



**Halliford  
School**  
SHEPPERTON

**Year 10 Curriculum**



## Year 10 Curriculum

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

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

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

# Art

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

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<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Adorn, Decorate, Embellish: Thematic Response Project</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how to produce direct observation responses to the theme using as many techniques as possible; drawing, ceramics etc.</li> <li>• Learn how to make marks effectively using a range of materials and techniques in both 2D and 3D.</li> <li>• Look at &amp; absorb/understand how other artists have responded to this title and find examples of their work and thoughts behind it.</li> <li>• Experiment with different materials and techniques/try to find a personal way of responding and making links with a given artist/movement</li> <li>• Visit art galleries and develop their ways of looking at and interpreting the work of others and the world around them.</li> </ul> <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• <b>AO2</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Thematic Response Project</b></p> <p>Students will continue to work on their project.</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• <b>AO2</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>

## Art cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b> Students will develop their knowledge, understanding and skills, to include:</p> <ul style="list-style-type: none"> <li>• developing and exploring ideas</li> <li>• researching primary and contextual sources</li> <li>• experimenting with media, materials, techniques and processes</li> <li>• presenting personal response(s)</li> </ul> <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• <b>AO2</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b> Students will continue to work on their project</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• <b>AO2</b> – Refine work by exploring ideas, selecting and experimenting with appropriate media</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b> Students will finalise unfinished work in light of teacher feedback.</p> <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Folder of preparatory work</li> <li>• Reflective Journal</li> <li>• Final Outcomes</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Examination Feedback</b> Students will continue to complete any unfinished project work.</p>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Folder of preparatory work</li> <li>• Reflective Journal</li> <li>• Final Outcomes</li> <li>• Essay</li> </ul>

# Biology

Specification Name: AQA GCSE Biology 8461 H (Higher)

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p>B5.1 Health and disease            B5.5 Preventing infections            B5.3 Growing bacteria in the lab            B5.4 Preventing Bacterial growth            B5.9 Human defence response            B6.1 Vaccination            B6.2 Antibiotics and painkillers            B6.3 Discovering drugs            B6.4 Developing drugs</p> <p><b>Required Practical:</b> Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.</p> <p><b>Part of the specification it relates to:</b>            4.3 Infection and response</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Tassomai</p> <p><i>Assessment:</i>            Homework            Unit test            Required Practical</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p>B6.5 Making monoclonal antibodies            B6.6 Uses of monoclonal antibodies            B9.1 Aerobic respiration            B9.2 The response to exercise            B9.3 Anaerobic respiration            B9.4 Metabolism and the liver            B4.6 Tissues and organs in plants            B4.7 Transport systems in plants            B4.8 Evaporation and transpiration            B4.9 Factors affecting transpiration</p> <p><b>Part of the specification it relates to:</b>            4.2 Organisation            4.3 Infection and response            4.4 Bioenergetics</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Tassomai</p> <p><i>Assessment:</i>            Homework            Unit test</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>B8.1 Photosynthesis            B8.2 The rate of photosynthesis            B8.3 How plants use glucose            B8.4 Making the most of photosynthesis            B5.10 Plant diseases            B5.11 Plant defence mechanisms</p> <p><b>Required Practical:</b> Investigate the effect of light intensity on the rate of photosynthesis.</p> <p><b>Part of the specification it relates to:</b>            4.3 Infection and response            4.4 Bioenergetics</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Tassomai</p> <p><i>Assessment:</i>            Homework            Unit test            Required Practical</p>

## Biology cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>B10.1 Principles of homeostasis            B10.2 Structure and function of the nervous system            B10.3 Reflex actions            B10.4 The Brain            B10.5 The eye            B10.6 Common problems with the eye</p> <p><b>Required Practical:</b> Plan and carry out an investigation into the effect of a factor on human reaction time.</p> <p><b>Part of the specification it relates to:</b>            4.5 Homeostasis and response</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Tassomai</p> <p><i>Assessment:</i>            Homework            Unit test</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>B11.1 Principles of hormonal control            B11.2 The control of blood glucose levels            B11.3 Treating diabetes            B11.4 Human reproduction            B11.5/6 Hormones and the menstrual cycle            B11.7 Controlling fertility            B11.8 Infertility treatments</p> <p><b>Part of the specification it relates to:</b>            4.5 Homeostasis and response</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Revision material            Tassomai</p> <p><i>Assessment:</i>            Homework            End of Year Examination            (Years 9-10 content)</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p>B11.9 Plant hormones and responses            B11.10 Using plant hormones</p> <p><b>Required Practical:</b> Investigate the effect of light or gravity on newly germinated seedlings</p> <p>B12.1 Controlling body temperature            B12.2 Removing human waste            B12.3 The human kidneys            B12.4 Dialysis            B12.5 Kidney transplants</p>	<p><i>Supporting materials:</i>            AQA Biology textbook            BBC Bitesize            Tassomai</p> <p><i>Assessment:</i>            Homework</p>

# Business Studies

Specification Name: Edexcel Business (1BS0)

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<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Enterprise &amp; Entrepreneurship</b>            The dynamic nature of business            Risk and reward            The role of business enterprise</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.1</i></p> <p><b>Spotting a business opportunity</b>            Customer needs            Market research</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.2</i></p>	<p><i>Supporting materials:</i>            Business Textbook            One Note            Handouts in lesson            BBC news</p> <p><i>Assessment:</i>            Homeworks            Timed practice questions            Topic Test            AFL</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Spotting a business opportunity</b>            Market segmentation            The competitive environment</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.2</i></p> <p><b>Putting a business idea into practice</b>            Business aims &amp; objectives            Business revenue, costs &amp; profit</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.3</i></p>	<p><i>Supporting materials:</i>            Business Textbook            One Note            Handouts in lesson            BBC news</p> <p><i>Assessment:</i>            Homeworks            Timed practice questions            Topic Test            AFL</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Putting a business idea into practice</b>            Cashflow            Sources of finance</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.3</i></p> <p><b>Making the business effective</b>            Business start up            Business location</p>	<p><i>Supporting materials:</i>            Business Textbook            One Note            Handouts in lesson            BBC news</p> <p><i>Assessment:</i>            Homeworks            Timed practice questions            Topic Test            AFL</p>
<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Making the business effective</b>            The marketing mix            Business plans</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.4</i></p> <p><b>Understanding external influences</b>            Business stakeholders            Technology &amp; business</p> <p><i>Part of the specification it relates to: Theme 1 Topic 1.5</i></p>	<p><i>Supporting materials:</i>            Business Textbook            One Note            Handouts in lesson            BBC news</p> <p><i>Assessment:</i>            Homeworks            Timed practice questions            Topic Test            AFL</p>



## Business Studies cont.

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<b>Summer 1 2025</b>	<b>Understanding external influences</b> Business stakeholders Technology & business Legislation The economy  <i>Part of the specification it relates to: Theme 1 Topic 1.5</i>  Revision for End of Year Examination	<i>Supporting materials:</i> Business Textbook One Note Handouts in lesson BBC news BBC Bitesize  <i>Assessment:</i> Homeworks Timed practice questions Topic Test AFL End of Year Examination
<b>Summer 2 2025</b>	<b>Examination Feedback Plus</b>  External influences  <i>Part of the specification it relates to: Theme 1 Topic 1.5</i>	<i>Supporting Materials:</i> Business Textbook One Note Handouts in lesson BBC news Past papers  <i>Assessment:</i> Homeworks Timed practice questions AFL

# Chemistry

Specification Name: Chemistry AQA 8462 H (Higher)

