

Year 10	Summative One	Summative Two	Summative Three																																	
English	In half term two, students will complete an essay response on ‘Macbeth’. This will require students to demonstrate their full knowledge of the whole text.	In half term three, students will complete a Component One paper from the English Language Paper 1 which will require them to read and infer information based on a 20 <sup>th</sup> Century piece of prose.	In half term five, students will complete Section B from the English Language Paper 1 which will require them to compose a piece of prose based on a choice of prescribed titles.																																	
	10a2, 10a3, 10a4, 10b2, 10b3: 7 <sup>th</sup> -18 <sup>th</sup> Oct 10a1, 10b1: w/c 18 <sup>th</sup> -29 <sup>th</sup> Nov	10a1, 10a2, 10a3, 10a4, 10b2, 10b3: w/c Mon 10 <sup>th</sup> -Fri 28 <sup>th</sup> Feb 10b1: w/c Mon 31 <sup>st</sup> Mar – Fri 25 <sup>th</sup> Apr	w/c 22 <sup>nd</sup> April (Y10 exam week)																																	
Maths	In term 1, All students will be assessed on content from Year 9 and the first 2 units from Year 10 (Rounding & Bounds and Compound Measures).	In term 2, Foundation Tier students will be assessed on content from Year 9 and Year 10 units including Algebraic Manipulation, Linear and Non-Linear Graphs, Bearings, Venn Diagrams and Circles. Higher Tier students will be assessed on content from Year 9 and Year 10 units including Quadratic Equations, Graphs, Angles & Bearings and Percentages.	In term 3, Foundation Tier students will be assessed from Year 9 and Year 10 content including recent units, Ratio, Volume & Surface Area, Circles, Probability and Plans & Elevations. Higher Tier students will be assessed from Year 9 and Year 10 content including recent units, Advanced Trigonometry, Simultaneous Equations, Congruency and Similarity.																																	
	14 <sup>th</sup> – 18 <sup>th</sup> Oct	3 <sup>rd</sup> – 14 <sup>th</sup> Feb	21 <sup>st</sup> Apr – 2 <sup>nd</sup> May																																	
Science	Half-term 2: Students will sit an assessment based on their Y9 content: B1 & B2, C1 & C2, P1 & P3. This will be a mixture of short and longer questions.	Half-term 3: Students will sit an assessment on B4 & B3, C4 & C5, P2 & P7. This will be a mixture of short and longer GCSE questions.	Half-term 5: Students will sit 3 full GCSE papers at Foundation or Higher level. Biology 1: B1 to B4 Chemistry 1: C1 to C5 Physics 1: P1 to P4																																	
	<table><tr><th colspan="3">GCSE Topics – Year 9, 10 and 11</th></tr><tr><td>B1: Cell Biology</td><td>C1: Atomic Structure &amp; Periodic Table</td><td>P1: Energy</td></tr><tr><td>B2: Organisation</td><td>C2: Bonding</td><td>P2: Electricity</td></tr><tr><td>B3: Disease</td><td>C3: Quantitative Chemistry</td><td>P3: Particles</td></tr><tr><td>B4: Bioenergetics</td><td>C4: Chemical Changes</td><td>P4: Atoms &amp; Radiation</td></tr><tr><td>B5: Homeostasis</td><td>C5: Energy Changes</td><td>P5a: Motion</td></tr><tr><td>B6: Inheritance</td><td>C6: Rate &amp; Extent of Change</td><td>P5b: Forces</td></tr><tr><td>B7: Ecology</td><td>C7: Organic Chemistry</td><td>P6: Waves</td></tr><tr><td></td><td>C8: Chemical Analysis</td><td>P7: Magnets</td></tr><tr><td></td><td>C9: Chemistry of the Atmosphere</td><td>P8: Space (separates only)</td></tr><tr><td></td><td>C10: Using Resources</td><td></td></tr></table>			GCSE Topics – Year 9, 10 and 11			B1: Cell Biology	C1: Atomic Structure & Periodic Table	P1: Energy	B2: Organisation	C2: Bonding	P2: Electricity	B3: Disease	C3: Quantitative Chemistry	P3: Particles	B4: Bioenergetics	C4: Chemical Changes	P4: Atoms & Radiation	B5: Homeostasis	C5: Energy Changes	P5a: Motion	B6: Inheritance	C6: Rate & Extent of Change	P5b: Forces	B7: Ecology	C7: Organic Chemistry	P6: Waves		C8: Chemical Analysis	P7: Magnets		C9: Chemistry of the Atmosphere	P8: Space (separates only)		C10: Using Resources	
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	In the fortnight w/c 7 <sup>th</sup> October	In the fortnight w/c 20 <sup>th</sup> January	In the fortnight w/c 21 <sup>st</sup> April (Y10 exam fortnight)																																	
RE	In half term 1 & 2, students move onto the second component of the GCSE: Foundational Catholic Theology. Again, this is split into two units; Origins and Meaning then followed by Good and Evil.	In half term 3 & 4, the focus will still be on the Origins and Meaning unit. For the summative assessment this term, students will complete half of a GCSE paper and	In half term 5 & 6, we delve into the Good and Evil unit content. This is the final section needed for Foundational Catholic Theology. For the summative																																	

	They will have studied some of the content as it is featured in the Y9 Judaism unit but in Y10 they get a greater understanding of the Catholic perspective on these areas. For the summative assessment the students will display their knowledge and understanding about Stewardship and the use and significance of the Bible.	all the questions will be focused on the Origins and Meaning unit.	assessment, the paper will have questions from both Origins and Meaning and Good and Evil units.
