

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 th 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.																																	
	10a1: W/C 6 th - W/C 13 th October Other groups: W/C 10 th - W/C 17 th November	W/C 2 nd February – W/C 9 th February	W/C 13 th 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.																																	
	6 th – 17 th Oct	2 nd – 13 th Feb	13 th – 24 th Apr																																	
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 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 & 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 & 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 & 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></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			C10: Using Resources	
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	In the fortnight w/c 6 th October	In the fortnight w/c 19 th January	In the fortnight w/c 20 th April (Y10 exam fortnight)																																	
RE	For the summative assessment the students will display their knowledge and understanding use and significance of the Bible as well as their Judaism knowledge from year 9	For the summative assessment this term, students will complete half of a GCSE paper with the questions focused on the Origins and Meaning unit. As well as Judaism from year 9	For the summative assessment, the paper will have questions from both Origins and Meaning and Good and Evil units.																																	

	WC 29 th September	WC 26 th January	WC 13 th June
Geography	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 22 nd September 2025.	This will take place within a two-week window from Monday 12 th February 2026.	This will take place within a two-week window from Monday 13 th April 2026.
History	In half term one, students will complete an assessment worth 32 marks. From Medicine through time, this will require students to answer a similarity/difference question (4 marks) and 'how useful' (8 marks) question on the British sector of the Western Front 1914-18 (Medicine through time). They will also answer 2 'describe 1 feature of' (4 marks) 'how far do you agree' (16 marks) for key topic 2 of Early Elizabethan England, 1558-1588.	In half term three students will complete an assessment worth 32 marks. This will require students to answer 2 'describe 1 feature 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.
	In the fortnight w/c 22 nd September (in class revision will take place before the lesson)	In the fortnight w/c 12 th January (in class revision the week before)	w/c 13 th April (Y10 mock examinations – in class revision before Easter)
Languages: French	In half term one students are assessed on their extended writing skills by responding to an exam style 90 or 150 word task. They should use accurate grammar, syntax and spelling as well as include higher level language for the higher marks. Students will be well prepared for this in lesson by completing walking talking marks and working with high quality models.	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 Take a mini version of the full GCSE speaking exam to include a photocard and a general conversation element. Students have been practicing photocards since year 9 and these are revisited on a regular basis so that students have a good understanding of how to perform in the assessment. In terms of general conversation, they will need to learn their yellow book questions at home thoroughly	In half term 5 students take a series of mock exams for all subjects and for MFL they will sit a full GCSE reading and listening paper. They will need to respond to a variety of styles of language and questions and the answers of given in English to test comprehension. It is crucial that students are learning vocabulary regularly from their vocab books, at least 3 times a week for short bursts of time
	w/c 1 st December	w/c 16 th March	w/c 13 th April
Language: German	In half term 1 students are assessed on their extended writing skills answering a 90 or 150 word GCSE style writing task. 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 Take a mini version of the full GCSE speaking exam to include a photocard and a general conversation element. Students have been practicing photocards since year 9 and these are revisited on a regular basis so that students have a good understanding of how to perform in the	In half term 5 students take a series of mock exams for all subjects and for MFL they will sit a full GCSE reading and listening paper. They will need to respond to a variety of styles of language and questions and the answers of given in English to test comprehension. It is crucial that students are learning vocabulary regularly from their vocab books, at least 3 times a week for short bursts of time

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	the higher marks. Students will be well prepared for this 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 1 st December	w/c 16 th March	w/c 13 th April
Art	<p>During half term 1B pupils produce a set of artist research pages on the artist Kate Malone. As part of these pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills.</p> <p>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 all the formal elements of art and design but particularly 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 Courtney Mattison.</p> <p>As part of these pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills.</p> <p>Using her work as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around coral formations.</p> <p>Students will need to demonstrate their knowledge and application of 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>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 3A pupils produce a pinch pot fish, a coil pot anemone and finally a slab-built tile.</p> <p>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>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p> <p>Pupils will sit a 5-Hour practical exam where pupils are expected to construct a final fully realised sculptured clay outcome around the theme of “under the sea”.</p> <p>All work produced so far from this academic year known as coursework will also be used to inform the overall holistic predicted grade expected to be achieved.</p> <p><i>Note Coursework accounts for 60% of the final GCSE Art and Design grade.</i></p>