Click [here](#) for full specification

<b>Autumn</b>  <b>1</b>  <b>2024</b>	<b>Chemical Calculations</b> C4.1 Relative mass and moles C4.2 Equations and calculations C4.3 From masses to balanced equations C4.4 The yield of a chemical reaction C4.5 Atom Economy C4.9 Volume of gases  <b>Structure and Bonding/Using our resources</b> C3.9 Bonding in metals C3.10 Giant metallic structures C15.1 Rusting C15.2 Useful alloys	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai  <i>Assessment:</i> Homework Required practical Unit test
<b>Autumn</b>  <b>2</b>  <b>2024</b>	<b>Chemical Changes</b> 5.1 The reactivity series 5.2 Displacement reactions 5.3 Extracting metals 5.4 Salts from metals 5.5 Salts from insoluble bases 5.6 Making more salts  Required practical: Prepare a salt from an insoluble metal carbonate or oxide	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai  <i>Assessment:</i> Homework Required practical Unit test
<b>Spring</b>  <b>1</b>  <b>2025</b>	<b>Chemical calculations</b> 4.6 Expressing concentrations 4.7 Titrations 4.8 Titration calculations 5.7 Neutralisation and the pH scale 5.8 Strong and weak acids  Required practical: Use titration to investigate reacting volumes	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai  <i>Assessment:</i> Homework Required practical Unit test

## Chemistry cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Electrolysis</b></p> <p>C6.1 Introduction to electrolysis C6.2 Changes at the electrodes 6.3 The extraction of aluminium 6.4 Electrolysis of aqueous solutions 14.4 Extracting metals from ores</p> <p>Required practical: Investigate the electrolysis of a solution.</p> <p><b>Energy changes</b> Energy changes 7.1 Exothermic and endothermic reactions 7.2 Using energy transfers from reactions 7.3 Reaction profiles</p> <p>Required practical: Investigating temperature changes</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai Revision classes</p> <p><i>Assessment:</i> Homework Required practical Unit test</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Energy changes</b></p> <p>7.4 Bond energy calculations 7.5 Chemical cells and batteries 7.6 Fuel cells</p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai Revision material</p> <p><i>Assessment:</i> Homework Required practical Unit test End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Examination Feedback</p> <p><b>Rates and equilibrium</b></p> <p>8.1 Rate of reaction 8.2 Collision theory and surface area 8.3 The effect of temperature 8.4 The effect of concentration and pressure 8.5 The effect of catalysts</p> <p>Required practical: Investigating the effect of concentration on rate of reaction.</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Revision material</p> <p><i>Assessment:</i> Homework</p>

# Classical Civilisation

Specification Name: OCR GCSE Classical Civilisation (J199A)

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p>GCSE Homeric World: Odyssey 9 and 10</p> <p>2.5: Literary Techniques and Composition 2.6: Themes 2.7: Character of Odysseus 2.8: The Portrayal of Key Characters</p>	<p><i>Assessment based on Summer Project</i></p> <p><i>Supporting Materials:</i> Textbook Annotated text BGS Podcast Video Spreadsheet Massolit</p> <p><i>Assessment:</i> Question bank Odyssey Mid Term practice examination</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p>GCSE Homeric World: Odyssey 9 and 10</p> <p>2.5: Literary Techniques and Composition 2.6: Themes 2.7: Character of Odysseus 2.8: The Portrayal of Key Characters</p> <p>1.5 - Festivals</p>	<p><i>Supporting Materials:</i> Textbook Annotated text BGS Podcast Video Spreadsheet Massolit</p> <p><i>Assessment:</i> Question bank Odyssey Practice paper</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p>GCSE Myth and Religion: 1.4, 1.5 and 1.3</p> <p>1.5 - Festivals 1.4 - Foundation Stories 1.3 - Temples</p>	<p><i>Supporting Materials:</i> Textbook BGS Podcast Revision books Video spreadsheet</p> <p><i>Assessment:</i> Mini practise paper for each module</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p>GCSE Homeric World: Culture</p> <p>2.1 Key Sites 2.2 Daily Life 2.3 Decorative Arts 2.4 Death and Burial</p> <p>2.7: Character of Odysseus 2.8: The Portrayal of Key Characters</p>	<p><i>Supporting Materials:</i> Textbook BGS Podcast Revision books Video spreadsheet</p> <p><i>Assessment:</i> Mini practise paper for each module</p>

## Classical Civilisation cont.

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<b>Summer</b> <b>1</b> <b>2025</b>	GCSE Homeric World Revision  2.1 Key Sites 2.2 Daily Life 2.3 Decorative Arts 2.4 Death and Burial 2.5: Literary Techniques and Composition 2.6: Themes	<i>Supporting Materials:</i> Textbook BGS Podcast Video Spreadsheet Massolit British School in Athens Resources OCR Past Papers  <i>Assesment:</i> End of Year Examination
<b>Summer</b> <b>2</b> <b>2025</b>	Examination Feedback  A study of past papers, mark schemes and examiner's reports  Myth & Religion 1.7 Death and Burial	<i>Assesment:</i> <i>OCR Past Paper</i> Textbook BGS Podcast Video Spreadsheet Massolit British School in Athens Resources

# Computer Science

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

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>1 Number Theory</b></p> <p>Binary, Denary, Hexadecimal</p> <p><b>1.1 Systems architecture</b></p> <ul style="list-style-type: none"><li>• the purpose of the CPU</li><li>• Von Neumann architecture:</li><li>• MAR (Memory Address Register)</li><li>• MDR (Memory Data Register)</li><li>• Program Counter</li><li>• Accumulator</li><li>• Common CPU components and their function:</li><li>• ALU (Arithmetic Logic Unit)</li><li>• CU (Control Unit)</li><li>• Cache</li><li>• the function of the CPU as fetch and execute instructions stored in memory</li><li>• how common characteristics of CPUs affect their performance:</li><li>• clock speed</li><li>• cache size</li><li>• number of cores</li><li>• embedded systems:</li><li>• purpose of embedded systems</li><li>• examples of embedded systems.</li></ul> <p><b>1.2 Memory and Storage</b></p> <ul style="list-style-type: none"><li>• the difference between RAM and ROM</li><li>• the purpose of ROM in a computer system</li><li>• the purpose of RAM in a computer system</li><li>• the need for virtual memory</li><li>• flash memory</li><li>• the need for secondary storage</li><li>• data capacity and calculation of data capacity requirements</li><li>• common types of storage:</li><li>• suitable storage devices and storage media for a given application,</li></ul>	<p><i>Supporting Materials:</i></p> <p>The Course Textbook Self-Mark Workbook Online Resources Smart Revise</p> <p><i>Assessments:</i></p> <p>Examination Questions</p>
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## Computer Science cont.

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<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>1.3 Computer Networks</b></p> <ul style="list-style-type: none"> <li>• types of networks:</li> <li>• factors that affect the performance of networks</li> <li>• the different roles of computers in a client-server and a peer-to-peer network</li> <li>• the hardware needed to connect stand-alone computers into a Local Area Network:</li> <li>• the internet as a worldwide collection of computer networks:</li> <li>• the concept of virtual networks.</li> <li>• star and mesh network topologies</li> <li>• Wi-Fi:</li> <li>• ethernet</li> <li>• the uses of IP addressing, MAC addressing, and protocols including:</li> <li>• the concept of layers</li> <li>• packet switching.</li> </ul>	<p><i>Supporting Materials:</i>  The Course Textbook  Self-Mark Workbook  Online Resources  Smart Revise</p> <p><i>Assessments:</i>  Examination Questions</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>1.4 Network Security</b></p> <ul style="list-style-type: none"> <li>• forms of attack</li> <li>• threats posed to networks:</li> <li>• malware</li> <li>• phishing</li> <li>• people as the ‘weak point’ in secure systems (social engineering)</li> <li>• brute force attacks</li> <li>• denial of service attacks</li> <li>• data interception and theft</li> <li>• the concept of SQL injection</li> <li>• poor network policy</li> <li>• identifying and preventing vulnerabilities:</li> <li>• penetration testing</li> <li>• network forensics</li> <li>• network policies</li> <li>• anti-malware software</li> <li>• firewalls</li> <li>• user access levels</li> <li>• passwords</li> <li>• encryption.</li> </ul>	<p><i>Supporting Materials:</i>  The Course Textbook  Self-Mark Workbook  Online Resources  Revision sites</p> <p><i>Assessments:</i>  Examination Questions</p>

