

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
English	Morality – Power and Conflict Poetry Anthology and A Christmas Carol Students consider how to approach unseen poetry before extending their knowledge of Power and Conflict poems. Following this, they read A Christmas Carol to explore ideas of morality within a Victorian context.	Morality - A Christmas Carol Students focus on themes and character function, developing their ability to write analytical essays on A Christmas Carol. Key moments from across the text are revisited through short extracts to embed close analysis.	Morality – Macbeth Students explore ideas of power and morality through Shakespeare's Macbeth, placing the play within its context as a Jacobean tragedy. Drawing on methods such as character development, imagery and symbolism, they are encouraged to develop a detailed understanding of Shakespeare's craft.	Morality – Macbeth Students explore ideas of power and morality through Shakespeare's Macbeth, placing the play within its context as a Jacobean tragedy. Drawing on methods such as character development, imagery and symbolism, they are encouraged to develop a detailed understanding of Shakespeare's craft.	Morality - Language Paper 1 Students prepare for AQA English Language Paper 1 by building familiarity with the exam format and expectations. They are taught practical strategies for approaching each question, supported by guided practice.	Morality - Language Paper 1 Students prepare for AQA English Language Paper 1 by building familiarity with the exam format and expectations. They are taught practical strategies for approaching each question, supported by guided practice.	M O C K E X A M I N A T I O N S	W O R K E X P E R I E N C E
Maths	Number Understand different types of numbers, including integers, decimals, and fractions, and perform calculations involving indices, roots, and standard form, applying the laws of indices accurately in various mathematical contexts.	Algebra Students recognise and form algebraic rules for linear and quadratic sequences. Expand, factorise quadratics, and solve simultaneous equations algebraically and graphically.	Number Performing calculations with fractions, including all four operations, and converting between improper fractions and mixed numbers. Calculating percentages, percentage change, and working with reverse and compound percentages.	Geometry Students perform translations, rotations, reflections, and enlargements. Solve problems involving angles, area, perimeter, volume, surface area, and properties of 2D and 3D shapes including nets and cross-sections.	Geometry. Students apply formulae to solve problems involving speed, distance, and time; mass, density, and volume. Use trigonometry and Pythagoras' theorem in 2D and 3D geometric contexts.	Statistics Construct and interpret statistical diagrams including bar charts, pie charts, histograms and scatter graphs. Analyse data using averages, spread, and identify trends or correlations.		
Science - Biology	Organising plants Students identify plant tissues and organs, explain their roles, compare xylem and phloem functions, investigate water and nutrient transport, and evaluate how plant structures support effective transport systems.	Non-communicable diseases Identifying lifestyle risk factors contributing to non-communicable diseases, explaining their impact on health, and evaluating how behaviors like diet, smoking, and exercise influence disease development and progression. Communicable diseases Students describe microorganisms that cause communicable diseases, explain how they spread, and how human defense mechanisms such as physical and blood borne defenses protect against	Preventing and treating disease Students explain how vaccinations stimulate immunity, describe the role of antibiotics in treating bacterial infections, and evaluate drug treatments, understanding their uses and limitations in preventing and managing diseases.	Photosynthesis Describing the process of photosynthesis using equations. Explaining how light intensity, carbon dioxide concentration, and temperature affect the rate. Interpreting data from experiments measuring oxygen production. Respiration Students describe aerobic and anaerobic respiration using equations. Explain how and why exercise increases breathing rate, heart rate, and lactic acid production. Interpret data on oxygen debt and	Adaptation, interdependence and competition. Describing how structural, behavioural and functional adaptations help organisms survive. Explaining how competition for food, mates, territory, light, water and space affects survival. Interpreting data on interdependence and population change.	Organising an ecosystem Students describe feeding relationships using food chains and food webs. Explain how materials cycle through the living and non-living environment, including detailed understanding of the carbon cycle and decay processes.		

		pathogens		recovery after exercise.				
