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| **Year 10 Overview of Learning** | This term we are learning about "Are we nearly there yet?" |  | Our Change Maker principle, this term is 'Future' |

| English – GCSE or Entry Level | Maths – GCSE or Entry Level | Science – GCSE or Entry Level | iMedia Cambridge Nationals or Performing Arts BTEC | PSHE/RSE & |
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| Year 10 – Introduction to GCSE English Language and Literature<br><br>Year 10 are beginning their GCSE English course with an introduction to both the Literature and Language components. In Literature, they are studying Blood Brothers, exploring how the writer presents character and theme, and beginning to write more detailed analytical responses.<br><br>Alongside this, young people are being introduced to the structure and style of the English Language GCSE. This includes reading non-fiction texts, learning how to identify writers' methods, and beginning to | **Entry Level**<br><br>Maths and Money equips students with practical financial skills for real-life situations. They will learn to interpret payslips, calculate gross and net pay, and understand income tax and national insurance deductions. The unit covers various income types, budgeting, and managing expenses. Students will also calculate simple and compound interest, work with exchange rates, and convert between currencies. Additionally, they will explore financial products like credit cards and loans, compare offers using APR, and develop the | **GCSE Biology**<br><br>Students will begin their study of GCSE Biology with Cell Biology. This topic aims to give students an overview of cells: the basic building blocks which make up all living things.<br><br>Young people will explore the differences between eukaryotic and prokaryotic cells, plant and animal cells and the functions of the organelles within them. We will be safely using a microscope to study and draw cells and use the magnification equation to calculate actual cell size. There will be an SMSC based discussion where we study the purpose of stem cells and discuss and evaluate the ethical issues related to their use. We will study the stages of mitosis for cell division and learn about diffusion and osmosis in terms of the movement of substances in and out of cells. Students will work scientifically to identify variables, evaluate risk, draw conclusions and interpret data during the practical investigation of the effect of antiseptics on bacterial growth and the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.<br><br>In the final week we will be moving onto Organisation. The "Organisation" topic in AQA GCSE Biology teaches | **Performing Arts**<br>This half-term we will be researching a song to learn and perform. We will keep a reflective journal of our rehearsals and evaluate our performance at the end.<br><br>**Creative iMedia**<br>Students will begin their work on this course by preparing for the demands of the NEA (coursework), learning how to identify client needs, carry out design work and produce a graphical product that is sufficiently complex for GCSE level<br><br>**Computer Science**<br>Students will begin to explore the workings of a CPU, understanding that it consists of a series of switches that can exist in either a state of on (1) or off (0), giving rise to the | **PSHE**<br>This half term we will be looking at developing our skills and preparing ourselves for the wider world. We are going to be looking at how we would find a job, how to budget our income to ensure that everything we need is paid for. |

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| practise creative and transactional writing. The aim is to build confidence and familiarity with the exam format while developing key skills.<br><br>**<u>Persuasive Writing: Entry Level Functional Skills English (Edexcel)</u>**<br><br>Learning Objectives<br><br>By the end of this unit, learners should be able to:<br><br>Identify persuasive techniques in written texts.<br><br>Use persuasive sentence starters to express opinions clearly.<br><br>Use modal verbs, emotive language, and rhetorical questions appropriately.<br><br>Structure a short persuasive paragraph with a clear introduction and conclusion.<br><br>Use punctuation (capital letters, full stops, question marks, | ability to make informed financial decisions.<br><br>GCSE<br>Testing Conjectures unit helps students develop mathematical reasoning by exploring and evaluating mathematical statements. Students learn what conjectures are, how to identify patterns, and how to form and test conjectures using algebraic expressions and generalisations. They will use counterexamples to disprove statements and understand the difference between a single example and a general proof. The unit encourages logical thinking, clear communication of mathematical arguments, and investigation of common conjectures involving number properties, sequences, angles, and algebra. | students how living organisms, particularly humans and plants, are structured and how their internal systems work together. We will begin by introducing the idea that life is organised in levels, starting with cells, which are the basic building blocks of the body. Students will learn about key organ systems including the digestive system and the circulatory systems, including the structure and function of the organs involved.<br><br>GCSE Combined Science<br><br>Students will begin their study of GCSE Combined Science with Cell Biology. This topic aims to give students an overview of cells: the basic building blocks which make up all living things.<br><br>Young people will explore the differences between eukaryotic and prokaryotic cells, plant and animal cells and the functions of the organelles within them. We will be safely using a microscope to study and draw cells and use the magnification equation to calculate actual cell size. There will be an SMSC based discussion where we study the purpose of stem cells and discuss and evaluate the ethical issues related to their use. We will study the stages of mitosis for cell division and learn about diffusion and osmosis in terms of the movement of substances in and out of cells. Students will work scientifically to identify variables, evaluate risk, draw conclusions and interpret data during practical investigation of a range of concentrations of salt or sugar solutions on the mass of plant tissue.<br><br>In the final week we will be moving onto a Chemistry topic, Atoms, Elements and The Periodic Table. In this topic, students learn the basic building blocks of chemistry by exploring atoms, which are the tiny particles that make up everything around us. They discover that each element on Earth is made of only one type of atom, and these | binary number systems that computers use<br><br>**<u>Digital Functional Skills</u>**<br>Students will develop their presentation skills, learning how to use a desktop publisher and word processing software to create and edit a poster. This is preparation for the practical exam | |