## Computer Science cont.

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<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>1.5 Systems software</b></p> <ul style="list-style-type: none"> <li>• the purpose and functionality of systems software</li> <li>• operating systems:</li> <li>• user interface</li> <li>• memory management/multitasking</li> <li>• peripheral management and drivers</li> <li>• user management</li> <li>• file management</li> <li>• utility system software:</li> <li>• encryption software</li> <li>• defragmentation</li> <li>• data compression</li> <li>• the role and methods of backup:</li> </ul> <p><b>Programming Practice</b></p>	<p><i>Supporting Materials:</i>            The Course Textbook            Self-Mark Workbook            Online Resources            Revision sites</p> <p><i>Assessments:</i>            Examination Questions</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>1.6 Ethical, legal, cultural and environmental concerns</b></p> <ul style="list-style-type: none"> <li>• how to investigate and discuss Computer Science technologies while considering:</li> <li>• ethical issues</li> <li>• legal issues</li> <li>• cultural issues</li> <li>• environmental issues</li> <li>• privacy issues</li> </ul> <p><b>Programming Fluency</b>  <b>Revision for End of Year Examination</b></p>	<p><i>Supporting Materials:</i>            The Course Textbook            Self-Mark Workbook            Online Resources            Revision sites</p> <p><i>Assessments:</i>            End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback on examination</p> <ul style="list-style-type: none"> <li>• how key stakeholders are affected by technologies</li> <li>• environmental impact of Computer Science</li> <li>• cultural implications of Computer Science</li> <li>• open source vs proprietary software</li> <li>• legislation relevant to Computer Science:</li> </ul> <p><b>Programming Fluency</b></p>	<p><i>Supporting Materials:</i>            The Course Textbook            Self-Mark Workbook            Online Resources            Revision sites</p> <p><i>Assessments:</i>            Examination questions</p>



# Design and Technology

Specification Name: Edexcel GCSE (1DT0F)

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Lesson content:</b></p> <ul style="list-style-type: none"> <li>• Skill tasks with booklet (double lessons)</li> <li>• Theory - Specialist Principles (timber focus)</li> <li>• Design work including SolidWorks</li> </ul> <p>During selected lessons students will complete projects including focus task practicals. Other set lessons will cover the theory content for both sections A &amp; B of the specification along with covering design work including SolidWorks.</p> <p>The theory contents of the course will be taught through classroom based lessons and integrated in to focused practical task, blending theory with practical skills.</p> <p><b>Theory lesson content:</b></p> <ul style="list-style-type: none"> <li>• The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint</li> <li>• The way in which the selection of each natural and manufactured timber is influenced</li> </ul>	<p><i>Supporting Materials:</i></p> <p><a href="http://www.design-technology.org">Technologystudent.com</a>  <a href="http://www.design-technology.org">GCSE Design and Technology - Edexcel - BBC Bitesize</a></p> <p><a href="http://www.design-technology.org">http://www.design-technology.org</a></p> <p><a href="http://www.mr-dt.com">http://www.mr-dt.com</a></p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p>During selected lessons students will complete projects including focus task practicals. Other set lessons will cover the theory content for both sections A &amp; B of the specification.</p> <p>The other single lesson will cover design work including SolidWorks.</p> <p>The theory contents of the course will be taught through classroom based lessons and integrated in to focused practical task, blending theory with practical skills.</p> <p><b>Theory lesson content:</b></p> <ul style="list-style-type: none"> <li>• The impact of forces and stresses on each natural and manufactured timber and how they can be reinforced and stiffened</li> <li>• Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber</li> </ul>	<p><i>Supporting Materials:</i></p> <p><a href="http://www.design-technology.org">Technologystudent.com</a>  <a href="http://www.design-technology.org">GCSE Design and Technology - Edexcel - BBC Bitesize</a></p> <p><a href="http://www.design-technology.org">http://www.design-technology.org</a></p> <p><a href="http://www.mr-dt.com">http://www.mr-dt.com</a></p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p>

## Design Technology cont.

<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>• Mini NEA</li> <li>• Further design work &amp; SolidWorks</li> </ul> <p><b>Theory lesson content:</b></p> <ul style="list-style-type: none"> <li>• Alternative processes that can be used to manufacture typical products of each natural and manufactured timber to different scales of production</li> <li>• Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype</li> </ul>	<p><i>Supporting Materials:</i></p> <p><a href="http://www.design-technology.org">Technologystudent.com</a>  <a href="http://www.design-technology.org">GCSE Design and Technology - Edexcel - BBC Bitesize</a>  <a href="http://www.design-technology.org">http://www.design-technology.org</a>  <a href="http://www.mr-dt.com">http://www.mr-dt.com</a></p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p>
<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>• Mini NEA</li> <li>• Further design work &amp; SolidWorks</li> <li>• Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber for functional and aesthetic purposes</li> </ul>	
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>• Mini NEA</li> <li>• Further design work &amp; SolidWorks</li> </ul> <p><b>Theory lesson content (core content)</b></p> <p>Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A:</p> <ul style="list-style-type: none"> <li>• The impact of new and emerging technologies</li> <li>• How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment</li> <li>• How energy is generated and stored in order to choose and use appropriate sources to make products and power systems</li> </ul> <p><b>Revision for End of Year Examination</b></p>	<p><i>Supporting Materials:</i></p> <p><a href="http://www.design-technology.org">Technologystudent.com</a>  <a href="http://www.design-technology.org">GCSE Design and Technology - Edexcel - BBC Bitesize</a>  <a href="http://www.design-technology.org">http://www.design-technology.org</a>  <a href="http://www.mr-dt.com">http://www.mr-dt.com</a></p> <p>Textbook</p> <p><i>Assessment:</i></p> <p>Focused Practical Task Homework</p> <p>End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Feedback on Examination</b></p> <p><b>Non-Examined Assessment (NEA)</b></p> <p>Exam Board release design task, students will research ways in which they could meet the design task / situation. This is an ongoing project that is worth 50% of their overall GCSE and will be a large part of their lessons throughout Year 11.</p> <p><i>Part of the specification it relates to:</i></p> <p>Non-Examined Assessment (NEA)</p>	

# Drama

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

Click [here](#) for full specification

<b>Autumn</b> <b>1</b> <b>2024</b>	<b><u>Devising Introduction</u></b>  Students will learn how to create both a thematic and linear performance from a large range of Stimuli. They will develop their group skills and look at how they can create performance which will aid their development for their devising GCSE examination.	<i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>  <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
<b>Autumn</b> <b>2</b> <b>2024</b>	Students will continue to work on performance skills.	<i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>  <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
<b>Spring</b> <b>1</b> <b>2025</b>	<b><u>Devising</u></b>  Students will work in groups to devise and develop their performances using a Stimuli set by the exam board. They will create this performance building towards their final performance examination which will be performed in front of an audience and sent to the Exam Board.	<i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>  <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
<b>Spring</b> <b>2</b> <b>2025</b>	Students will continue to work on performance skills.	<i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>  <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

## Drama cont.

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<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b><u>Devising/Portfolio</u></b></p> <p>Students will finish developing their performances for the examination and begin to document these in their portfolios which will also be sent to the exam board.</p> <p><b>Revision for End of Year Examination</b></p>	<p><i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p> <p>End of Year Examination</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p>Students will continue to work on their portfolios.</p>	<p><i>Supporting materials:</i> <a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>