	Assessment window: Week beginning 17.12.25	Assessment window: Week beginning 30.03.26	Assessment window: Week beginning 05.06.26
Music	<p>In the first half of Term 4, students will explore Disco music, a genre that dominated dance floors in the 1970s. They will study its rhythmic drive, use of syncopation, and rich instrumentation including bass guitar, strings, and synthesizers. Through performance and composition, students will recreate classic Disco grooves and learn how the genre influenced pop and dance music. Artists such as Donna Summer, Bee Gees, and Chic will be explored.</p> <p>In the second half of Term 4, students will study Minimalism, focusing on its use of repetition, phase shifting, and gradual change. They will explore the work of composers like Steve Reich, Philip Glass, and Terry Riley, and learn how Minimalist techniques can be applied in both acoustic and digital music. Students will engage in performance and composition tasks that highlight layering, motif development, and rhythmic patterns.</p> <p>Term 1a Assessment Composition Assessment – Compose a short original Disco track demonstrating genre-specific features.</p> <p>Written task Write a 300-word document analysing the musical characteristics and cultural significance of Disco music. Demonstrate an understanding of how Disco’s musical elements contribute to its energetic and danceable style.</p> <p>Half Term 1b Assessment</p> <ul style="list-style-type: none"> • Composition Assessment – Compose a short original piece using Minimalist techniques such as repetition and phase shifting. • Written task Write a 300-word document analysing the musical characteristics and cultural significance of Minimalism. • Demonstrate an understanding of how Minimalist composers use limited material to create complex and engaging music. 	<p>Term 2 is dedicated to the completion and assessment of Component 1: Exploring Music Products and Styles. Students will apply their learning from previous terms to demonstrate understanding of musical styles through performance, composition, and written analysis</p>	<p>Term 3 is focused on preparing students for Component 2: Music Skills Development. Students will take part in mock tasks that mirror the structure and expectations of the real assessment. This term allows students to practise and refine their skills in performance, composition, and reflective writing, while receiving feedback to support improvement.</p> <p>Assessments :</p> <p>Performance Task: Perform a chosen piece in a style studied earlier in the year (e.g., Britpop, Reggae, Disco). Focus on accuracy, expression, and stylistic awareness. Record and evaluate the performance.</p> <p>Composition Task: Create a short piece using techniques from a selected genre (e.g., Minimalism, Film Music). Include a brief explanation of creative choices and musical elements used.</p> <p>Reflective Journal: Write a short reflection (approx. 300–500 words) on: Skills developed during the term Challenges faced and how they were overcome Targets for improvement ahead of the final Component 2 assessment.</p>

		WC 24 th March	WC 19 th May
Drama	<p>In Term 1, students will complete key elements of Component 1: Exploring the Performing Arts. They will focus on developing and performing a devised piece, alongside analysing a live theatre performance. This term combines practical creativity with analytical writing, helping students build a well-rounded understanding of performance.</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> • Devising Skills: Creating original drama based on a chosen theme or stimulus. • Collaboration: Working in groups to develop characters, structure, and staging. • Live Theatre Analysis: Watching and evaluating a professional performance, focusing on staging, acting choices, and impact. <p>Assessment Breakdown:</p> <p>1a – Devised Performance</p> <ul style="list-style-type: none"> • Practical Element: Students will perform a devised piece developed during lessons. • Written Log: A reflective document detailing the creative process, decisions made, and how the piece was shaped. <p>1b – Live Theatre Response</p> <ul style="list-style-type: none"> • A written analysis of a live or recorded theatre performance. • Focus on: <ul style="list-style-type: none"> ○ Use of performance skills ○ Impact on the audience ○ How themes and characters were communicated <p>Assessment Criteria Includes:</p> <ul style="list-style-type: none"> • Creativity and originality in devised work • Effective use of drama techniques and stagecraft • Clear understanding of character and theme • Ability to analyse and evaluate live performance using subject-specific vocabulary 	<p>Term 1 is split into two focused halves. In the first half, students will develop their response to Section C of the written paper, focusing on analysing and evaluating live theatre. In the second half, students will complete their devised performance assessment and begin preparing written elements for the exam.</p> <p>First Half of Term:</p> <p>Focus: Section C – Live Theatre Response</p> <ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ Watch and analyse a live or recorded theatre performance. ○ Develop analytical and evaluative writing skills. ○ Practise structuring responses using key drama terminology. • Outcome: A complete draft of Section C ready for feedback. <p>Second Half of Term:</p> <ul style="list-style-type: none"> • Focus: Devised Performance & Written Paper Preparation • Activities: <ul style="list-style-type: none"> ○ Final rehearsals and performance of devised piece (Component 1). ○ Completion of written log reflecting on the devising process. ○ Begin work on Section A, Section C, and part of Section B of the written paper. • Assessment: <ul style="list-style-type: none"> ○ Devised Performance (1a) – Practical assessment of the final devised piece. ○ Written Log (1b) – Reflective document detailing the creative process. ○ Mock Exam – Covering Section A, Section C, and part of Section B to assess exam readiness. 	<p>Term 3 is focused on consolidating students' understanding of both the written exam and the devised performance log. This term provides an opportunity to practise exam-style responses and complete the reflective written work required for the devised component.</p> <p>Learning Focus:</p> <p>Written Paper Preparation:</p> <ul style="list-style-type: none"> ○ Full mock exam covering Section A, Section B, and Section C. ○ Focus on structuring responses, using drama terminology, and analysing performance elements. <p>Devised Log Completion:</p> <ul style="list-style-type: none"> ○ Finalising the written documentation of the devising process. ○ Reflecting on creative decisions, character development, and use of drama techniques <p>Assessment Tasks:</p> <p>Mock Written Exam:</p> <ul style="list-style-type: none"> ○ Students will complete a full paper under timed conditions. ○ Assessed on: <ul style="list-style-type: none"> • Knowledge of drama techniques and terminology • Ability to analyse and evaluate live and devised performance • Clarity and structure of written responses <p>Devised Log Submission:</p> <ul style="list-style-type: none"> ○ Final written log for the devised performance. ○ Assessed on: <ul style="list-style-type: none"> ▪ Reflection on the creative process ▪ Justification of artistic choices ▪ Evaluation of performance outcomes