Science - Chemistry	Energy changes Describing and explaining energy changes in exothermic and endothermic reactions, using practical experiments to measure temperature changes and investigate energy transfer between reactants and their surroundings	Electrolysis Students describe electrolysis including ion movement, and electrode reactions. Explain its uses in metal extraction, purification, and electroplating. Predict products and analyse experimental results.	Chemical calculations Interpreting chemical formulae, calculating relative formula mass, and moles. Balancing equations accurately, interpreting mole ratios, and applying these concepts to solve quantitative chemistry problems effectively.	Rates of reactions Explaining factors affecting reaction rates, including temperature, concentration, surface area, and catalysts. Analysing experimental data to evaluate their impact and calculating rate changes in chemical reactions.	Equilibrium Describing reversible reactions and dynamic equilibrium. Explaining how changing conditions affect equilibrium position using Le Chatelier's Principle and predicting effects on reactants and products.	Crude oil and fuels Students explain the composition of hydrocarbons in crude oil and describe how fractional distillation is used to separate them. Organic reactions Describe the structure and reactions of alkenes and alcohol. Describe the structure of organic compounds. Polymers Students describe addition and condensation polymerisation processes. Explain the formation and uses of natural polymers like proteins and DNA, comparing their structures and properties.		
Science - Physics	Electric circuits Students describe and calculate electric charge and current, explain potential difference and resistance, and compare series and parallel circuits. Investigate circuit behavior through measurements of current, voltage, and resistance using practical experiments.	Electricity in the home Students explain how electricity is transmitted from power stations to homes. Describe how consumers use electricity safely and efficiently, including the roles of transformers, circuits, and energy meters.	Radioactivity Describing the discovery of atomic structure and explaining types of nuclear radiation: alpha, beta, and gamma. Evaluating their properties, penetration abilities, and uses in medicine, industry, and dating techniques.	Forces in balance Describing how forces cause objects to turn using moments. Calculating moments, identifying the principle of moments, and explaining conditions for equilibrium when forces are balanced. Analysing practical situations involving levers and gears.	Motion Students Interpret and analyse distance-time and velocity-time graphs to calculate speed, acceleration, and understand motion patterns and changes over time.	Force and motion Applying Newton's laws to calculate forces, acceleration, and motion effects. Space Describing the Solar System's formation, structure, and the expanding universe, including galaxies and cosmic background radiation.		

Geography	The Living World: - Ecosystems - Tropical Rainforests - Hot deserts Students study how ecosystems work and how plants, animals, and the environment depend on each other. They explore tropical rainforests and hot deserts, learning about their climates, wildlife, and how living things are adapted to survive there. The course also looks at how people use these environments, the challenges this creates, and how they can be managed in more sustainable ways.	The Challenge of Resource Management. At GCSE Geography, students learn about how important resources such as food, water, and energy are managed to meet people's needs now and in the future. They explore why demand for these resources is growing, how availability differs around the world and in the UK, and the challenges this creates for people and the environment. The course also looks at ways resources can be used more sustainably through better planning, technology, and responsible choices.	The Challenge of Natural Hazards. Students will learn about natural hazards such as earthquakes, volcanoes, floods, and Tropical Storms, and how these events can affect people and the environment. They explore why some places are more at risk than others, how countries prepare for and respond to disasters, and how wealth and technology can reduce impacts. The course also looks at how climate change may increase the risk of certain hazards in the future.	Urban Issues & Challenges This topic investigates how cities grow and change, why people move to urban areas, and the opportunities and challenges this creates. They explore cities in the UK and around the world, looking at issues such as housing, transport, pollution, and jobs, as well as ways cities can be improved through regeneration and sustainable planning to create better places to live. There will also be an opportunity to take students on a trip to Plymouth and apply their knowledge outside the classroom to see and be part of real-life experiences.	Fieldwork At GCSE Geography, students take part in fieldwork, which gives them the chance to apply what they learn in the classroom to real places and environments. They plan simple investigations, collect information outdoors (such as measuring rivers or surveying urban areas), and learn how to present and explain their findings using maps, graphs, and photos. Fieldwork helps students develop practical skills and confidence, and it is assessed through exam questions rather than coursework. Our students get to visit Newquay, Fistral Beach and Pentire Head to begin their investigation.	
History	Early Elizabethan England 1558-88 This GCSE enquiry looks into the monarchy of Queen Elizabeth I. Students will investigate the many problems she faced and how she overcame them, most notably her Religious Settlement and the Spanish conflict. Also included is a study of Elizabethan Society, including education, poverty and exploration. Students will practise explaining the past and making judgements on important events.		Weimar and Nazi Germany 1918-1939 This enquiry investigates the condition of Germany in the inter-war years, politically, socially and economically. Key features include the post-war collapse of Germany, followed by recovery in the 1920s and the Nazi years. Students use a range of sources and historians interpretations to study this period and reach their own judgements on the events of the past.		Migration in Britain and Notting Hill Continued from the summer term of year 10, students will complete their study of migration to Britain. This enquiry considers the reasons for migration, the experiences of the migrants and the impact of migration on Britain. This enquiry also includes a case study of Notting Hill where students use primary sources to better understanding the problems and achievements of migration to this area.	