# English Language and Literature

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

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

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

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p>The Study of the play 'An Inspector Calls' by J.B. Priestley. Students will study the following:</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Dramatic devices</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Playwright's purpose</li> <li>• Language and structural devices</li> <li>• Audience response</li> </ul> <p><b>Students will need to purchase their own copy of the play.</b></p> <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – Non-Examined Assessment 20% of the overall grade</p>	<p><i>Supporting materials:</i> CGP text guide Spark Notes York Notes</p> <p><b><i>Edexcel International GCSE English Literature A Student Book</i></b> <a href="#">Edexcel-International-English-Literature-Student</a></p> <p><b><i>Assessment:</i></b> Non-Examined Assessment: How does Priestley dramatically present the character of Mr Birling?</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p>The study of poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Writer's purpose</li> <li>• Language and structural devices</li> <li>• Reader's response</li> </ul> <p>Paper 2 of the English Language Exam <b>or</b> Non-Examined Assessment. 20% of overall Language grade</p>	<p><i>Supporting materials:</i> <b><i>Edexcel International GCSE English Language A Student Book</i></b> <a href="#">Edexcel-International-English-Language-Student</a></p> <p><b><i>Assessment:</i></b> Groups QPR: Exam style response</p> <p><b><i>Support Set:</i></b> Non-Examined Assessment option. Students will compare three texts from the anthology.</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>The Study of a Shakespeare Play: <i>Macbeth</i></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Dramatic devices</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Playwright's purpose</li> <li>• Language and structural devices</li> <li>• Audience response</li> <li>• Link to context</li> </ul> <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – NEA 20% of the overall grade</p>	<p><i>Supporting materials:</i> York Notes CGP text guide Website: <a href="http://nfs.sparknotes.com/macbeth/">http://nfs.sparknotes.com/macbeth/</a></p> <p><b><i>Assessment:</i></b> Non-Examined Assessment: Explore how Lady Macbeth changes in Shakespeare's <i>Macbeth</i>.</p>

## English Language and Literature cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>The Study of a Shakespeare Play: <i>Macbeth</i></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Dramatic devices</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Playwright’s purpose</li> <li>• Language and structural devices</li> <li>• Audience response</li> <li>• Link to context</li> </ul> <p><i>Part of the specification it relates to:</i> English Literature Paper 3 – NEA 20% of the overall grade</p>	<p><i>Supporting materials:</i> York Notes CGP text guide Website: <a href="#">Macbeth: Study Guide   SparkNotes</a></p> <p><i>Assessment:</i> Non-Examined Assessment</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>Groups QPR: Continue studying the Edexcel IGCSE Poetry and Prose Anthology and Imaginative Writing.</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Writer’s purpose</li> <li>• Language and structural devices</li> <li>• Reader’s response</li> </ul> <p><i>Part of the specification it relates to:</i> English Language, Paper 2</p> <p>Group S: Imaginative writing NEA</p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> Extra practice examination questions available from your teacher.</p> <p><i>Assessment:</i> Timed response (QPR): Imaginative writing.</p> <p><b>Support set:</b> Imaginative writing NEA Student will complete their final assessment. 20% of the English</p> <p>End of Year Examination A short essay under timed conditions.</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p>Continue studying the Edexcel IGCSE Non-Fiction Anthology.</p> <ul style="list-style-type: none"> <li>• Read and annotate the remaining texts in the anthology.</li> <li>• Explore how the writers use language and structure to communicate their ideas.</li> <li>• Identify and explore the effect of key language features.</li> </ul>	<p><i>Assessment:</i> Written response to a text from the anthology.</p>

# French

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

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Module 1: <i>Mon clan, ma tribu</i></b></p> <p><b>Zone de culture: Talking about your identity</b></p> <p><b>Unit 1:</b> Talking about your weekend routine</p> <p><b>Unit 2:</b> Discussing friends and friendships</p> <p><b>Unit 3:</b> Talking about what people look like</p> <p><b>Unit 4:</b> Talking about positive role models</p> <p><b>Unit 5:</b> Talking about celebrations</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p> <p><i>Assessment:</i></p> <p>An end of Module 1 test covering at least two language based skills.</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Module 2: <i>Tu as du temps à perdre ?</i></b></p> <p><b>Zone de culture: Exploring events in the francophone world</b></p> <p><b>Unit 1:</b> Talking about what you do online</p> <p><b>Unit 2:</b> Saying what you do to stay active</p> <p><b>Unit 3:</b> Talking about what you watch</p> <p><b>Unit 4:</b> Making plans to go out</p> <p><b>Unit 5:</b> Saying what you did last weekend</p> <p><b>Unit 6:</b> Taking part in an interview</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p> <p><i>Assessment:</i></p> <p>An end of Module 2 test covering at least two language based skills.</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Module 3: <i>Ma vie scolaire</i></b></p> <p><b>Zone de culture:</b> Learning about school life in francophone countries</p> <p><b>Unit 1:</b> Talking about school subjects and school life</p> <p><b>Unit 2:</b> Discussing school rules</p> <p><b>Unit 3:</b> Talking about making progress at school</p> <p><b>Unit 4:</b> Talking about what school used to be like when you were younger</p> <p><b>Unit 5:</b> Talking about learning languages</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p> <p><i>Assessment:</i></p> <p>An end of Module 3 test covering at least two language based skills.</p>

## French cont.

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<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>General revision of Modules 1 – 3</p> <p>Preparation for speaking exam – Tasks 1, 2, 3</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p> <p><i>Assessment:</i></p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>General revision of Modules 1 – 3</p> <p>Preparation for speaking examination – Tasks 1, 2, 3</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p> <p><i>Assessment:</i></p> <p>End of Year examination to cover Modules 1–3 in GCSE conditions</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p><b>Module 4</b></p> <p>Resources have not yet been provided.</p>	<p><i>Supporting materials:</i></p> <p><i>French (2024)</i>, Edexcel GCSE Draft textbook*</p> <p><i>Studio (2016)</i>, Edexcel GCSE, French textbook</p> <p><i>Studio (2016)</i> Grammar and Translation workbook</p> <p><i>Studio (2016)</i> listening materials</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="#">GCSE French - Edexcel (for exams from 2026) - BBC Bitesize</a></p>



# Geography

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

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<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>6. Dynamic Development</b></p> <p><b>6.1.</b> Why are some countries richer than others?</p> <p><b>6.1a.</b> What is development and how can it be measured?</p> <p><b>6.1b.</b> What has led to uneven development?</p> <p>Outline the human and physical factors influencing global uneven development.</p> <p>Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest.</p> <p><b>6.2</b> Are LIDCs likely to stay poor?</p> <p><b>6.2a</b> How has an LIDC developed so far?</p> <p>Explore Rostow’s model and Millennium Development Goals</p> <p><b>6.2b.</b> What global connections influence Ethiopia’s development?</p> <p>The country’s international trade, such as potential reliance on a single, or few, commodities and how this influences development.</p> <p>The benefits and problems of trade and Trans National Company (TNC) investment for development.</p> <p>The advantages and disadvantages of international aid or debt relief for Ethiopia’s development.</p> <p><b>6.2c.</b> What development strategy is most appropriate?</p> <p>Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.</p>	<p><i>Supporting materials:</i></p> <p><b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b> Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>2. Changing Climate</b></p> <p>2.1. What evidence is there to suggest climate change is a natural process?</p> <p><b>a. What evidence is there for climate change?</b></p> <ul style="list-style-type: none"> <li>• The pattern of climate change from the beginning of the Quaternary period to the present day</li> <li>• The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries</li> </ul> <p><b>b. Is climate change a natural process?</b></p> <ul style="list-style-type: none"> <li>• Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.</li> <li>• Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.</li> </ul> <p><b>c. Why is climate change a global issue?</b></p> <ul style="list-style-type: none"> <li>• Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.</li> <li>• Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.</li> </ul>	<p><i>Supporting materials:</i></p> <p><b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b> Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

