Curriculum Hand Book

Year 10

2025/2026

Salvatorian College

Art & Design

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Homework will be set on a weekly basis usually as a sketchbook task. This will build on what they have learnt in lesson, and include challenges to deeply analyse and evaluate their own work.*					
Content/Topics	**Elements of Art – Drawing Focus** *- Learn the building blocks of art* *- Use pencil, collage, ink* *- Study artists like Van Gogh and Alison Lapper*	**African Patterns – Mixed Media** *- Explore cultural pattern work* *- Experiment with prints, textures, and paints*	**Colour Theory – Painting** *- Understand warm/cool colours and harmonies* *- Apply colour mixing through painting*	**Colour Theory – Colour Pencil** *- Apply shading and blending* *- Develop detailed studies in coloured pencil*	**Pop Art – Collage & Oil Pastels** *- Explore artists like Warhol and Lichtenstein* *- Use vibrant colours and bold lines*	**Pop Art – 3D Materials & Clay** *- Develop Pop Art-inspired 3D work* *- Learn basic sculpting and clay techniques*
Skills and Procedural Knowledge across the year	**Skills & Knowledge** • *Develop understanding of the formal elements of art (line, tone, colour, shape, texture, pattern)* • *Analyse artworks and artists within cultural and historical context* • *Apply drawing, painting, collage, and 3D design techniques*					
Links for exam boards and revision materials	https://vimeo.com/1935533300?utm_source=chatgpt.com	https://www.ckjs.org.uk/Home_Learning/Year_3/Summer_Term/Week_6_1st_June/Art_Presentation.pdf?utm_source=chatgpt.com	https://www.youtube.com/watch?v=hdq0OclL4vE&utm_source=chatgpt.com	https://theartteacher.net/2020/05/26/ks3-art-painting-scheme-of-work-colour-theory-with-kandinsky/?utm_source=chatgpt.com	https://www.youtube.com/watch?v=DhEyoDCTSDQ&utm_source=chatgpt.com	https://www.youtube.com/watch?v=DhEyoDCTSDQ&utm_source=chatgpt.com
Revision Techniques and Advice	*Students can improve in Art by regularly practising in their sketchbooks—this could include drawing real-life objects, experimenting with colour blending, or recreating famous artworks in their own style. Watching KS3-friendly videos on YouTube (like The Art Teacher, Art for Kids Hub, or BBC Bitesize) can help reinforce techniques such as shading, colour theory, and collage. Exploring websites like Tate Kids offers fun, interactive ways to learn about artists and styles. Students should also annotate their work to reflect on what went well and what they could improve, helping build confidence and understanding over time.*					
Assessment Details	*1 hour drawing assessment*	*1 hour Van-Goh inspired Ink Assessment*	*1 hour still life assessment in paint*	*2 hour painting landscape assessment*	*2 hour sweet drawing in colour pencil linking to pop art.*	*2 hour Oil pastel sweet drawing assessment*