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| exclamation marks) correctly.<br><br>Write for a specific purpose and audience with relevant content. | | elements are organised in a chart called the Periodic Table. The Periodic Table helps scientists understand how elements behave and how they react with one another. Students learn how the structure of atoms—made up of protons, neutrons, and electrons—affects an element's properties. They also study how elements can combine to form compounds and how the early scientists developed and improved the Periodic Table over time. This topic lays the foundation for understanding chemical reactions and the materials we use in everyday life.<br><br>ELC Science<br><br>In this topic, students learn about cells and the basics of how the human body works and what it needs to stay healthy. They explore the main organs, such as the heart and lungs, and understand their roles in keeping us alive. The topic covers how we breathe, how blood moves around the body, and how we get energy from food. Students also learn about the importance of a balanced diet, exercise, and good hygiene. The focus is on building a clear understanding of how different parts of the body work together and how our lifestyle choices can affect our health. | | |

| History – GCSE | BTEC Home Cooking Skills | Physical Education | Careers |
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| This half term students will start the first of 4 units, Medicine 1250-present.<br>They will start in the medieval period and consider the influence of ancient Greek and Roman doctors such as Hippocrates and Galen. They will then look at the treatment that was available to people in this period and assess how affective they would have been. Students will look at early hospital and the level of treatment and care they offered. Before finishing the first section with a case study on the Black Death, evaluating our understanding at the time of the causes of the Black Death and the options for treatment and prevention of it spreading.<br><br>From there we move into the Renaissance period starting with the return of the Great Plague in 1665. This lesson will be used as an opportunity for students to consider the changes in approaches to treatment and prevention since the Black Death of the 1300's.<br>Students will also be introduced to key figures such as Vesalius, Harvey and Sydenham and consider their contribution to medicine.<br><br>Students will finish the half term by started the 1700-1900 period studying people such as Jenner, Pasteur, Lister, Simpson and Snow.<br><br>Throughout this half term students will be introduced to GCSE style questions. We will explain how the GCSE will be assessed and start to practice how to answer the different questions they will face in the exams in Year 11 | In our Pearsons Edexcel BTEC Home Cooking Skills course. We'll be diving into the wonderful world of eggs, exploring different cooking methods, and mastering delicious salad recipes that are both healthy and fun!<br>Additionally, we'll be preparing packed lunches that are not only tasty but also nutritious for those busy school days. It's a great opportunity for the students to develop essential cooking skills while enjoying their time in the kitchen. | Students will be introduced to the game of Danish long ball, including game rules and scoring procedures. They will focus on developing skills in fielding, such as catching, throwing, positioning and the skills of batting. These will cover grip, stance, swing, follow-through, defensive and aggressive batting strategies. Students will learn the strategic aspects of Danish long ball, including player roles, movement, and team strategies. They will take part in a mini tournament to put their skills and strategies into practice under game conditions, providing feedback and coaching to their peer group and self-assessment and reflection. | This half term, pupils are diving into the exciting world of business and entrepreneurship. They are beginning by exploring what a business is and why businesses exist, before coming up with their own ideas for a product or service. Each group will create a unique name and logo, learning about the importance of branding along the way. Pupils will also be introduced to marketing, including identifying their target customers. As part of their product or service design, they will sketch or describe their ideas, considering both appearance and function. Working in teams where appropriate, pupils will take on different roles—such as designer or manager—and collaborate to plan their business. Finally, they will present a simple explanation of their business to the class and practise giving and receiving positive feedback. |