## Geography cont.

<p>Spring  1  2025</p>	<p><b>7.1. How is the UK changing in the 21st century?</b>  <b>7.1a What does the UK look like in the 21st century?</b></p> <ul style="list-style-type: none"> <li>• Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages.</li> </ul> <p><b>7.1b How is the UK's population changing?</b></p> <ul style="list-style-type: none"> <li>• Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.</li> <li>• An understanding of the causes, effects, spatial distribution and responses to an ageing population.</li> <li>• A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.</li> </ul> <p><b>7.2 Is the UK losing its global significance?</b></p> <ul style="list-style-type: none"> <li>• Examine the UK's political role in one global conflict through its participation in international organisations.</li> <li>• Explore the UK's media exports and their global influence including television programmes and film.</li> <li>• The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion.</li> </ul>	<p><i>Supporting materials:</i>  <b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b>  Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i>  A range of short tests on key term definitions and GCSE examination questions.  Presentations and extended writing on case studies throughout the unit.</p>
<p>Spring  2  2025</p>	<p><b>Distinctive Landscapes</b>  <b>3.1. What makes a landscape distinctive?</b>  <b>3.1a What is a landscape?</b></p> <ul style="list-style-type: none"> <li>• How the concept of a landscape can be defined, including the differences between built and natural landscapes.</li> </ul> <p><b>3.1b Where are the physical landscapes of the UK?</b></p> <ul style="list-style-type: none"> <li>• Overview of the distribution of upland, lowland and glaciated landscapes in the UK.</li> <li>• Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.</li> </ul> <p><b>3.2 What influences the landscapes of the UK?</b>  <b>3.2a What physical processes shape landscapes?</b></p> <ul style="list-style-type: none"> <li>• The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition.</li> <li>• The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit.</li> <li>• The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake</li> </ul>	<p><i>Supporting materials:</i>  <b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b>  Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i>  A range of short tests on key term definitions and GCSE examination questions.  Presentations and extended writing on case studies throughout the unit.</p>

## Geography cont.

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<p><b>Summer 1 2025</b></p>	<p><b>Distinctive Landscapes cont.</b>  <b>3.2b What are the characteristics of your chosen landscapes?</b>            Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of:</p> <ul style="list-style-type: none"> <li>• its landforms created by geomorphic processes</li> <li>• the geomorphic processes operating at different scales and how they are influenced by geology and climate</li> <li>• how human activity, including management, works in combination with geomorphic processes to impact the landscape.</li> </ul> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i>  <b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b> Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i>            Presentations and extended writing on case studies throughout the unit.</p> <p>End of Year Examination</p>
<p><b>Summer 2 2025</b></p>	<p>Feedback on End of Year Examination</p> <p><b>Paper 3- Decision Making, Physical Fieldwork &amp; Geographical Skills.</b></p> <p><i>Part of the specification it relates to:</i>            Paper 3: Geographical Exploration            Paper 1: Physical Fieldwork experience            Papers 1&amp;2: Geographical Skills</p>	<p><i>Supporting materials:</i>  <b>BBC Bitesize:-</b> <a href="#">GCSE Geography - OCR - BBC Bitesize</a></p> <p><b>Online resources:-</b> Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i>            A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

# German

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

Click [here](#) for full specification

\*Hopefully the draft pages for Modules 1-3 will be followed shortly by a complete textbook with listening files.

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Module 1 Zurück zur Schule</b></p> <p><b>Kulturzone:</b> Understand the German school system</p> <p><b>Unit 1:</b> Talking about your timetable</p> <p><b>Unit 2:</b> Talking about school uniform</p> <p><b>Unit 3:</b> Discussing school rules</p> <p><b>Unit 4:</b> Talking about special events at school</p> <p><b>Unit 5:</b> Describing school life</p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a></p> <p><i>Assessment:</i>            An end of Module 1 test covering all 4 language-based skills.</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Module 2 Endlich mal Freizeit</b></p> <p><b>Kulturzone:</b> Learn about German-speaking musicians</p> <p><b>Unit 1:</b> Talking about your free time</p> <p><b>Unit 2:</b> Discussing how you spend time online</p> <p><b>Unit 3:</b> Inviting people out and buying tickets</p> <p><b>Unit 4:</b> Expressing preferences about films and TV shows</p> <p><b>Unit 5:</b> Describing plans for the weekend</p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a></p> <p><i>Assessment:</i>            An end of Module 2 test covering all 4 language-based skills.</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Module 3 Meine Welt, deine Welt</b></p> <p><b>Kulturzone:</b> Describing festivals and cultural events</p> <p><b>Unit 1:</b> Describing family members</p> <p><b>Unit 2:</b> Saying how we get on with people and why</p> <p><b>Unit 3:</b> Discussing equality and identity</p> <p><b>Unit 4:</b> Describing a family celebration in the past tense</p> <p><b>Unit 5:</b> Discussing a party</p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a></p> <p><i>Assessment:</i>            An end of Module 3 test covering all 4 language-based skills.</p>

## German Cont.

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<p>Spring 2 2025</p>	<p>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a></p> <p><i>Assessment:</i></p>
<p>Summer 1 2025</p>	<p>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a>  Revision Guide</p> <p><i>Assessment:</i>  End of year examination in GCSE conditions</p>
<p>Summer 2 2025</p>	<p>Feedback on End of Year Examination   <b>Module 4</b>  <b>Resources have not yet been provided.</b></p>	<p><i>Supporting materials:</i>  <i>Stimmt (2024)</i>, Edexcel GCSE Draft textbook*  <i>Stimmt (2016)</i>, Edexcel GCSE, German textbook  <i>Stimmt (2016)</i> Grammar and Translation workbook  <i>Stimmt (2016)</i> listening materials  <a href="#">BBC Bitesize</a></p> <p><i>Assessment:</i></p>

# History

Specification Name: Edexcel GCSE History

Click [here](#) for full specification

<b>Autumn</b> <b>1</b> <b>2024</b>	<b>Medicine and Health Through Time, c.1250 - present</b> <ul style="list-style-type: none"><li>• An overview- The Big Story from c.1250 to the present day</li><li>• Medicine in Medieval England, c.1250 – c.1500</li><li>• The Medical Renaissance in England, c.1500 – c.1700</li><li>• Medicine in eighteenth- and nineteenth-century Britain, c.1700 – c.1900</li></ul> <i>Part of the specification it relates to:</i> Paper 1 – Thematic study and historic environment 30% of the overall grade	<i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)  <i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress
<b>Autumn</b> <b>2</b> <b>2024</b>	<ul style="list-style-type: none"><li>• Medicine in modern Britain, c.1900- present</li><li>• The historic environment: The British sector of the Western Front, 1914-18: injuries, treatments and injuries</li></ul> <i>Part of the specification it relates to:</i> Paper 1 – Thematic study and historic environment 30% of the overall grade	<i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)  <i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress
<b>Spring</b> <b>1</b> <b>2025</b>	<b>Weimar and Nazi Germany 1918-1939</b> <ul style="list-style-type: none"><li>• The Weimar Republic, 1918 – 1929</li></ul> <i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade	<i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Weimar and Nazi Germany 1918-39 (Hodder GCSE History for Edexcel)  <i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress

## History cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Weimar and Nazi Germany 1918-1939</b></p> <ul style="list-style-type: none"> <li>• Hitler's rise to power, 1919 – 33</li> </ul> <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p>	<p><i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Past examination questions are set both for practice, and to assess students' progress</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Weimar and Nazi Germany 1918-1939</b></p> <ul style="list-style-type: none"> <li>• Nazi control and dictatorship, 1933 – 39</li> </ul> <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p> <p><b>Revision for End of Year Examination</b></p>	<p><i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p> <p><i>Assessment:</i> Two formal End of Year Examinations- one on Medicine and Health, and one on Weimar and Nazi Germany.</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Feedback on End of Year Examination</b></p> <p><b>Weimar and Nazi Germany 1918-1939</b></p> <ul style="list-style-type: none"> <li>• Life in Nazi Germany, 1933 – 39</li> </ul> <p><i>Part of the specification it relates to:</i> Paper 3- Modern Depth Study 30% of the overall grade</p>	<p><i>Supporting materials:</i> <a href="#">BBC Bitesize Edexcel GCSE History</a> My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18 (Hodder GCSE History for Edexcel)</p>