Computer Studies

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Lessons per Week:** *2 lesson per week* **Homework per Week:** *Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.*					
Content/Topics	*Students will gain a fundamental understanding of digital logic and computer systems. They will learn about the basic building blocks of digital logic, such as AND, OR, and NOT gates, and how they are used to perform logical operations.* *Students will also learn about decimal to binary and hexadecimal conversions, which are important for understanding how computers store and process data.* *Additionally, students will learn about computational thinking, which involves breaking down complex problems into smaller, more manageable steps and using algorithms and logic to find solutions.*	*When learning about data representation with images and sound, and compression, students will learn about the different methods and technologies used to store, process, and transmit multimedia data such as images, audio, and video.* *They will learn about different image and audio file formats, such as JPEG, PNG, and MP3, and how they are used to represent images and sound in a digital format.*	*Python programming and ethical, legal, cultural, and environmental impacts, students will gain a foundation in programming concepts and practices. They will learn how to write code in Python, a widely used programming language, and understand the basic syntax and structure of a program. They will also learn about variables, data types, control structures, functions, and more.*	*Defensive design and the architecture of the CPU, students will gain a deeper understanding of computer systems and how they are designed to operate securely. They will learn about defensive design techniques and strategies, including input validation, error handling, and security testing, to create software that is resilient against security threats.*	*When learning about secondary storage and utility software, students will gain an understanding of the different types of storage used in computing systems. They will learn about secondary storage devices, including hard disk drives, solid-state drives, and cloud storage, and how they are used to store and retrieve data.*	*Additionally, students will learn about utility software, including tools and applications used to manage, maintain, and optimize computer systems. This includes understanding the different types of utility software, such as disk defragmenters, backup software, and anti-virus software, and how they can be used to increase efficiency, ensure data security, and improve overall system performance. By the end of the unit, students will have a solid understanding of secondary storage and utility software, and how they are used to manage and maintain computer systems.*
Skills and Procedural Knowledge across the year	**Skills and Knowledge** • *Grasping fundamental digital logic concepts, including logic gates and number system conversions (decimal, binary, hexadecimal), alongside computational thinking skills.* • *Understanding multimedia data representation, compression methods, and related file formats for images and sound.* • *Developing Python programming skills, covering variables, control structures, functions, and ethical, legal, cultural, and environmental considerations.* • *Learning about defensive design, CPU architecture, secondary storage types, and utility software for system management and security*					
Links for exam boards and revision materials	*https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/*	*https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf*	*/www.teach-ict.com*	*https://senecalearning.com/en-GB/*	*https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/*	*https://www.csnewbs.com/ocr-gcse*
Revision Techniques and Advice	• **Teach to Learn:** *Explain topics to a friend or family member, if you can teach it clearly, you understand it well.* • **Visual Notes:** *Use diagrams, flowcharts, and mind maps to make tricky concepts easier to remember.* • **Practice Coding:** *Regularly solve programming challenges and build small projects to sharpen your skills.* • **Active Recall:** *Test yourself with flashcards or quizzes instead of just rereading notes to improve memory retention*					
Assessment Details	*Half term test*	*End of term test*	*Half term test*	*End of term test*	*Half term test*	*EOY*

Drama

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Two** *lessons per week.* **Homework** *set as per the homework timetable and recorded in student journals and Show my Homework.* https://www.showmyhomework.co.uk/login					
Content/Topics	**Introduction to the new GCSE (Expectations)** *Explore the play 'The Curious Incident of the Dog in the Nighttime'. Prepare Duo and Mono from the play.*	**Theatre Practitioners** *Development and knowledge of theatre practitioners (Stanislavski, Brecht and Artaud) and techniques.*	**C1: Performance of Devised play: Assessment & Exam** *Pre-planned groups create a devised play based on stimuli given to them by the teacher.*	**C1: Portfolio Preparation Written Portfolio** *Analysis and evaluation of process. Complete first draft of portfolio.*	**C3: Written Exam (Section A – AIC)** *Introduction to 'An Inspector Calls' and exam questions (acting, directing and production questions)*	**C1 – Portfolio Redraft & C3 – Section B** *Live theatre evaluation (theatre visit).*
Skills and Procedural Knowledge across the year	*Develop and refine* **devising skills**, *including generating ideas from a stimulus and working collaboratively.* *Apply and experiment with a wide range of* **drama techniques**, *such as narration, split scenes, cross-cutting, and physical theatre.* *Improve* **vocal and physical performance skills**, *ensuring clear characterisation and intention.* *Learn how to* **document the creative process** *in a written portfolio, including idea development, rehearsal choices, and evaluation.* *Understand key* **GCSE terminology** *(e.g. proxemics, semiotics, status, objectives, subtext) and use it accurately in both written and verbal work.*					
Links for exam boards and revision materials	**Edexcel (Pearson) GCSE Drama official site** *https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html* **BBC Bitesize – GCSE Drama (Edexcel section available)***https://www.bbc.co.uk/bitesize/subjects/zbckjxs* **Drama Resource** *https://dramaresource.com – practical activities and theory explanations* **National Theatre Learning***https://learning.nationaltheatre.org.uk – video case studies and interviews*					
Revision Techniques and Advice	*Create* **process journals or rehearsal logs** *during devising, noting what was tried, refined, or cut – this will help build your portfolio.* *Use* **flashcards or apps** *(like Quizlet) to memorise drama terminology and practitioner styles (e.g. Brecht, Stanislavski).* *Watch live or recorded theatre performances and* **write mini practice essays** *analysing performance choices.* *Practice* **mock exam questions** *with timed conditions – focus on structure (PEEL: Point, Evidence, Explain, Link).*					
Assessment Details	*In the* **second half of the Spring Term**, *students will complete* **Component 1 (Devising)**: *Create and perform a devised piece in a group & submit a* **written portfolio** *(1500–2000 words) showing the creative process and evaluation.* *In the* **Summer Term**, *students will complete their* **first full written mock exam**, *covering Section A of the written paper.* *Assessment criteria for Component 1 include:* **Creative and performance contribution** *to the devised piece (15 marks)* **Written portfolio** *reflecting process and evaluation (45 marks)* *Feedback from the Component 1 practical and written work will be used to improve technique for future coursework and the final written paper.*					

