-science-level-1-2-j828/
	Textile Design What is taught: Component 1: Natural Forms Students will launch their portfolio with a project centred on the theme of "Natural Forms." Through this unit, they will engage in extensive research, experimentation, and design. While drawing on textile techniques from previous key stages, students will be challenged to elevate their craftsmanship by combining methods, learning through trial and error, and refining their concepts. Exam Board & Syllabus: AQA GCSE Art & Design: Textile Design Link to website: TEXTILES		
CEIAG	The focus of the year is to understand the link between revision effort in practice exams and the links to next steps P16, P18 and Careers. Students will attend our in-house careers fair Students will attend a Post-16 'Taster Day' with an organisation focussing on a specific sector and pathway route.		

Christian Themes and Values	Renewal, Faith, Wisdom, Service, Patience, Generosity, Humility, Honesty, Stewardship, Sacrifice, Reflection		SMSC Across the Curriculum
Tutorial Programme	Students will read a variety of articles from 'The Day' resource and answer comprehension, inference and critical thinking style questions.		Keeping healthy
PSHE / RSE Citizenship British Values	Students study PSHE two mornings a fortnight. Students cover aspects of the curriculum such as: Your healthy body: this includes keeping physically healthy, self-image, first aid Your healthy mind: Students explore mental health and exam stress You and your life: Students consider how well they know themselves as well as exploring the concept of family. You and your relationships: This unit involves showing respectful for each other, healthy relationships and dating as well as how to recognise signs of an unhealthy relationship Sexuality and gender identity: Students look at the subject of gender and sexuality		Race Disability Loneliness Isolation
Core Subjects	English Language In Year 10, English Language is taught through English Literature. Studying English Literature boosts reading, writing, analysis, and interpretative skills, all of which are essential for success in English Language. The two subjects complement and reinforce each other throughout the GCSE course. Exam Board & Syllabus: AQA GCSE English Language 8700 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8700	English Literature Students continue to study Romeo and Juliet in this term. They will then focus on the play 'An Inspector Calls' by – J B Priestley as the AQA GCSE post 19th Century British play. The play focuses on a story of how a policeman interrupts a rich family's dinner to question them about the suicide of a young working-class girl. As their guilty secrets are gradually revealed over the course of the evening, 'An Inspector Calls', J. B. Priestley's most famous play, shows us the terrible consequences of poverty and inequality. Students will develop their knowledge on concepts such as class; gender; inequality; generational divide; morality; omniscience; social responsibility; power and privilege; archetypes; supernatural; setting; lighting; foreshadowing; costume; props; dramatic Irony and stage direction Students will study the wider context of Edwardian and Post-WW2 England. Exam Board & Syllabus: AQA GCSE English Literature 8702 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	Nature vs nurture Appreciation of other religions Good and evil Suffering Multiculturalism Race and love Modernism – an appreciation of art and its influence
	Maths FOUNDATION Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1 Link to website: MATHS EDEXCEL In the Spring term, students explore Trigonometry and Bearings.	Maths HIGHER Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1 Link to website: MATHS EDEXCEL In the Spring term, students grapple with Iteration and 3D Trigonometry. This topic will allow student to find the volumes and	Conflict and impacts Cultural awareness