# Latin

Specification Name: OCR Latin J282

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Language Syllabus</b></p> <ul style="list-style-type: none"> <li>• The forms of regular nouns of all declensions</li> <li>• The forms of regular and deponent verbs in all moods, voices and tenses, including imperatives, infinitives, participles and the gerundive.</li> <li>• The forms of regular adjectives of all standard types</li> <li>• The forms of pronouns and pronominal adjectives contained in the Defined Vocabulary List</li> <li>• The comparative and superlative forms of adjectives and adverbs contained in the Defined Vocabulary List</li> <li>• The forms of the irregular nouns, verbs and adjectives contained in the Defined Vocabulary List, including irregularly formed comparatives and superlatives.</li> <li>• The forms of regular verbs in the present, imperfect and perfect indicative active The present active infinitive of regular verbs</li> <li>• The Literature and Culture Syllabus will be started using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment.</li> <li>• The GCSE vocabulary list will also be learnt over the course of this term.</li> </ul> <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> <li>• The Language Syllabus J282/01.</li> <li>• The Literature and Culture Syllabus J282/06</li> </ul>	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<ul style="list-style-type: none"> <li>• The present and imperfect indicative of the verbs sum and possum</li> <li>• The forms of regular nouns of the first and second declensions</li> <li>• The forms of first and second declension adjectives of the bonus type (excluding their comparative and superlative forms).</li> <li>• Standard uses of the cases</li> <li>• Use of the accusative case to express duration of time</li> <li>• The cases taken by prepositions contained in the Restricted Vocabulary List for this section of the paper</li> <li>• Direct statements and direct questions.</li> <li>• The Literature and Culture Syllabus will be started using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment.</li> <li>• The GCSE vocabulary list will also be learnt over the course of this term.</li> <li>• <i>Part of the specification it relates to:</i></li> <li>• The Language Syllabus J282/01.</li> <li>• The Literature and Culture Syllabus J282/06</li> </ul>	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>



## Latin cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Language Syllabus</b></p> <ul style="list-style-type: none"> <li>• Standard uses of the cases</li> <li>• Expressions of time Comparison (including the ablative of comparison)</li> <li>• The use of genitive, dative or ablative where these cases are taken by verbs or adjectives contained in the vocabulary list The cases taken by prepositions contained in the Defined Vocabulary List</li> <li>• Direct statements, direct commands, prohibitions with noli and nolite</li> <li>• The Literature and Culture Syllabus will be continued using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment.</li> </ul> <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> <li>• The Language Syllabus J282/01.</li> <li>• The Literature and Culture Syllabus J282/06.</li> </ul>	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, and vocabulary tests.</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Direct questions Uses of participles (including the Ablative Absolute construction)</li> <li>• Uses of the gerundive with ad to express purpose</li> <li>• Simple indicative conditional clauses</li> <li>• Relative clauses (excluding qui + subjunctive) Indirect statements Indirect commands</li> <li>• Indirect questions Purpose clauses introduced by ut and ne</li> <li>• The Literature and Culture Syllabus will be continued using the resources provided by OCR and supplementary materials, with formal assessments being regularly undertaken to assess and plot pupil progress. This will look at Roman Myth and Beliefs and Roman Entertainment.</li> </ul> <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> <li>• The Language Syllabus J282/01.</li> <li>• The Literature and Culture Syllabus J282/06.</li> </ul>	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> Various translation, comprehension, sources tests, essay practice and vocabulary tests.</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Fearing clauses introduced by timeo + ne</li> <li>• Result clauses Temporal clauses with the indicative or subjunctive</li> <li>• Causal clauses introduced by quod and cum</li> <li>• Concessive clauses introduced by quamquam.</li> <li>• The Literature and Culture Syllabus will be continually practised and assessed before the summer examination.</li> </ul> <p><i>Part of the specification it relates to:</i></p> <ul style="list-style-type: none"> <li>• The Language Syllabus J282/01.</li> <li>• The Literature and Culture Syllabus J282/03.</li> </ul>	<p><i>Supporting materials:</i> OCR and CLC Websites</p> <p><i>Assessment:</i> A Mock GCSE examination in Language and Literature will be done. This will take the form of past examination papers.</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• The Literature Syllabus will be started. The text covered will be Messalina and Avunculus Meus.</li> <li>• <i>Part of the specification it relates to:</i></li> <li>• The Literature Syllabus J282/03.</li> </ul>	<p>Various literature translation and analysis tests.</p>

## Mathematics – Year 10 – Sets A, B and C cont.

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

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>• Direct proportion</li> <li>• Inverse proportion</li> <li>• Fractional Indices</li> <li>• Negative indices</li> <li>• Proportion – formulae</li> <li>• Sequences</li> <li>• Arithmetic sequences including finding the sum to n terms of an arithmetic sequence</li> <li>• Circle Theorems</li> <li>• Intersecting chords</li> </ul>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>• Circle Theorems</li> <li>• Sets</li> <li>• Recurring decimals</li> <li>• Solving Quadratic equations by factorising, completing the square, using the quadratic formula</li> </ul>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Problems leading to quadratic equations</li> <li>• Solving quadratic inequalities</li> <li>• Cubic graphs</li> <li>• Reciprocal graphs</li> <li>• Circles, Arcs and Sectors</li> </ul>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Solids - surface area and volume of a prism</li> <li>• Areas/volumes of similar shapes</li> <li>• Conditional probability</li> <li>• Venn diagrams</li> <li>• Converting between units of length, area &amp; volume</li> <li>• Functions - domain &amp; range</li> </ul>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Composite functions</li> <li>• Inverse functions</li> <li>• Using graphs to solve quadratics and other equations</li> <li>• Vectors</li> </ul> <p>End of Year Examination (2 x 2hr examinations)</p>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p> <p><i>Assessment:</i> End of year examination</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Feedback on examination</li> <li>• Examination review</li> <li>• Laws of probability</li> <li>• Tree diagrams</li> </ul>	<p><i>Supporting materials:</i> Textbook Corbettmaths.com Examsolutions.net Drfrostmaths.co.uk</p>

# Mathematics – Year 10 – Set F

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

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>• Indices</li> <li>• Quadratic Equations</li> <li>• Quadratic Inequalities</li> <li>• Using graphs to solve equations</li> <li>• Circles, semi-circles and quadrants</li> <li>• Sectors of circles</li> </ul>	<p><i>Supporting materials/ websites:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>• Surface areas and volumes of solids</li> <li>• Compound probability</li> <li>• Simultaneous Equations: one linear &amp; one quadratic</li> <li>• Functions</li> <li>• Composite and inverse functions</li> <li>• Tangents to a curve</li> <li>• Vectors</li> <li>• Histograms</li> </ul>	<p><i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Irrational numbers</li> <li>• Surds</li> <li>• Rationalising the denominator</li> <li>• Algebraic fractions</li> <li>• Algebraic fractions and equations</li> <li>• Differentiation</li> <li>• Finding the coordinates of turning points using calculus</li> <li>• Motion of a particle in a straight line</li> </ul>	<p><i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Trig ratios up to 360</li> <li>• Sine Rule</li> <li>• Cosine Rule</li> <li>• Area of a triangle</li> <li>• 3D Trigonometry</li> <li>• Past paper practice</li> </ul>	<p><i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Test</p>

<p><b>Summer 1 2025</b></p>	<ul style="list-style-type: none"> <li>• Past paper practice</li> <li>• <b>Students take public IGCSE Examination</b></li> </ul>	<p><i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> Regular past paper exams taken during double periods</p>
<p><b>Summer 2 2025</b></p>	<ul style="list-style-type: none"> <li>• Start AQA Further Maths Level 2 course</li> </ul>	<p><i>Supporting materials:</i> Textbook BoardWorks Examsolutions.net Corbettmaths.com Drfrostmaths.co.uk</p> <p><i>Assessment:</i> No assessment</p>

# Music

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

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• Introduction to GCSE Music:</li> <li>• Key terms</li> <li>• Listening/analysing</li> <li>• Music theory</li> <li>• The Baroque, Classical and Romantic styles</li> </ul> <ul style="list-style-type: none"> <li>• Key terms:</li> <li>• Melody, rhythm, texture, harmony, instrumentation and timbre, structure, tonality, dynamics terms</li> </ul> <p>Coursework:</p> <ul style="list-style-type: none"> <li>• What makes an effective ensemble?</li> <li>• Ensemble performances</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) Musical Elements and listening/theory test</p> <p>2) Ensemble performance</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• SET WORK: John Williams - Star Wars, Main Title music</li> <li>• Leitmotifs</li> <li>• Chromaticism and dissonance</li> <li>• Composing for a full orchestra</li> </ul> <p>Coursework:</p> <ul style="list-style-type: none"> <li>• Film music composition</li> <li>• Composing idiomatically for instruments</li> <li>• Using Logic Pro X &amp; Sibelius software</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) Star Wars listening question</p> <p>2) Star Wars essay</p> <p>3) Film composition</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• SET WORK: Bach – Brandenburg Concerto no 5, movement III</li> <li>• Basso Continuo</li> <li>• Counterpoint</li> <li>• Fugal writing</li> <li>• Concerto Grosso</li> <li>• Reading music from a score</li> </ul> <p>Coursework:</p> <ul style="list-style-type: none"> <li>• Start work on free composition – planning, preparation and creation of musical ideas</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) Bach – Brandenburg listening question</p> <p>2) Bach – Brandenburg compare and contrast essay question (&amp; regular music key word tests)</p>