3D Design (Product Design)

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**2 lessons per week.** *Homework is set each lesson: one is usually drawing-based (sketching, design ideas) and the other computer-based (research, CAD, or portfolio development).*					
Content/Topics	**Autumn – Foundation Skills** **Desk Tidy Project:** *Modelling, technical drawing, understanding woods and plastics, CAD introduction.*	**Sculpture & Laser Cutting:** *Experimenting with form, exploring designers, CAD skills, and using workshop machinery safely.* *Assessment: Practical projects (desk tidy, sculpture) and theory on materials and processes.*	**Spring – Foundation Project: Table Design** **Parquetry Table Project:** *Students design and model a table inspired by movements such as Art Deco, Art Nouveau, and Bauhaus.* *Develop sketching, model-making, CAD, and presentation techniques.* *Produce a* **mock portfolio** *with research, design ideas, development, and evaluation.* *Assessment: Theory test (design movements, materials) and portfolio check.*		**Summer – NEA Preparation** **Introduction to NEA (Non-Exam Assessment):** *Students begin independent investigation into a chosen theme (e.g., storage).* *Research, record ideas, and produce a personal portfolio that covers all four AQA Assessment Objectives (AO1–AO4).* *Assessment: Ongoing portfolio work assessed against AO1–AO4 (research, development, recording, and final outcomes).*	
Skills and Procedural Knowledge across the year	**Drawing & Visual Communication:** *Orthographic drawings, isometric sketches, perspective, rendering, annotation.* **CAD & Digital Design:** *Use software to model and present designs.* **Workshop & Making Skills:** *Cutting, joining, finishing woods and plastics, safe use of machines, modelling techniques.* **Design Movements & Contexts:** *Study Art Deco, Art Nouveau, Bauhaus and other movements to inspire design ideas.* **Portfolio Development:** *Research, idea generation, development, evaluation, and refinement following the AQA 4 assessment objectives.*					
Links for exam boards and revision materials	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification https://www.bbc.co.uk/bitesize/subjects/zykw2hv https://www.technologystudent.com/ https://designmuseum.org/					
Revision Techniques and Advice	**Revision Techniques and Advice** *Use sketchbooks to practise drawing and annotation regularly.* *Create flashcards for key designers, materials, and movements.* *Watch CAD and model-making tutorials online to strengthen technical skills.* *Review feedback from portfolio work and refine ideas for improvement.* *Research wider design movements and collect visual references (museums, books, online).*					
Assessment Details	**Assessment Details – Students receive a grade once per half term, which is determined holistically by the teach using their current level of work across their porjects, using the AQA GCSE Art and Design: 3D Design Assessment Objectives.** **Autumn:** *Practical assessments (desk tidy, sculpture), theory test on woods/plastics.* **Spring:** *Portfolio assessment – table design project, theory test on design movements and materials.* **Summer:** *NEA preparation – assessed through portfolio work against AO1–AO4.*					