	Trigonometry and bearings appear together as, for students that are more able, it allows more complex questions to be practiced, which mix these two skills together. Students will be practice and master the: • Use trigonometry in 2D right angled triangles • Use trigonometry without the aid of a calculator • Solve problems involving bearings • Construct triangles using a pair of compasses • Solve loci problems In the second part of the term, students focus on 3D Shape. Students use the prior understanding of area of shape to work with volumes and surface areas. In this term students practice and master how to: • Draw the net of a prism • Use the language of 3d shapes • Find the surface area of prisms • Find the surface area of simple non-prisms • Find the volume of prisms and cylinders • Convert between units of area and volume	surface area of challenging pyramids, cones, frustums and certain prisms. By the end of this topic students will be able to: • Convert recurring decimals to fractions • Use and solve problems with iterative formula • Use trigonometry in 2d with and without a calculator • Use trigonometry in 3d contexts • Solve problems involving bearings In the second half of the term, students study 3D Shape and Advanced Statistics. Having studied 3d Pythagoras and trigonometry earlier in the year, students have the skills to find surface areas and volumes of 3D shapes with missing information. Students will be able to: • Find the volume of pyramids, cones and spheres • Find the volume and surface areas of frustums • Convert units of area/volume • Find the averages from grouped frequency tables • Use interquartile range and apply to box plots	Appreciating different societies Global development First aid Healthy lifestyles Migration Integration Climate change Global accountability
	Science In this term students study Bioenergetics. The main sub-topics for this unit are: • Photosynthesis • Respiration Students are also taught Quantitative Chemistry. The main sub-themes for the unit are: • Chemical measurements • Conservation of mass • Chemical equations • What is a pure substance? Finally, students will explore Chemical Changes where will learn about: • Reactivity of metals • Reactions of acids • Electrolysis Exam Board and web link: AQA Trilogy (combined Science) 8464 https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 AQA Biology 8461	Religious Studies In the Spring term, students will complete the unit above but then learn about Islam beliefs and teachings. Students will study the: • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • The Oneness of God (Tawhid), Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell. In the latter term students will continue with their study of Islam to build a knowledge on Islamic beliefs and practices. Students will be able to explain their answers with an awareness of how and why Muslims practice their faith. Students will learn about: • The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.	Appreciation of art, design and music Challenging hate Problem solving Personal responsibility

	https://www.aqa.org.uk/subjects/science/gcse/biology-8461 AQA Chemistry 8462 https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 AQA Physics 8463 https://www.aqa.org.uk/subjects/science/gcse/physics-8463	• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. Exam Board and Syllabus: AQA Religious Studies A (8062) Link to website: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062	
Foundation Subjects	GCSE Art and Design This term, Year 10 students will begin their AQA GCSE Fine Art Component 1 project, 'The World Around Us', building the knowledge, skills and confidence required to meet the four assessment objectives: AO1 Develop, AO2 Refine, AO3 Record and AO4 Present. Students will work from observation and explore a range of media and processes, refining their technical skills and developing greater control, independence and confidence in their artistic practice. Students will create a sustained portfolio of work, using primary and secondary sources to record observations, research and develop a clear journey of ideas. Students will research and respond to at least four relevant artists, analysing their work and applying aspects of their techniques, processes and artistic approaches to their own practice. Through experimentation, annotation and refinement, students will revisit and develop ideas, demonstrating clear	GCSE Business What is taught: In the Spring term, Year 10 students progress from initial entrepreneurship theory to putting business ideas into practice, focusing heavily on financial literacy and operational execution. Learners develop essential quantitative skills as they calculate revenues, costs, and profits, alongside constructing and interpreting break-even charts and cash-flow forecasts. The curriculum then explores how to make a business effective, introducing students to legal structures—comparing limited and unlimited liability—as well as franchises, business location factors, and the deployment of a cohesive marketing mix. By investigating how these elements interact alongside a formal business plan, students gain a practical understanding of how small enterprises survive and establish themselves in the marketplace. Exam Board: Pearson Edexcel GCSE (9-1) in Business (1BS0) Website: Specification (pearson.com)	Geography What is taught: Distinctive Landscapes The UK contains a diverse and distinct range of landscapes. This topic gives students the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these. Case studies on a coastal location and a river basin are studied in depth. Urban Futures This topic seeks to explore why and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and students will examine these through studying two cities, one