	2 <sup>nd</sup> Dec	22 <sup>nd</sup> Apr	30 <sup>th</sup> Jun
<b>Geography</b>	In half term one, students will be tested on their knowledge of Urbanisation, Global Cities, Rivers and Coasts through 54-marks worth of GCSE-style questions.	In half term 4, students will be tested on their knowledge of Development, Coasts and Climate Change through 32-marks worth of GCSE-style questions.	In half term five, students will be tested on their knowledge of Rivers, Coasts and Climate Change through 50-marks worth of GCSE-style questions.
	This will take place within a two-week window from Monday 23 <sup>rd</sup> September 2024.	This will take place within a two-week window from Monday 24 <sup>th</sup> February 2025.	This will take place within a two-week window from Monday 28 <sup>th</sup> April 2025.
<b>History</b>	In half term one, students will complete an assessment worth 32 marks. This will require students to answer a 'describe 2 features of' (4 marks) and 'how useful' (8 marks) question on the British sector of the Western Front 1914-18 (Medicine through time). They will answer a 'how far do you agree' (16 marks) for key topic 2 of Early Elizabethan England, 1558-1588. Finally, they will answer an inference question (4 marks) focussed on key topic 1 of Weimar and Nazi Germany.	In half term three students will complete an assessment worth 32 marks. This will require students to answer a 'describe 2 features of' (4 marks) about Early Elizabethan England, key topic 2 (1569-88). They will answer a 'how useful' (8 marks), 'how do the interpretations differ' (4 marks), and 'why do the interpretations differ' (4 marks) about Germany key topic 1, the Weimar Republic. Finally, they will answer an 'explain why' (12 marks) about Industrial and Modern medicine, 1700-present.	In half term five, students will complete an assessment worth 32 marks. This will require students to answer an 'explain why' (12 marks) about key topic 3 of Early Elizabethan England, 1558-88. They will answer 'how could you follow up source A' (4 marks), from the British sector on the Western Front, 1914-18. Finally, they will answer an extended interpretations question (16 marks), about key topic 2 of Weimar and Nazi Germany, 1918-39.
	w/c 23 <sup>rd</sup> September (in class revision w/c 16 <sup>th</sup> September)	w/c 10 <sup>th</sup> February (in class revision w/c 3 <sup>rd</sup> February)	w/c 22 <sup>nd</sup> April (Y10 mock examinations – in class revision w/c 31 <sup>st</sup> March)
<b>Languages: French</b>	In half term one students are assessed on their extended writing skills by responding to an exam style 90 or 150 word task on the topic of free time. They should use accurate grammar, syntax and spelling as well as include higher level language for the higher marks.	In half term 3 students will complete a mock speaking exam in which they will complete role play task, a reading aloud task, a photo card and general conversation following each task. They should use accurate grammar, syntax and pronunciation and intonation as well as include higher level language for the higher marks.	In half term 4 students are assessed on their listening skills. They demonstrate their ability to understand and respond to different types of spoken and written language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary French to English on a regular basis is essential preparation for this paper.
	w/c 2 <sup>nd</sup> December	w/c 24 <sup>th</sup> March	w/c 22 <sup>nd</sup> April
<b>Language: German</b>	In half term 2 students are assessed on their extended writing skills by responding to an exam style 90 or 150 word on a topic of their choice. They should use accurate grammar, syntax and spelling as well as include higher level language for	In half term 3 students will be assessed on their speaking skills on a range of topics. They will be required to respond to questions in different tenses and to speak spontaneously. Students will be given the topic of the questions but they will	In half term 5 students are assessed on their listening skills and will sit a full exam paper from the new spec GCSE. They demonstrate their ability to understand and respond to different types of spoken

	the higher marks. Students will be well prepared for this exam in lesson by completing walking talking marks and working with high quality models.	have sight of the actual exam questions as this is a requirement of the speaking exam. Students will prepare revision maps for the topics given and will be encouraged to use high level responses giving justified opinions .	language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary German to English on a regular basis is essential preparation for these papers.