French	My personal world: At the start of Year 10, we re-visit the key grammatical features needed for success in GCSE French. Students will explore a range of texts around the topic of their interests and hobbies; their friends and family and how they get along with others. We will learn how to use reflexive verbs, such as 's'entendre avec' (to get along with) and se chamailler avec (to bicker with). Students will revisit the key	Travel and tourism – French-speaking countries Students will begin to practice more complex topics and texts to embed the use of the fundamental grammatical elements seen so far in the course. The focus is initially on key '-ir' verbs, such as 'finir' (to finish) and 'choisir' (to choose). Students will learn about key tourist sites in France and about school visits to historic monuments –	Studying and my future - life in School Students will begin analysing in detail all the grammatical features seen so far and apply them to exam style activities. The topic of school will be the main topic to be explored this term Students will work on the different ways to ask questions in French – such as intonation, inversion	Everyday life and wellbeing Students will begin learning a range of more advanced grammatical features and will use them in a wide range of activities about the topic of fitness, nutrition and keeping well. Students will expand their knowledge of the grammatical structures needed to describe their routines and health choices. They will learn	My neighbourhood A more detailed exploration of irregular forms of verbs, advanced grammatical features and how to combine them all to improve the overall quality of the students' language. Students will learn about the experiences of refugee families in France and their experiences of settling	Challenges in the Current World – media and technology Students will continue to apply a range of grammar and vocabulary to exam style questions. Some final, key grammatical features will be introduced that will be applied when talking about the topic of 'challenges in the modern world'. Students will revisit the perfect (past) tense to describe films they have seen, music they have listened to and social

	regular verb families in the present tense and learn the key patterns. Students will also re-visit the key irregular verbs – 'avoir' (to have), 'être' (to be), 'faire' (to do/to make) and 'aller' (to go).	they will re-visit 'il y a' (there is/there are) and 'il n'y a pas de' (there is/are not).	and using 'est-ce que ...' Students will work with reflexive verbs and reflexive pronouns, as well as direct and indirect object pronouns and the word order required for success with these.	about famous French athletes and sports stars.	in a new country. Students will learn how to describe the features of their own neighbourhood, and to describe how they would like to change things in the future, using the conditional tense,	media that they have used recently. Students will learn how to use negation in the past tense, to describe what they have not done online or watched on TV. Students will learn how to describe the advantages and disadvantages/dangers of certain new technologies, including AI. Students will investigate the role of celebrities in the online world and the influence they have on teenagers.		
Hospitality & Catering	Module 1-Hospitality & Catering industry Explore the world of hospitality & catering, different provisions, types of service and job roles. Explore contract catering. Create a range of practicals including focaccia, crepes, fish and chips and a canape of your choice.	Module 2-Customer requirements and operations Understanding how a business runs, contract types, the role of front and back of house, environmental factors and how customer requirements change. Practical include deboning a chicken, vegetarian main meal and Cornish pasties.	Module 3-Health & safety Health & safety plays a huge role in the hospitality & catering industry, how can employers keep everyone safe, including risk assessments, accident forms and PPE. Practical include puff pastry, fruit crumble and carrot cake muffins.	Module 4-Food Hygiene How to keep food safe in a professional environment. Understanding the need for a HACCP document, kitchen temperatures, food labelling, allergies and the role of the environmental health officer. Practical include Kebabs & flatbread, Mille Feuille and beef burgers.	Module 5-Nutrition Understanding the principles of nutrition, why the body needs protein, carbohydrates and fats. How vitamins and minerals support good health. What fibre does as part of the diet and how factors such as age, religion and dietary choice can impact nutrition. Practical's include a high protein dish, own canape and dessert of choice.	Module 6-Mock Coursework To help prepare for the coursework in year 11, we practice. Students need to plan, analyse, make, present and evaluate two dishes. This allows them to explore nutritional needs of the customers and adapt to a brief. They need to show complex skills in the dish. Two final dishes will be made.		