	progression towards more personal and resolved outcomes. Students will be encouraged to take creative risks, explore new ideas and make purposeful decisions about composition, materials, techniques and processes. Their final outcome will bring together the most successful ideas and skills developed throughout the project, demonstrating refinement, creativity and a clear connection between research, experimentation, recording and the final piece in line with AQA GCSE Fine Art expectations. Exam Board and syllabus: AQA Art & Design (Fine Art) Link to website: Art and Design GCSE Btec Art and Design Exam Board and syllabus: Pearson Edexcel BTEC Level 2 Art and Design Link to website: Art and Design Practice Pearson qualifications		from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place. Exam Board & Syllabus: OCR Geography B (Geography for Enquiring Minds)) - J384 Link to exam board website: GEOGRAPHY Link to the department Website: https://smhsgeographydept.weebly.com/
	Drama What is taught: Students develop their understanding of theatre analysis through attendance at a live theatre production and begin exploring the skills required for Component 3 Section B: Live Theatre Evaluation. They learn how acting, directing and design elements contribute to audience understanding and impact. Alongside this, students begin Component 1: Devising, responding creatively to stimuli and exploring how theatre practitioners can influence performance style, structure and theatrical intention. Students start generating ideas, experimenting with performance techniques and documenting their creative process. Exam Board & Syllabus: Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0) Link to website: DRAMA	French In Module 4, students focus on healthy eating and mental/physical well-being, learning the <i>vous</i>-form imperative and partitive articles (<i>du, de la, de l', des</i>) with contraction to <i>de/d'</i>. They use the pronoun <i>en</i> with present tense verbs, the <i>tu</i>-form imperative (including <i>sois</i> and negative forms), and modal verbs + infinitive (<i>devoir, pouvoir, vouloir</i>) in negative forms. Pupils learn <i>à</i> with definite articles (<i>au, à la, aux</i>) and <i>avoir mal</i> constructions, introducing reflexive verbs in the perfect tense and the simple future tense for all persons of -er verbs and first-person singular of <i>aller, avoir, être, faire</i>, consolidating irregular verbs across three tenses with various negative structures. Students complete their PPEs in this term and revision, and feedback lessons are included in the first part of the term. Exam Board: Edexcel Pearson French Link to website: Pearson Edexcel GCSE French (2024) Pearson qualifications	DIT What is taught: In this term students will learn the component 2 content this covers the following • Characteristics of data and information • Representing information • Ensuring data is suitable for processing • Data collection • Quality of information • Sectors that use data modelling • Threats to individuals • Data processing methods • Producing a dashboard • Drawing conclusions based on findings in data • How presentation affects understanding

			Exam Board: Pearson Edexcel Level ½ BTEC Tech Award In Digital Information Technology Website: DIT Specification
	Music What is taught: Students continue their study of the Areas of Study through the set work <i>Africa</i> by Toto, developing a deeper understanding of popular music, fusion styles and ensemble writing. They further develop composition skills by creating and refining original compositions, applying musical devices and stylistic conventions. Including completion of Composition 1 ‘free choice brief’. Listening activities, analytical tasks and exam-style questions help students build confidence in responding to Component 3 requirements. Exam Board & Syllabus: Eduqas GCSE Music Link to website: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments	Hospitality and Catering What is taught: 1.1 Hospitality and catering provisions 1.2 How hospitality and catering providers operate Developing practical skills medium to high Exam Board & Syllabus: WJEC Level 2 Hospitality & Catering Link to website: HOSPITALITY & CATERING	History What is taught: Migration Through the Ages (1500–Present) Students trace the story of human movement to Britain from the early modern period to the modern era. They investigate religious and economic migration—including Huguenot communities, Irish migrants in Liverpool, and Jewish communities in London's East End. Moving into the 20th century, they assess the impact of world wars, decolonisation, and legislation like the 1965 Race Relations Act, with local case studies focusing on migrant experiences in Leicester and Bristol. Key Enquiry Questions: How did Huguenot, Irish, and Jewish migration shape local economies and cultures? What was the post-war experience for migrants, and how did laws like the Race Relations Act drive change? Exam Board & Syllabus: 60180924 Pearson Edexcel Level 2 GCSE in History Link to website: HISTORY
		Design Technology What is taught: Project 1: Lamp Project. Exam Board & Syllabus: Edexcel Pearson Design Technology Link to website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html	
	Spanish In Module 4, students learn indefinite adjectives and irregular verbs to discuss daily routines and healthy eating. They contrast the imperfect and preterite tenses to describe past lifestyles and habits, introducing the simple future tense alongside impersonal verbs to discuss physical and mental well-being. Students complete the PPEs in this half term and will have revision and feedback lessons.	Sports Science What is taught: Topic Area 3: Organising and planning a fitness training programme Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme Exam Board and Syllabus: OCR Cambridge Nationals Sport Science	Textile Design What is taught: Component 1: Natural Forms Drawing upon their portfolio experiments and artist research, students will generate a diverse range of initial design ideas for their final tapestry. This stage allows students to demonstrate the full scope of their learning. Throughout the term, they will focus on constructing