English

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/ Homework per week	*Four lessons per week.* *Homework set as per the homework timetable (3x a week) and recorded in student journals and Show my Homework.*					
Content/Topics	**Modern Drama: 'An Inspector Calls'** *Students will study their first GCSE test, J.B. Priestley's play 'An Inspector Calls', focusing on the ways the playwright presents ideas about class, responsibility, and generational conflict. Students will explore the structure and staging of the play, as well as how characters and themes are developed through dramatic dialogue. Historical and political context – particularly post-war Britain, the rise of socialism, and early 20th-century class divides – will be essential to their understanding. This unit introduces key GCSE Literature skills and encourages students to explore how writers use structure and characterisation to shape meaning.*	**Language Paper 1: Creative Reading and Writing** *This unit focuses on the fiction reading and creative writing components of AQA English Language Paper 1. Students will develop their ability to read and annotate unseen fiction extracts, answering questions that focus on language, structure, evaluation, and analysis. They will also practise planning and writing descriptive or narrative pieces using effective techniques such as imagery, pacing, and structure. This unit strengthens analytical reading while giving students the opportunity to craft original writing with precision and flair.*	**Poetry Anthology: Power & Conflict** *Students will begin studying the AQA Power and Conflict poetry anthology. They will explore key poems such as 'Ozymandias', 'Bayonet Charge', 'Remains', and 'Tissue', focusing on the themes of power, war, memory, and identity. Lessons will cover poetic form, language and structure, comparisons between poems, and relevant historical contexts. This unit equips students with the tools to analyse poetry in depth and make meaningful comparisons in preparation for GCSE English Literature Paper 2.*	**Language Paper 2: Writers' Viewpoints and Perspectives** *This unit focuses on reading and writing non-fiction. Students will learn to compare 19th-century and modern texts, examining how writers express viewpoints and attitudes. They will also produce non-fiction writing in a range of forms such as letters, articles, and speeches. The unit emphasises rhetorical devices, tone, and structural cohesion while also strengthening students' ability to interpret language and compare perspectives.*	**Shakespeare: 'Macbeth'** *Students will study Shakespeare's Macbeth, focusing on key themes such as ambition, power, guilt, fate vs free will, and gender. They will explore the language and structure of key scenes, with emphasis on Shakespeare's dramatic techniques and use of soliloquy. The Jacobean context – including beliefs about kingship, the supernatural, and masculinity – will inform students' interpretations. This unit develops students' confidence with Shakespearean language and prepares them for GCSE Literature Paper 1.*	**EOY & Spoken Language (NEA)** *This term is dedicated to consolidating the key knowledge and skills students need for success in their end-of-year assessments. Revision will focus specifically on 'Macbeth' and Language Paper 2, Question 5, which requires students to express a clear viewpoint in a transactional writing task such as a speech or article. Students will revise plot, character, and theme in 'Macbeth', with close attention to exam-style questions and extract analysis. For Language Paper 2 Q5, they will refine their ability to structure arguments, use persuasive techniques, and write with accuracy and flair. In addition, students will complete their Spoken Language Non-Exam Assessment (NEA).*
Skills and Procedural Knowledge across the year	*In Year 10, students develop greater independence and control in both analytical and creative writing. They deepen their understanding of form, structure, and context, while preparing for the rigour of final GCSE examinations in English Language and Literature in Year 11. A balance of literary study, critical thinking, and writing for purpose enables them to communicate clearly and confidently across a range of texts and audiences.* *Reading* • *Analyse how writers use language, form, and structure to shape meaning* • *Explore characters, themes, and ideas in depth across prose, drama, and poetry* • *Make perceptive and well-supported interpretations using textual evidence* • *Compare writers' viewpoints and methods across texts* • *Understand and apply contextual knowledge to enhance interpretation* *Writing* • *Write clearly, accurately, and imaginatively for a range of purposes and audiences* • *Use ambitious vocabulary, varied sentence structures, and cohesive devices* • *Craft coherent arguments using rhetorical devices and structural control* • *Develop essay responses using effective planning, structure, and critical vocabulary* • *Apply accurate grammar, punctuation, and spelling in extended responses*					
Assessment Details	*Analytical essay exploring how Priestley presents a key theme or character in 'An Inspector Calls'.*	1. *Section A – Reading analysis of a fiction extract.* 2. *Section B – Narrative or descriptive writing task*	*Comparative analytical essay on two poems from the anthology.*	*Section A – Comparison of two non-fiction extracts*	*Analytical response to an extract and the wider play, focusing on character or theme.*	*EOY Exam:* • *Paper 1, Literature: 'Macbeth'* • *Paper 2, Language: Paper 2, Question 5* • *NEA: Prepared speech*
Links for exam boards and revision materials	*Exam Board: AQA* • *AQA GCSE English Language (8700): https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification* • *AQA GCSE English Literature (8702): https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification*		*Useful Online Resources:* • *BBC Bitesize (GCSE English) and Seneca Learning* • *The Day – Current Affairs for Schools* • *Mr Bruff (YouTube videos on exam skills and texts)* • *SparkNotes and York Notes (for summary and analysis)*		*Recommended Revision Guides:* • *CGP AQA English Language and Literature Guides* • *York Notes for 'Macbeth' and 'An Inspector Calls'* • *Collins Snap Revision*	
Revision Techniques and Advice	• *Use* **PETAL/PEEZL paragraph structures** *and practise* **timed essay responses** *to build confidence in analytical writing* • *Create* **quote banks**, **theme mind maps**, *and* **flashcards** *to revise key ideas, techniques, and terminology across texts* • *Regularly annotate and revisit set texts, highlighting themes, character development, and writer's methods* • *Practise viewpoint writing (Language Paper 2, Q5) using real-world prompts, rhetorical techniques, and structural planning* • *Review* **mark schemes and model responses** *to evaluate and improve your own writing* • *Redraft written work using teacher or peer feedback to improve accuracy, expression, and impact* • *Aim for* **short, focused revision sessions** *and space out your practice to retain key skills over time*					