	w/c 2 <sup>nd</sup> December	w/c 24 <sup>th</sup> March	w/c 22 <sup>nd</sup> April
<b>Art</b>	<p>During half term 1A, pupils produce a set of artist research pages on the artist Mary O'Malley, where pupils produce a design for a vassal demonstrating influences from O'Malley's series of work "Bottom feeders". Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, use of a pencil to shade and show three dimensionally.</p> <p>During half term 1B Pupils produce a set of artist research pages on the artist Courtney Mattison where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students need to demonstrate the ability to take a starting point and develop their own fully resolved idea for a ceramic piece which is themed around the sea.</p> <p>As well as their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, understanding of form and shape and its importance in three-dimensional art.</p> <p>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 2A, pupils produce a set of artist research pages on the artist Kate Malonewhere pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Using her work as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around coral formations. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their mark making drawing and recording skills with a particular focus on surface texture and pattern.</p> <p>During half term 2B, pupils produce a pinch pot fish, a coil pot anemone and finally a slab-built tile. Students will need to demonstrate their knowledge and application of all the formal elements of art and design but in particular their ability to confidently manipulate clay into a final sculptured outcome.</p>	<p>During half term 3A, pupils will sit a 5 Hour practical exam on Friday 2<sup>nd</sup> April 2025 where pupils are expected to construct a final fully realised sculptured clay outcome around the theme of "the sea". All work produced so far from this academic year as well as Y9 known as coursework will also be used to inform the overall holistic predicted grade expected to be achieved.</p> <p><b>Note Coursework accounts for 60% of the final GCSE Art and Design grade.</b></p> <p>During half term 3B, pupils will be producing a series of observational drawing using a variety of different mediums and techniques. Students will need to demonstrate their ability to record from direct observation showing mastery of the materials and manipulation of all the formal elements of art and design.</p>
	Week beginning 16.12.24 - Holistic coursework grade given.	Week beginning 24.03.25 - Holistic coursework grade given.	Week beginning 05.05.25 - Holistic coursework grade given.
<b>Music</b>	During term 1 students will be marked on a practice component 2 controlled assessment	During term 2 students will be marked on their completed official Component 1 NEA	During term 3 students will be marked on a practice component 3 controlled assessment.
	WC 16 <sup>th</sup> December	WC 24 <sup>th</sup> March	WC 19 <sup>th</sup> May

<b>Drama</b>	During Term 1, students will be assessed on their devised performances. This will be a combination of their written log and performance.	During Term 2, students will be assessed on the further progress made to their devised performances. This will be a combination of their written log and performance.	During term 3, students will be assessed using a full examination paper. Students will be answering questions on all 3 sections of the paper.
	WC 16 <sup>th</sup> December	WC 24 <sup>th</sup> March	WC 19 <sup>th</sup> May
<b>Product Design (Resistant Materials and Textiles)</b>	In half term one, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10 so far) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i>	At the beginning of half term four, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10 so far) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i>	In half term five, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i>
	7 <sup>th</sup> October- 18 <sup>th</sup> October	27 <sup>th</sup> January- 7 <sup>th</sup> February	22nd April- 2nd May
<b>Revision List</b>	<p><b><u>Section A</u></b></p> <p>S1.19 - Material properties S1.8 - Production techniques and systems- Technology push / pull S1.9 -How the critical evaluation of new and emerging technologies informs design decisions- Planned obsolescence S1.13- Different types of movement S1.16- Metals and Alloys S1.11- Smart materials S1.8- Production techniques and systems- JIT</p> <p><b><u>Section B</u></b></p> <p>S2.2- Forces and stresses S2.3 Ecological and social footprint S2.4- The 6R's S2.1- Selection of materials or components S2.5- Social issues in the design and manufacture of products</p> <p><b><u>Section C</u></b></p> <p>S3.5- The work of others S3.10- Selection of materials and components- Product analysis S3.8- Communication of design ideas – 2D/ 3D drawings / CAD / Scale drawings/ Orthographic</p>	<p><b><u>Section A</u></b></p> <p>1.3 Environmental issues 1.2 Enterprise 1.11 Smart 1.16 Alloys 1.9 Planned Obsolescence</p> <p><b><u>Section B</u></b></p> <p>2.6 Materials and Stock forms 2.8 Modification of properties 2.11 Scale of production 2.4 6R's</p> <p><b><u>Section C</u></b></p> <p>3.10 