	Exam Board: Edexcel Pearson Spanish Link to website: Pearson Edexcel GCSE Spanish (2024) Pearson qualifications	Link to website: https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/	their final outcome in response to the theme. The project will conclude with a written evaluation, where students will critically analyse their work—highlighting successes, areas for improvement, and any design modifications made along the way. Exam Board & Syllabus: AQA GCSE Art & Design: Textile Design Link to website: TEXTILES
CEIAG	Students will participate in a WEXability day preparing them for work experience. Students will then complete work experience for 1 full week. Students will receive a Provider Access Legislation assembly from an employer/organisation Students will participate in an activity for Apprenticeship Week Students will participate in an activity for careers week Students will attend an external event called 'Generation Broxbourne' focussing on next steps and employer engagement		

Christian Themes and Values	Resurrection, Inclusion, Unity, Empathy, Perseverance, Faithfulness, Thankfulness, Service, Friendship, Trust, Peace, Adaptability, Aspiration, Reflection		SMSC Across the Curriculum
Tutorial Programme	Students will read a variety of articles from 'The Day' resource and answer comprehension, inference and critical thinking style questions.		Keeping healthy
PSHE / RSE Citizenship/ British Values	Students study PSHE two mornings a fortnight. Students cover aspects of the curriculum such as: Your healthy body: this includes keeping physically healthy, self-image, first aid. Your healthy mind: Students explore mental health and exam stress. You and your life: Students consider how well they know themselves as well as exploring the concept of family. You and your relationships: This unit involves showing respectful for each other, healthy relationships and dating as well as how to recognise signs of an unhealthy relationship. Sexuality and gender identity: Students look at the subject of gender and sexuality.		Race Disability Loneliness Isolation
Core Subjects	English Language Students will practice and prepare for their PPE exams by reading and responding a range of fiction and non-fiction texts. Students will also develop their own writing skills by writing a range of descriptive and narrative fiction pieces as well as non-fiction texts. Exam Board & Syllabus: AQA GCSE English Language 8700 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-language-8702	English Literature In the first half term, students continue their study of the GCSE English Literature 'Worlds and Lives' poetry anthology. The key knowledge students will develop is: students will develop a wide range of literary, analytical, and contextual knowledge and comparison skills. Students will study poems connected by a range of themes including universal human experiences such as: Identity and self-discovery, cultural heritage and belonging, conflict and resolution and inequality and social justice. Students will go on to study the 19th century novel Dr Jekyll & Mr Hyde. Students read the novel with an understanding of the 19th century context. Students will consider themes such as duality and binary opposites, science verses religion, Darwinism, and morality within the novel and they will question how pathetic fallacy is used to create mood and atmosphere within the novel. These novels are then complimented by a variety of non-fiction texts from different eras. Exam Board & Syllabus: AQA GCSE English Literature 8702 Link to website: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	Nature vs nurture Appreciation of other religions Good and evil Suffering Multiculturalism Race and love Modernism – an appreciation of art and its influence Conflict and impacts Cultural awareness Appreciating different societies
	Maths FOUNDATION Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1	Maths HIGHER Exam Board & Syllabus: Pearson Edexcel GCSE Mathematics 1MA1	