## Music cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• Fusion SET WORK</li> <li>• Afro Celt Sound System – Release</li> <li>• What is fusion music?</li> <li>• African music</li> <li>• Celtic music</li> <li>• Electronic music</li> </ul> <p>Coursework:</p> <ul style="list-style-type: none"> <li>• Free Composition – developing musical ideas</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) ACSS - Release listening question</p> <p>2) Fusions music compare and contrast essay</p> <p>(&amp; regular music key word tests)</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• SET WORK: Purcell – Music for a while</li> <li>• Ground Bass</li> <li>• The use of the harpsichord</li> <li>• Word painting</li> </ul> <p>Revision and preparation for End of Year Examination:</p> <ul style="list-style-type: none"> <li>- Unfamiliar listening</li> <li>- Rhythmic and melodic dictation</li> <li>- Essay writing technique</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) Purcell listening question</p> <p>2) End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<ul style="list-style-type: none"> <li>• Written examination feedback</li> </ul> <p>Coursework:</p> <ul style="list-style-type: none"> <li>• Completion of free composition - notation, scoring and recording</li> <li>• Recording of solo performance</li> </ul>	<p><i>Supporting materials:</i></p> <p>PowerPoints and other resources on MS Teams</p> <p>Edexcel GCSE 9-1 Anthology</p> <p>Edexcel GCSE 9-1 Student Book</p> <p>Edexcel GCSE 9-1 revision guide</p> <p><a href="https://www.musictheory.net">https://www.musictheory.net</a></p> <p><a href="https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn">https://www.bbc.co.uk/bitesize/exams/pecs/z6chkmn</a></p> <p><i>Assessment:</i></p> <p>1) Completion of free composition</p> <p>2) Mock solo performance examination</p>

# Physical Education

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

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p>The relationship between health and fitness and the role that exercise plays in both.</p> <p>The components of fitness, benefits for sport and how fitness is measured and improved.</p> <p>The principles of training and their application to personal exercise/ training programmes.</p> <p><i>Part of the specification it relates to:</i> Component 3 – Topic 3: Physical training</p>	<p><i>Supporting materials/ websites:</i> <a href="#">PE TUTOR - YouTube</a> <a href="#">MyPEexam - YouTube</a> <a href="#">The PE Classroom - YouTube</a></p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test OneNote resources</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p>The short- and long- term effects of exercise</p> <p>Optimising training and injury prevention</p> <p>Effective use of warm-up and cool-down</p> <p>Aerobic and Anaerobic exercise</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 3: Physical Training</p>	<p><i>Supporting materials:</i> <a href="#">BBC Bitesize - GCSE PE (Edexcel)</a> <a href="#">Short and Long Term effects of exercise</a> <a href="#">Aerobic + Anaerobic Exercise</a></p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test OneNote resources</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>The structure and functions of the musculoskeletal system</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 1: Anatomy/Physiology</p>	<p><i>Supporting materials:</i> <a href="#">Muscular System</a> <a href="#">Skeletal System</a></p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work Component Test OneNote resources</p>
<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>The structure and functions of the cardio-respiratory system</p> <p><i>Part of the specification it relates to:</i> Component 1 – Topic 1: Anatomy/Physiology</p>	<p><i>Supporting materials:</i> <a href="#">Cardiovascular System</a> <a href="#">Respiratory System</a></p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work End of Topic Test OneNote resources</p>

## Physical Education cont.

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<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>Lever Systems Planes and axes of movement</p> <p><i>Part of the specification it relates to: Component 1 – Topic 2: Movement Analysis</i></p> <p><b>End of Year Examination</b></p>	<p><i>Supporting materials:</i> <a href="#">Movement Analysis</a></p> <p><a href="#">Exam Techniques</a> <a href="#">Sample Questions</a></p> <p><i>Assessment:</i> Homework, Worksheets Class discussion + group work Component Test OneNote resources End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Feedback on End of Year Examination</b></p> <p>Carrying out and monitoring their PEP (Personal Exercise Plan) Evaluation of data and programme.</p> <p><i>Part of the specification it relates to: Component 4: Non-Examined Assessment</i></p>	<p><i>Supporting materials:</i> <a href="https://www.brianmac.co.uk/eval.htm">https://www.brianmac.co.uk/eval.htm</a> <a href="#">Writing a PEP</a></p> <p><i>Assessment:</i> Coursework to be completed – PEP (Typed + Assessed) OneNote resources</p>



# Physics

Specification Name: AQA GCSE Physics (Foundation or Higher)

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<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>P8 Forces in balance</b></p> <ul style="list-style-type: none"> <li>• P8.1 Vectors and scalars</li> <li>• P8.2 Forces between objects</li> <li>• P8.3 Resultant forces</li> <li>• P8.4 Moments at work</li> <li>• P8.5 More about levers and gears</li> <li>• P8.6 Centre of mass</li> <li>• P8.7 Moments and equilibrium</li> <li>• P8.8 The parallelogram of forces</li> <li>• P8.9 Resolution of forces</li> </ul> <p><b>P9 Motion</b></p> <ul style="list-style-type: none"> <li>• P9.1 Speed and distance–time graphs</li> <li>• P9.2 Velocity and acceleration</li> <li>• P9.3 More about velocity–time graphs</li> <li>• P9.4 Analysing motion graphs</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>P10 Forces and motion</b></p> <ul style="list-style-type: none"> <li>• P10.1 Forces and acceleration</li> <li>• P10.2 Weight and terminal velocity</li> <li>• P10.3 Forces and braking</li> <li>• P10.4 Momentum</li> <li>• P10.5 Using conservation of momentum</li> <li>• P10.6 Impact forces</li> <li>• P10.7 Safety first</li> <li>• P10.8 Forces and elasticity</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>P12 Wave properties</b></p> <ul style="list-style-type: none"> <li>• P12.1 The nature of waves</li> <li>• P12.2 The properties of waves</li> <li>• P12.3 Reflection and refraction</li> <li>• P12.4 More about waves</li> <li>• P12.5 Sound waves</li> <li>• P12.6 The uses of ultrasound</li> <li>• P12.7 Seismic waves</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p>

## Physics cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>P13 Electromagnetic waves</b></p> <ul style="list-style-type: none"> <li>• P13.1 The electromagnetic spectrum</li> <li>• P13.2 Light, infrared, microwaves, and radio waves</li> <li>• P13.3 Communications</li> <li>• P13.4 Ultraviolet waves, X-rays, and gamma rays</li> <li>• P13.5 X-rays in medicine</li> </ul> <p>All sections relate to Specification section: 4.6 Waves</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Revision</b></p> <p><b>Examination</b></p> <p><b>Feedback on End of Year Examination</b></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p> <p>End of Year Examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>P4 Electric circuits</b></p> <ul style="list-style-type: none"> <li>• P4.1 Electrical charges and fields</li> <li>• P4.2 Current and charge</li> <li>• P4.3 Potential difference and resistance</li> <li>• P4.4 Component characteristics</li> <li>• P4.5 Series circuits</li> <li>• P4.6 Parallel circuits</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> <li>• Tassomai</li> </ul> <p><i>Assessment:</i></p> <p>Summative assessment in each of the taught topics</p>

