

Year 10
Overview of
Learning

This term we are learning
about
"What's the matter?"



Our Change Maker principle, this
term is 'Share'



English - GCSE or Entry Level	Maths - GCSE or Entry Level	Science - GCSE or Entry Level	iMedia Cambridge Nationals or Performing Arts BTEC	PSHE/RSE &
<p>Year 11 - English -GCSE Poetry and Consolidation</p> <p>Year 11 are focusing on poetry alongside consolidating their GCSE English Language and Literature knowledge. This stage of learning is about strengthening understanding and refining exam skills.</p> <p>Young people are revisiting key poems, themes, and poetic techniques, and practising how to write clear, structured responses under exam conditions. They are also consolidating reading and writing skills needed for English Language, such as analysing unseen texts and crafting effective written responses.</p>	<p>Year 10 – Equations and inequalities</p> <p>This White Rose unit deepens pupils' algebraic fluency and problem-solving: they will solve and rearrange linear and quadratic equations, work with simultaneous equations, manipulate formulae, and solve and represent inequalities (including compound inequalities) both algebraically and on number lines or graphs. Lessons focus on accuracy with algebraic rearrangement, recognising appropriate solution methods (factorising, completing the square, the quadratic formula), checking solutions by substitution, and interpreting answers in context for exam-style problems. Key vocabulary includes variable, coefficient,</p>	<p>GCSE Biology</p> <p>The half term will start with the completion of the Defending Against Pathogens topics, with students developing their understanding of the steps required to test new medicines, including the moral questions around giving a patient a placebo. We will then move on to the Bioenergetics topic which is how living organisms obtain and use energy to stay alive.</p> <p>Students begin by studying photosynthesis, exploring the word equation for this chemical reaction and investigating the factors that affect the rate of this process, including light intensity, carbon dioxide concentration and temperature. Students also learn how plants use the glucose they produce – for respiration, growth, storing as starch, or making other important biological molecules.</p> <p>The topic then moves on to respiration, they will study aerobic respiration, which uses oxygen and releases a large amount of energy, and anaerobic respiration, which occurs without oxygen and releases less energy.</p> <p>Students also explore how the body responds to exercise. They learn about heart rate, breathing rate, and oxygen debt, as well as how the body recovers after exercise. This includes understanding why breathing and heart rate remain high after activity.</p> <p>Throughout the topic, students develop practical skills by investigating factors that affect photosynthesis and</p>	<p>Performing Arts:</p> <p>This half term we will continue to focus on the performance and composition units of the course. Completing evaluations of our music and seeking to improve our work based on feedback.</p> <p>Creative iMedia</p> <p>Students will complete the final version of their first piece of coursework, R094</p> <p>Computer Science</p> <p>Students will explore the role and purpose of operating systems and utility software.</p>	<p>PSHE</p> <p>Students will explore issues around drug and alcohol addiction, considering the reasons for addiction and the impacts on their own health, personal relationships and wider society</p>

<p>Lessons balance revision, practice, and confidence-building to ensure young people feel supported and prepared for their final exams.</p> <p>Year 10 - English - GCSE English Language Papers</p> <p>Year 10 are currently revisiting and practising GCSE English Language exam papers. The focus is on understanding the structure of the exams and developing the skills needed for each question type.</p> <p>Young people are practising reading comprehension, language analysis, and both descriptive and transactional writing. They are learning how to plan responses, manage their time, and meet the assessment objectives.</p> <p>This work helps to build a strong foundation for</p>	<p>root/solution, inequality symbols, boundary and solution set.</p>	<p>respiration. They learn how to interpret graphs, analyse data, and apply their understanding to unfamiliar contexts</p> <p><u>GCSE Dual Award Science</u></p> <p>This half term we begin our study of the Organisation topic where learners will explore the hierarchy of organisation from cells to organ systems.</p> <p>A major focus of the topic is the digestive system. Students learn how food is broken down into small, soluble molecules that can be absorbed into the bloodstream. They study the role of enzymes in digestion and examine the functions of key organs such as the stomach, liver, pancreas, and small intestine. They also learn how enzymes are adapted to work efficiently and what factors can affect their activity.</p> <p>Students will practically investigate the effect of pH on amylase action, presenting their results as a graph, drawing conclusions and applying their knowledge and understanding to explaining the results.</p> <p>The topic then moves on to the circulatory system, including the structure and function of the heart and blood vessels. Students learn how the heart pumps blood around the body, delivering oxygen and nutrients to cells and removing waste products. They study the components of blood and their roles, as well as the structure of arteries, veins, and capillaries.</p> <p>Students also examine lifestyle factors that can affect health, such as diet, exercise, smoking, and alcohol. They learn about cardiovascular disease and how it can be</p>		
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<p>Year 11, ensuring young people are confident with exam expectations and ready to progress.</p>		<p>treated or prevented, including the use of stents, statins, and lifestyle changes.</p> <p>We will also be delving into plant tissues and organs, identifying how leaves are adapted for photosynthesis and how substances are transported around plants.</p> <p>Throughout the topic young people will be practicing exam style questions on their learning in order to support exam preparation.</p> <p><u>Entry Level Science</u></p> <p>The pupils this term will continue to complete their investigations which disinfectant is the most effective on preventing bacterial growth? They have been working hard in learning the importance of planning, predicting, what equipment do they need? Doing the practical by following instructions step-by-step. Now they are writing up their results and conclusions.</p> <p>After they have completed their investigations, they will be looking at Hormones and Fertility. What are hormones and their effects they have on the body. How Hormones interact with the Nervous System. They will be assessed as this is carried forward towards their portfolio.</p>		
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History - GCSE	BTEC Home Cooking Skills	Physical Education	Careers
<p>This half term students will finish the Elizabeth I unit by looking at some of Elizabeth's social policies. Students will learn about the changes made to education and how these effected boys and girls of different social classes. WE will then consider the changes in leisure activities enjoyed by Elizabethan England, with sports for men and women and rich and poor, and the rise of spectator sports.</p> <p>Students will then consider how Elizabeth dealt with the rising issue of the poor in England, especially the class of beggars and vagabonds. A situation that was made worse by the changes happening in agriculture and the start of enclosure farming.</p> <p>The unit will end with looking at Sir Walter Raleigh and his attempts to set up a colony on Roanoke Island.</p>	<p>Over the next five weeks, students will take part in a mix of practical cooking and theory work to help them prepare for their final assessment. Each week includes a short cooking session where students practise key skills such as chopping, measuring, using equipment safely, and following a method. After the first week, students will cook a simple dish of their own choice to build confidence and independence.</p> <p>Alongside this, students will complete weekly assessment-style practice questions. These help them understand the types of questions they will be asked, improve their ability to explain cooking skills, safety and hygiene, and prepare them for choosing their final assessment dish in Week 5.</p> <p>By the end of the unit, students should feel more confident in both their practical cooking skills and their ability to complete the written assessment.</p>	<p>Young people will continue to focus on developing their game skills by using a range of tactics and strategies to overcome opponents. They will also engage in self-reflection, evaluating their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best.</p> <p>This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.</p>	<p>Next half term, pupils will focus on understanding the recruitment process for jobs, equipping them with the skills to create a professional CV and develop a personal statement that effectively summarises their strengths and abilities. They will participate in job-related activities, gaining practical experience and insight into different roles. Through these activities, pupils will carry out job-related tasks, further developing their skills and preparing them for the workforce. This hands-on approach will help them build confidence and be better equipped for future job opportunities.</p>