	Link to website: MATHS EDEXCEL In the last term of the year, students are taught Statistics. Students extend their knowledge of averages to include situations when data is presented in a table. By the end of unit, students will be able to: • Revisit finding averages from lists • Find the average from a frequency table • Find the average from a grouped frequency table • Extend trigonometry use from earlier in the year • Draw and interpret real life graphs In the latter term students study Geometry. Students recap some of the more challenging areas of geometry such as trigonometry first taught in spring 2a this year. Transformations and graphs are also reinforced and extended on from the KS3 curriculum. By the end of the unit students will have learnt and practiced the following: Students will be able to: • Apply the four transformations to shapes • Find missing angles or missing lengths using trigonometry • Interpret and answer questions by reading from real life graphs • Use speed distance time graphs to answer questions • What does a flat line mean on a distance time graph? A speed time graph? • What does a “upward” line mean on a distance time graph?	Link to website: MATHS EDEXCEL Students will study Advanced Statistics at the start of the Summer Term. After some recapping of averages, students will be able to extend their understanding of representing data with new graphs. By the end of this term students will be able to: • Find the averages from grouped frequency tables • Use interquartile range and apply to box plots • Use box plots to compare data • Draw and interpret cumulative frequency diagrams • Draw and solve problems with histograms In the latter part of the Summer term, students are taught Similarity and Non-Right-Angled Trigonometry. Having studied volumes and surface areas in the previous half term, students will now have the opportunity to study the effects of scaling the lengths of a shape/solid on the shapes area/volume. By the end of the unit, students will be able to: • Use box plots to compare data • Draw and interpret cumulative frequency diagrams • Draw and solve problems with histograms • Apply similarity to area and volume • Find the area of triangles using trigonometry. • Use the cosine rule	First aid Healthy lifestyles Migration Integration Climate change Global accountability Appreciation of art, design and music Challenging hate Problem solving Personal responsibility
	Science In the final school term, students learn about Forces. Students will be taught about: • Forces and their interactions • Work done and energy transfer • Forces and elasticity • Forces and motion • Momentum (HT) In the last term students learn about Homeostasis. They will explore: • What is homeostasis? • The human nervous system • Hormonal coordination in humans Exam Board and web link: AQA Trilogy (combined Science) 8464	Religious Studies In the last term of Year 10, students study religion and Human relationships. This requires students to study a number of religions and their approaches to issues such as: • The roles of men and women • Gender equality • Gender prejudice Marriage and Divorce, including: • Reasons for divorce, and remarrying • Ethical arguments related to divorce, for example the sanctity of marriage The nature of families, including: • The role of parents and children • Extended families and the nuclear family The purpose of families, including:	

	https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 AQA Biology 8461 https://www.aqa.org.uk/subjects/science/gcse/biology-8461 AQA Chemistry 8462 https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 AQA Physics 8463 https://www.aqa.org.uk/subjects/science/gcse/physics-8463	• Procreation • Stability and the protection of children • Educating children in a faith Contemporary family issues including: • Same-sex parents • Polygamy Exam Board and Syllabus: AQA Religious Studies A (8062) Link to website: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062	
Foundation Subjects	GCSE Art and Design This term, Year 10 students will begin their AQA GCSE Fine Art Component 1 project, 'The World Around Us', building the knowledge, skills and confidence required to meet the four assessment objectives: AO1 Develop, AO2 Refine, AO3 Record and AO4 Present. Students will work from observation and explore a range of media and processes, refining their technical skills and developing greater control, independence and confidence in their artistic practice. Students will create a sustained portfolio of work, using primary and secondary sources to record observations, research and develop a clear journey of ideas. Students will research and respond to at least four relevant artists, analysing their work and applying aspects of their techniques, processes and artistic approaches to their own practice. Through experimentation, annotation and refinement, students will revisit and develop ideas, demonstrating clear progression towards more personal and resolved outcomes. Students will be encouraged to take creative risks, explore new ideas and make purposeful decisions about composition, materials, techniques and processes. Their final outcome will bring together the most successful ideas and skills developed throughout the project, demonstrating refinement, creativity and a	GCSE Business What is taught: In the Summer term, the curriculum transitions from small start-ups to the wider corporate world, focusing on how larger organizations grow and react to the environment around them. Students begin by evaluating internal and external stakeholders, analysing how the objectives of different groups can often conflict. The course then examines the powerful external forces that shape business decisions, including rapid technological shifts, changing employment and consumer laws, and broader economic trends. As the term progresses, students investigate the mechanics of business expansion, comparing organic growth with inorganic methods like mergers and acquisitions. They will look at the various financial sources available to fund this expansion and analyse how a company's core goals change as it scales up. To ground these concepts, the term concludes with real-world case studies that challenge students to evaluate how modern corporations navigate the pressures of globalization, ethical responsibilities, and environmental sustainability. Exam Board: Pearson Edexcel GCSE (9-1) in Business (1BS0) Website: Specification (pearson.com)	DIT What is taught: In this term students will be using the knowledge from the previous term to complete their component 2 coursework that consists of 3 tasks: • Task 1: Report explaining data collection methods • Task 2: Data manipulation methods, including manipulating data to meet needs and creating a dashboard • Task 3: Report explaining patterns and trends as well as any errors in the data. They will also explain how presentation can affect understanding of data Each tasks covers the following: • In response to Task 1, learners will explore the suitability of two given data collection methods used by an organisation for a given dataset. • In response to Task 2, learners will carry out different manipulation and processing methods in order to create a dashboard, providing data summaries using appropriate presentation methods and features. • In response to Task 3, learners will analyse a dataset, present their findings and draw conclusions based on these findings. They will explore how presentation affects understanding in the dataset and how they could be improved. Exam Board: Pearson Edexcel Level ½ BTEC Tech Award In Digital Information Technology