	WC 16 th December	WC 24 th March	WC 19 th May
Product Design (Resistant Materials and Textiles)	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>	In half term three 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 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) 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>
	6 th October- 10 th October	26 th January- 30 th January	20 th April- 24 th April
Revision List	<p><u>Section A</u></p> <p>S1.19 - Material properties</p> <p>S1.8 - Production techniques and systems- Technology push / pull</p> <p>S1.9 -How the critical evaluation of new and emerging technologies informs design decisions- Planned obsolescence</p> <p>S1.13- Different types of movement</p> <p>S1.16- Metals and Alloys</p> <p>S1.11- Smart materials</p> <p>S1.8- Production techniques and systems- JIT</p> <p><u>Section B</u></p> <p>S2.2- Forces and stresses</p> <p>S2.3 Ecological and social footprint</p> <p>S2.4- The 6R's</p> <p>S2.1- Selection of materials or components</p> <p>S2.5- Social issues in the design and manufacture of products</p> <p><u>Section C</u></p> <p>S3.5- The work of others</p> <p>S3.10- Selection of materials and components- Product analysis</p> <p>S3.8- Communication of design ideas – 2D/ 3D drawings / CAD / Scale drawings/ Orthographic</p>	<p><u>Section A</u></p> <p>1.3 Environmental issues</p> <p>1.2 Enterprise</p> <p>1.11 Smart</p> <p>1.16 Alloys</p> <p>1.9 Planned Obsolescence</p> <p><u>Section B</u></p> <p>2.6 Materials and Stock forms</p> <p>2.8 Modification of properties</p> <p>2.11 Scale of production</p> <p>2.4 6R's</p> <p><u>Section C</u></p> <p>3.10 Product Analysis – safety features / anthropometrics</p> <p>3.8 Two-point perspective</p> <p>Maths – calculating areas/ percentage wastage</p> <p>3.1 Advantages Primary research – existing products</p> <p>3.1 Ergonomics</p> <p>3.2 Specifications ACCESSFM</p>	<p><u>Section A</u></p> <p>1.11 Technical Textiles</p> <p>1.10 Renewable Energy</p> <p>1.13 Changing magnitude and direction of force - Pulleys, Gears and Linkages</p> <p>1.11 Smart Materials</p> <p>1.11 Composite Materials</p> <p>1.15 Manufactured Boards</p> <p>1.12 Microcontrollers</p> <p><u>Section B</u></p> <p>2.6 Stock Forms</p> <p>2.9 How to shape and form using cutting, abrasion and addition processes</p> <p>2.11 Scales of production</p> <p>2.3- 3.5 Product life cycle analysis</p> <p><u>Section C</u></p> <p>3.6 Modelling and prototyping</p> <p>3.8 Orthographic projection/ Isometric drawing</p> <p>Maths- calculating volumes</p> <p>2.14 Tolerances</p> <p>3.2 Specifications ACCESSFM</p> <p>3.10 Product Analysis – Function – Environmental impact</p>
	Maths – finding %		

GCSE PE	In Half term one, students will complete a 60-mark paper, testing their knowledge recall and practical application of Anatomy and Physiology in sport; including the optimising fitness, cardiovascular system, respiratory system, skeletal system, muscular system, short term and long term effects of exercise.	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.	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. Additionally, students will be assessed in their practical performance for one of their second sports.
	WC 6 th October	NEA 1: 14 th January WC 13 th April during year 10 Exams Week	WC 29 th June; NEA 2: 14 th July
BTEC PE	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 4, 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.
	WC 8 th December	WC 13 th April during year 10 Exams Week	WC 5 th October 2026
Computing	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.
	29 th September – 10 th October	26 th January – 6 th February	13 th – 17 th April
Business	In half term 1 student will complete some questions from section A and section B of a past 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). Section A are knowledge-based questions only, and contain a mixture multiple choice question, 3 mark written responses and 2 mark Maths based questions, and questions in section B 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 all theme 1 topics	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 all theme 1 topics. By the end of Year 10 students will have been assessed on a full GSE paper 1

	Taking place either W/C 15th Sep and 22 nd Sep	Taking place either W/C 26 th Jan	Taking place in Y10 Exam w/c 13 th April
Food Preparation and Nutrition	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.