Art and Design 3D	Foundation Skills and Formal Elements Students start their coursework portfolio, worth 60% of the GCSE grade. They explore the formal visual elements of line, tone, colour, texture, and shape through photography, observational drawing, painting, and mixed media, from a common starting point. Their work develops through models and maquettes into 3D work. The students record their journey and become reflective of their creative process. They investigate the work of other artists and designers and begin recording and analysing their work through a digital portfolio.		Thematic Project and Media Exploration Students continue developing their portfolio and develop their work in their own preferred medium. They explore media such as papier-mache, mod-roc, and other 3D materials, learning advanced techniques including CAD and CAM, and explore the potential of combining wood, metal and plastics. Students continue working in their sketchbooks and digital portfolio to document artist research, idea development, and experimentation, with work showing a personal direction and building evidence for assessment.		Personal Response and Portfolio Refinement Students refine and complete their personal project, selecting portfolio work worth 60% of their final grade. They develop a final outcome through research, experimentation, and reflection, finalising sketchbooks, presentation sheets and digital portfolios with clear annotation. Focus is on personal expression, presentation, and creative journey. A timed mock assessment prepares students for the Year 11 external assignment.			

Music	Introduction to GCSE Music Rhythm Team Building • Meeting needs • Appraising skills • Developing Performing and Composing Skills – Logic Pro Basics Sonority and Texture • Appraising • Developing Performing and Composing Skills • Preparation for Performance 1 - Draft Recording		Harmony and Tonality Appraising • Completing Component 1: Performance 1 - Draft Recording • Preparation for Component 2: Free Composition Draft 1 Melody Appraising • Preparation for Component 1: Performance 2 - Draft Recording • Component 2: Free Composition Draft 2		Structure and Style Appraising • Completing Component 1: Performance 2 - Draft Recording • Completing Component 2: Free Composition final Draft 3 Styles Preparation for Component 3: Appraising Written Examination • Examination Technique • Completion of Free Composition • Performance final drafts		
	Drama		Introduction to GCSE Drama Autumn 1: Introduction to practitioner: Students explore physical theatre techniques and skills, using Frantic Assembly as their main focus. Using these skills, they create and perform a mini mock devising piece ahead of the full devising unit. Autumn 2: The Devising stimulus is introduced. Students work in groups to begin developing their piece for performance assessment. Students write the first section of their Devising Portfolio : <i>how ideas have been researched, created and developed.</i> We also begin the study of our set text <i>An Inspector Calls</i> – exploring the characters and beginning of Act 1 practically.		Developing and Evaluating Devised Drama In the spring term, students refine their Component 1: Devising Theatre performances and complete detailed rehearsal portfolios: Part 2 <i>how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning. And part 3: They focus on communicating creative intentions through voice, movement, and design.</i> We also continue to study <i>An Inspector Calls</i> practically, while developing exam skills with reference to the exam paper - analyzing character, staging, and design for Component 3.		Completing Component 1 and Introducing Scripted Performance At the start of the summer term, students perform their devised theatre piece and complete all Component 1 coursework, including part 3 of the Devising Portfolio: <i>how ideas have been developed, amended and refined during the development of the devised piece and a written evaluation of their final performance.</i> We then focus on revising <i>An Inspector Calls</i> for the Component 3 written exam, practicing exam technique and developing strong responses to a range of acting and design questions.
Computing	Data Representation and Number Systems Students learn why computers use binary and how to convert between binary, denary and hexadecimal. They study bits, bytes and data units, binary addition, and how binary is used to represent text, images and sound. They also begin calculating file	Boolean Logic, Storage and Programming Fundamentals Students learn how Boolean logic is used in computer systems through AND, OR and NOT gates, symbols and truth tables. They study primary storage, including RAM, ROM and virtual memory, as well as secondary storage types and how to compare them in different scenarios. They also build core	CPU, Performance and Embedded Systems Students learn the role of the CPU, including the fetch-decode-execute cycle, registers, the control unit, ALU and cache. They explore how clock speed, cache size and number of cores affect performance. They also learn what embedded systems are, where they are used and	Networks, Topologies and Programming with Iteration Students learn what makes a network a network and study network hardware such as routers, switches, wireless access points and NICs. They compare LAN and WAN, peer-to-peer and client-server networks, and learn about network topologies and performance factors such as bandwidth,	Network Protocols, Addressing and Cyber Security Students learn about wired and wireless connections, including Ethernet, Wi-Fi and Bluetooth. They study IP addresses, MAC addresses, standards and protocols such as TCP/IP, HTTP, HTTPS, FTP, IMAP, SMTP and POP. They also learn the purpose of encryption, how layers are used in networking and	Algorithms, Testing and Advanced Programming Students learn computational thinking skills including abstraction, decomposition and algorithmic thinking. They use and interpret flowcharts, trace algorithms and create solutions in pseudocode or a high-level language. They also study testing, including normal, boundary and erroneous test data, along with syntax and logic errors, defensive design, authentication,	

	sizes and understanding how data is stored in digital form.	programming skills using sequence, input, output, process, data types, casting, calculations and selection with if, elif and else.	how they differ from general-purpose computer systems.	latency, interference and number of users. In programming, they develop their understanding of iteration through for loops, while loops and condition-controlled repetition.	why standards and protocols are essential for communication between devices.	maintainability and the use of sub-programs such as procedures and functions.