	clear connection between research, experimentation, recording and the final piece in line with AQA GCSE Fine Art expectations. Exam Board and syllabus: AQA Art & Design (Fine Art) Link to website: Art and Design GCSE		Website: DIT Specification
	Drama What is taught: Students focus on developing, rehearsing and refining their devised performances for Component 1. They apply practitioner influences, evaluate creative decisions and strengthen their collaborative and performance skills through structured rehearsal processes. Students complete a final devised performance and begin drafting their devising portfolio. Alongside practical work, they revisit <i>DNA</i> and live theatre evaluation to consolidate knowledge and examination skills, culminating in a mock Component 3 examination and the submission of their first portfolio draft. Exam Board & Syllabus: Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0) Link to website: DRAMA	French In Module 5, students explore holidays, accommodation, attractions and festivals using <i>je voudrais/j'aimerais</i> + infinitive and <i>ce serait</i> + adjective to express wishes. They learn the conditional tense in all persons for -er verbs, give advice using <i>il vaut la peine de</i> and <i>il vaut mieux</i>, and form different types of questions. Relative pronouns (<i>qui, que</i>) are introduced alongside the perfect tense of modal verbs (<i>j'ai voulu, j'ai dû, je n'ai pas pu</i>), using <i>si</i> + present and simple future tenses, and <i>ne...pas encore</i> + perfect tense. In Module 6, students discuss the natural world, environment and environmental problems, learning regular superlative adjectival structures and the passive voice in the present tense followed by <i>par</i>. They use the <i>nous</i>-form imperative (not reflexive), <i>en</i> + present participle, <i>être en train de</i> + infinitive to describe ongoing actions, and <i>venir de</i> + infinitive to	Geography What is taught: Changing Climate Climate change is one of the most controversial global issues of the 21st century. In this topic students analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Students will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined. Global hazards Students investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised

	Design Technology Exam Board & Syllabus: Edexcel Pearson Design Technology Link to website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html What is taught:	express recent past actions in the context of environmental issues. Throughout Year 10, pupils progressively develop all four skills, learning to deduce meaning from authentic texts including basic and complex information, initiate and develop conversations spontaneously, narrate events in detail using multiple tenses and complex grammatical structures, draw inferences from longer texts, translate accurately between French and English, and write creatively using familiar language across the domains of people, school, lifestyles, holidays, and the environment. Exam Board & Syllabus: Edexcel Pearson French Link to website: Pearson Edexcel GCSE French (2024) Pearson qualifications	through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans, but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice. Exam Board & Syllabus: OCR Geography B (Geography for Enquiring Minds)) - J384 Link to exam board website: GEOGRAPHY Link to the department Website: https://smhsgeographydept.weebly.com/
	Hospitality and Catering What is taught: 1.3 Health and safety in hospitality and catering provision 1.4 Food safety in hospitality and catering 2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills	History What is taught: Post-War Society & Modern Dictatorship Students focus on two in-depth historical studies. First, they examine the Caribbean migrant experience in post-war Britain, focusing on life in Notting Hill between 1948 and 1970, social conditions, the 'Swinging Sixties', and the causes of the 1958 Notting Hill Riots using local historical sources. Next, they transition to European history, studying Germany's Weimar Republic—its unstable	Music What is taught: Students focus on developing and recording ensemble performances for Component 1 while continuing to consolidate their understanding of the Areas of Study. They revisit key musical concepts, complete performance preparations and engage in examination practice for Component 3. Through mock assessments, performance recordings and listening activities, students strengthen the knowledge and skills required for success in Year 11 and the final GCSE assessments.