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><u>Mental Health</u> In this unit, we cover a range of topics including Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Students will explore and discuss things such as adolescence changes and how to deal with them, exam/GCSE stress as well as support and treatment that is available.</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><u>Financial decision making</u> The impact of financial decisions, debt, gambling, and the impact of advertising on financial choices. Students will explore how to budget, savings, debt, credit scores as well as pay day lending. Students will also look at mortgages, renting, living costs as well as the law (fraud, money laundering etc.) and risks in relation to finances (for example cybercrime).</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><u>Human Rights</u> Students will be exploring what human rights are and how they are protected. This includes the UN definitions of human rights, where they come from and why we have them. Students will become more aware of human rights, the impact they have and how to deal with conflicts.</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><u>Healthy Relationships</u> Developing on previous topics covered in KS3, students will be learning about the more in-depth elements of relationships such as the value of sexual relationships, media influence on relationship expectations, assumptions and misconceptions on sex and relationships, as well as ethical and legal implications in relation to consent, coercion and capacity to consent.</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><u>Drugs</u> Students will be learning about the different classes of drugs, their effects (both long term and short term) and the legalities of drugs. We will also be looking at the impact that everyday drugs such a tobacco and caffeine has on the mind and body.</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><u>Employability Skills</u> One key element of this unit is looking at online presence and its possible impact on your future. In this unit, students will explore employment rights, skills for enterprise and employability, constructive feedback, how to manage their individual ‘personal brand’ as well as habits and strategies to support progress and career paths.</p>

# Religious Studies

Specification Name: Edexcel GCSE Religious Studies B

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Creation</li> <li>• The Incarnation</li> <li>• The last Days</li> <li>• Salvation</li> <li>• Eschatology</li> <li>• Problem of Evil</li> <li>• Solution to the problem of Evil</li> </ul>	<p><i>Supporting materials:</i></p> <p>OneNote Textbook Revision Guide Digital resources Religious texts</p> <p><i>Assessment:</i></p> <p>End of unit assessment Edexcel examination past paper</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Marriage and the Family</b></p> <ul style="list-style-type: none"> <li>• What is Marriage?</li> <li>• Sexual relationships</li> <li>• Families</li> <li>• Support for the Family</li> <li>• Contraception</li> <li>• Divorce</li> <li>• Equality of Men and Women</li> <li>• gender and prejudice</li> </ul>	<p><i>Supporting materials:</i></p> <p>OneNote Textbook Revision Guide Digital resources Religious texts</p> <p><i>Assessment:</i></p> <p>End of unit assessment Edexcel examination past paper</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Living the Christian Life</b></p> <ul style="list-style-type: none"> <li>• Christian worship</li> <li>• The Sacraments</li> <li>• Prayer</li> <li>• Pilgrimages</li> <li>• Celebrations</li> <li>• The future church</li> <li>• The local church</li> <li>• The worldwide church</li> </ul>	<p><i>Supporting materials:</i></p> <p>OneNote Textbook Revision Guide Digital resources Religious texts</p> <p><i>Assessment:</i></p> <p>End of unit assessment Edexcel examination past paper</p>
<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Matters of Life and Death</b></p> <ul style="list-style-type: none"> <li>• Sanctity of Life</li> <li>• Origins and value of Human life</li> <li>• Abortion</li> <li>• Life and death</li> <li>• Responses to arguments about life after death</li> <li>• Euthanasia</li> <li>• Stewardship and dominion</li> <li>• Environmental issues</li> </ul>	<p><i>Supporting materials:</i></p> <p>OneNote Textbook Revision Guide Digital resources Religious texts</p> <p><i>Assessment:</i></p> <p>End of unit assessment Edexcel examination past paper</p>

## Religious Studies cont.

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<b>Summer 1 2024</b>	<b>Examination skills and preparation</b>  <b>Revision for End of Year Examination</b>  <b>End of Year Examination</b>	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts  <i>Assessment:</i> End of Year Examination – Full Christianity paper
<b>Summer 2 2024</b>	<b>Feedback on End of Year Examination</b>  <b>Begin Year 2 content, co-curricular and trips allowing</b>	<i>Supporting materials:</i> OneNote Textbook Revision Guide Digital resources Religious texts

# Spanish

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

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<p><b>Autumn 1 2024</b></p>	<p><b>Module 1 ¡Diviértete!</b></p> <p><b>Unit 1:</b> Talking about life online Using the present tense</p> <p><b>Unit 2:</b> Talking about sports and leisure activities Expressing opinions</p> <p><b>Unit 3:</b> Arranging to go out Using the near future</p> <p><b>Unit 4:</b> Saying what you did at the weekend Using the preterite tense</p> <p><b>Unit 5:</b> Talking about days that went wrong Combining three tenses <i>Using Direct Object pronouns (H)</i></p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i> An end of Module 1 test covering all 4 language-based skills</p>
<p><b>Autumn 2 2024</b></p>	<p><b>Module 2 Viajes</b></p> <p><b>Unit 1:</b> Discussing travel plans Using comparatives</p> <p><b>Unit 2:</b> Talking about festivals in the Spanish-speaking world Using “hay/hay que” <i>Using the superlative (H)</i></p> <p><b>Unit 3:</b> Saying what you did on holiday Revising the preterite tense <i>“Acabar de”, “lo” (H)</i></p> <p><b>Unit 4:</b> Describing where you stayed Using the imperfect tense</p> <p><b>Unit 5:</b> Talking about holidays with different tenses <i>“Soler + inf” (H)</i></p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i> An end of Module 2 test covering all 4 language-based skills</p>
<p><b>Spring 1 2025</b></p>	<p><b>Module 3 Mi gente, mi mundo</b></p> <p><b>Unit 1:</b> Describing people Using the present continuous</p> <p><b>Unit 2:</b> Talking about who you follow on social media Using the third person <i>Using “desde hace...” (H)</i> <i>Personal “a” (H)</i></p> <p><b>Unit 3:</b> Talking about friendships and relationships Using reflexive verbs <i>Verbs “interesar, preocupar, importar” (H)</i></p> <p><b>Unit 4:</b> Talking about your identity and your interests Using Direct Object pronouns</p> <p><b>Unit 5:</b> Talking about problems and advice Using “estar” for expressing moods Using modal verbs (“querer”, “poder”)</p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i> An end of Module 3 test covering all 4 language-based skills</p>

## Spanish cont.

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<p><b>Spring 2 2025</b></p>	<p><b>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</b></p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i> An end of Module 4 test covering all 4 language-based skills</p>
<p><b>Summer 1 2025</b></p>	<p><b>General revision of Modules 1 – 3 Preparation for speaking exam – Tasks 1, 2, 3</b></p>	<p><i>Supporting materials:</i> Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i> Extended GCSE style tasks in all 4 skills End of Year examination</p>
<p><b>Summer 2 2025</b></p>	<p><b>Feedback on End of Year 10 Examination Module 4 Resources have not yet been provided.</b></p>	<p>Pearson Edexcel GCSE textbook, GCSE Grammar and Translation workbooks Edexcel listening materials <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">www.bbc.co.uk/schools/gcsebitesize/spanish/</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><i>Assessment:</i></p>

## Year 10 Homework Timetable 2024 - 2025

Year	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Y10</b>	10.4 & 10.3 Physics, 10.2 & 10.1 Chemistry  Option C*  Option A*	10.4 & 10.3 Biology, 10.2 Physics, 10.1 Biology  MFL  Mathematics  Option B	10.4 & 10.3 - Chemistry, 10.2 - Biology, 10.1 - Physics  English  Option A*	MFL  Mathematics  Option C*	English  Option B  *Physical Education x2

- In addition to the stated Science homework, the school uses a piece of software called Tassomai. Students should aim to complete their 'daily goal' on a daily basis, however they must complete it 3 times a week to avoid a lunchtime catch up session. If you have any questions about Tassomai please consult the link below: [How does Tassomai work? — Tassomai](#)
- Students should spend roughly 45 minutes per homework assignment who are entitled to extra time in tests and examinations should practise using extra time when doing their homework.
- \*Unless your Option A or C subject is PE. PE is an exception: An assignment equal to two lots of homework is set on Friday and due the following Friday.