Product Analysis – safety features / anthropometrics 3.8 Two-point perspective Maths – calculating areas/ percentage wastage 3.1 Advantages Primary research – existing products 3.1 Ergonomics 3.2 Specifications ACCESSFM</p>	<p><b><u>Section A</u></b></p> <p>1.11 Technical Textiles 1.10 Renewable Energy 1.13 Changing magnitude and direction of force - Pulleys, Gears and Linkages 1.11 Smart Materials 1.11 Composite Materials 1.15 Manufactured Boards 1.12 Microcontrollers</p> <p><b><u>Section B</u></b></p> <p>2.6 Stock Forms 2.9 How to shape and form using cutting, abrasion and addition processes 2.11 Scales of production 2.3- 3.5 Product life cycle analysis</p> <p><b><u>Section C</u></b></p> <p>3.6 Modelling and prototyping 3.8 Orthographic projection/ Isometric drawing Maths- calculating volumes 2.14 Tolerances 3.2 Specifications ACCESSFM 3.10 Product Analysis – Function – Environmental impact</p>

	Maths – finding %		
<b>GCSE PE</b>	In Half term two, students will complete a 60-mark paper, testing their knowledge recall and practical application of Anatomy and Physiology in sport; including the cardiovascular system, respiratory system, skeletal system, muscular system.	In half term four, students will be assessed on a 60-mark exam, covering movement analysis, Axis, levers, planes, movement analysis, energy systems, short term and long-term effects of exercise, Injury in sport. Additionally, students will be assessed in their practical performance for one of their seconds sports.	In half term five, students will be assessed on a 60-mark exam, including the psychology of sport and participation trends in society, factors affecting participation. Additionally, students will be assessed in their practical performance for one of their sports.
<b>BTEC PE</b>	In term one, students will produce a written report, in response to a scenario that explores provision of sport and physical activity for different types of participant, including barriers to participation. Furthermore, on half term two, students will examine equipment and technology required for participants to use when taking part in sport and physical activities. This will be presented through a PowerPoint presentation.	In half term 3, students will examine equipment and technology required for participants to use when taking part in sport and physical. This will be presented through a PowerPoint presentation. Furthermore, students will be assessed in their ability to design a structured warm-up, and lead others effectively.	In half term 6, students will be assessed on component 3, through an interleaving knowledge exam of 60 marks which involves the following topics, fitness testing, components of fitness, exercise intensities and the principles of training.
<b>Computing</b>	In half term one, students will complete an assessment that includes writing algorithms and completing shorter questions on paper 1 computer systems.	In half term three, students will sit an assessment with equal weighting of questioning from paper 1 computer systems and paper 2 algorithms/programming.	In the final term, students will complete an assessment with a mix of small and bigger 6-mark questions that cover previous topics as well as system security, ASCII code, and writing code in a high-level programming language.
	30 <sup>th</sup> September – 11 <sup>th</sup> October	27 <sup>th</sup> January – 7 <sup>th</sup> February	22 <sup>nd</sup> April – 2 <sup>nd</sup> May
<b>Business</b>	In half term 1 student will complete section B of a past full GCSE exam paper 1, Investigating a business. This section can include questions from Enterprise and entrepreneurship (1.1) Spotting a business opportunity (1.2), Putting a business into practice (1.3), Making a business effective (1.4) ). All questions will be case study based and will contain 1,2,6 and 9 mark questions.	In half term 3 students will complete a series of exam questions that are either knowledge or case study based. These questions can include multiple choice, 1, 2, 3 ,6, 9 and 12 mark questions. Exam questions will be based on the topics; Putting a business idea into practice (1.3), Understanding external influences (1.5) and Growing the business (2.1).	In half term 5 students will complete a series of exam questions that are either knowledge or case study based. These questions can include multiple choice, 1, 2, 3 ,6, 9 and 12 mark questions. Exam questions will be based on theme 2 topics building a business and potentially will include, Growing a business (2.1), Making marketing decision (2.2), Making operational decision (2.3).
	Taking place either W/C9 <sup>th</sup> September 2024 or W/C 16 <sup>th</sup> September 2024	Taking place either W/C 22 <sup>nd</sup> Jan 2025 or W/C 27 <sup>th</sup> Jan 2025	Taking place in Y10 Exam week Tuesday 22 <sup>nd</sup> April to Monday 28 <sup>th</sup> April 2025
<b>Food Preperation and Nutrition</b>	In half term one, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.	In half term three, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.	In half term five, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.

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