	Exam Board & Syllabus: WJEC Level 2 Hospitality & Catering Link to website: HOSPITALITY & CATERING	beginnings after WWI, its short recovery, and the factors that led to Hitler's rise to power. • Key Enquiry Questions: What caused the 1958 Notting Hill Riots, and what do local sources reveal about Caribbean migrant experiences? Why was the Weimar Republic unstable, and how did Hitler gain control? Exam Board & Syllabus: 60180924 Pearson Edexcel Level 2 GCSE in History Link to website: HISTORY	Exam Board & Syllabus: Eduqas GCSE Music Link to website: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments
	Music What is taught: Students focus on developing and recording ensemble performances for Component 1 while continuing to consolidate their understanding of the Areas of Study. They revisit key musical concepts, complete performance preparations and engage in examination practice for Component 3. Through mock assessments, performance recordings and listening activities, students strengthen the knowledge and skills required for success in Year 11 and the final GCSE assessments. Exam Board & Syllabus: Eduqas GCSE Music Link to website: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments	Spanish In Module 5, students use relative pronouns and opinion verbs to discuss school subjects and studies. They introduce the conditional tense to express preferences about school and teachers, using impersonal verbs, negatives and adverbs to describe school trips and language learning experiences. In Module 6, students learn demonstrative adjectives and the perfect tense to describe their home and local area. They use <i>estar</i> with prepositions of place to locate places in town, introducing conjunctions and the imperfect tense for past descriptions. Direct object pronouns, comparatives and the subjunctive are introduced, alongside irregular preterite verbs and the future tense to discuss their region and local environment. Throughout Year 10, students progressively develop all four skills, learning to deduce meaning from authentic texts, initiate conversations spontaneously, translate accurately between Spanish and English, and write creatively using multiple tenses and complex grammatical structures across the domains of travel, family and friends, lifestyles, school, home and local area. Exam Board: Edexcel Pearson Spanish Link to website: Pearson Edexcel GCSE Spanish (2024) Pearson qualifications	Sports Science What is taught: Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan. Topic Area 2: Applying differing dietary requirements to varying types of sporting activity. Exam Board and Syllabus: OCR Cambridge Nationals Sport Science Link to website: https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/
	Textile Design What is taught:		

	Component 1: Stage & Screen Students will embark on their second portfolio project, exploring a chosen theme within the world of "Stage and Screen." Throughout this unit, they will experiment with advanced textiles and material processes, including pattern development, fabric manipulation, distressing techniques, and the moulding and melting of various materials. Students will systematically document their experiments in their sketchbooks and critically evaluate their findings to inform their ongoing work. Exam Board & Syllabus: AQA GCSE Art & Design: Textile Design Link to website: TEXTILES
CEIAG	Students will be introduced to the Sixth Form through a talk with the Director of Sixth Form and Sixth form students as well as conducting a tour of 6th form area. Students will also visit or have opportunities to be exposed to university talks as they look forward to Post 18 options. Students will continue to log their progress on Unifrog. Students will take part in a Mock Interview Day. Students will complete a FSQ (Future Skills Questionnaire). Careers Guidance Meetings will begin for those students who are prioritised using RONI Data. SEN students will receive a tailored careers workshop.