BTEC SPORT	Component 1: Preparing Participants to Take Part in Sport and Physical Activity • Internal assessment (coursework) • Weighting: 30% • Students: - o Learn about different types of sport/physical activity. - o Explore equipment, clothing, and technology used. - o Look at barriers to participation (e.g. cost, time, facilities). - o Plan ways to encourage people to get involved in physical activity - o Prepare participants to for sport and physical activity - o Completed in Autumn year 11		Component 2: Taking Part and Improving Performance in Sport and Physical Activity • Internal assessment (coursework + practical performance) • Weighting: 30% • Students: - o Take part in sport/physical activity. - o Develop skills, techniques, tactics. - o Show communication, teamwork, and leadership. - o Review your own performance and suggest improvements. - o Completed in Spring year 10		Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity • External assessment (written exam, set and marked by Pearson) • Weighting: 40% • Students: - o Learn about fitness components and training principles (FITT & SPAIRVR)). - o Explore training methods and fitness tests. - o Design and review fitness programmes. - o Sit a 1 hour 30 min written exam (short answers, long answers, scenarios). - o Completed – Summer year 11	
Core PE	The Key Stage 4 Physical Education curriculum builds upon the fundamental skills, knowledge and confidence developed during Key Stage 3, enabling students to become more independent, resilient and physically active young people. Through a broad and engaging range of activities, students are encouraged to participate fully, refine their techniques and apply tactical understanding in increasingly challenging situations. At Key Stage 4, students develop greater independence by taking responsibility for their own performance, decision-making and personal improvement. They are encouraged to evaluate strengths and areas for development, adapt strategies and techniques, and demonstrate leadership, teamwork and communication skills across a variety of sporting and physical activities. The curriculum focuses on adapting and refining previously learned skills to improve consistency, control and performance under pressure. Students are challenged to apply their knowledge in competitive, creative and fitness-based contexts while developing confidence and perseverance. A key priority of the curriculum is to ensure that valuable PE time is used effectively to promote lifelong participation in physical activity. Students are encouraged to understand the importance of regular exercise in supporting both physical and mental health, including improving fitness, reducing stress,					

	building self-esteem and promoting overall wellbeing. Through positive participation and personal challenge, Key Stage 4 PE aims to inspire students to lead healthy, active lifestyles beyond school and into adulthood				
PSHE	Sex, sexuality and sexual health: Consent Sexual health Sexual relationships Alcohol, tobacco and other drugs: Drugs Alcohol Alcohol dependency Finances: Budgeting Responsible consumerism Ethical consumerism Consumerism and giving Risks and safety: Violence against girls Relationships: toxic and unhealthy relationships	Sex, sexulaity and sexual health: Pregnancy choices Pornography Emotional well-being and mental health: Dealing with stress Mental well-being Risks and safety: Rights and responsibilities Online safety Planning for the future: What do I want to do? Types of employment and employment trends Marketing yourself and personal branding Rights and responsibilities at work Employment opportunities	Healthy lifestyle: Influences on health Planning healthy meals Being active Being health aware Risk and safety: Gangs and knife crime Business and enterprise: Business structure and organisation The how and why of business financing Eutrepreneurship and risk		

Religious Education	Module 1: Does God Exist? This module explores why people believe or do not believe in God and what might count as evidence. Students consider religious experience, arguments for God, scientific explanations of the universe and evolution, before examining whether suffering and evil challenge belief in God. Key Questions: 1. Why do people believe that God exists? 2. Can religious experiences provide evidence for God? 3. Does science challenge belief in God? 4. Does suffering make it difficult to believe in God?	Module 2: Religion & Punishment This module explores why societies punish people and what makes punishment morally acceptable. Students consider different purposes and forms of punishment, questions of responsibility and age, and how approaches vary between societies. They examine religious and ethical perspectives before considering the difficult issue of capital punishment. Key Questions: 1. Why do we punish people? 2. What makes a punishment fair and ethical? 3. Should children be punished in the same way as adults? 4. Can taking a life ever be a justified punishment?
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