French

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week* *2 pieces of homework per week*					
Content/Topics	**Media and technology, My personal world: Tu as du temps a perdre?** *Talking about what you do online using present tense of regular -er verbs; Discussing pros and cons.* *Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, silent verb endings -e, -es and -ent* *Saying what you do to stay active using the present tense of irregular verbs; Listening and transcribing in French.* *Talking about what you watch forming and answering questions; Preparing a role play.* *Making plans to go out using the near future; Responding to invitations.* *Saying what you did last weekend using the perfect tense.*	**My personal world: Mon clan, ma tribu** *Talking about your weekend routine using reflexive verbs in the present tense; extending sentences using sequencers and connectives;* *Discussing friends and friendship making adjectives agree; Translating a passage into French.* *Talking about what people look like understanding the position of adjectives; Describing a photo.* *Talking about positive role models using direct object pronouns; Using the present and perfect tenses.* *Talking about celebrations using the perfect, present and near future tenses and recognising adverbs.*	**Studying and my future: Ma vie scolaire** *Talking about school subjects and school life using comparative adjectives; Giving opinions and reasons.* *Discussing school rules using impersonal verb structures followed by infinitive; Expressing opinions, agreeing and disagreeing.* *Talking about making progress at school, using irregular verbs in the perfect tense.* *Talking about what school used to be like when you were younger using verbs in the imperfect tense.* *Talking about learning languages using the imperfect, perfect and near future tenses. Recognising a wider range of negative.*	**Lifestyle and wellbeing: En plein forme** *Talking about meals and meal times using the partitive article du, de la, de l', des and en; Spotting small words that can change meaning.* *Talking about good mental health using modal verbs: devoir, pouvoir, vouloir. Giving advice* *Describing illness and accidents uaing the perfect tense of reflexive verbs. Booking a doctor's appointment.* *Saying what you will do to improve your life using the simple future tense. Using more complex sentence structures.* *Talking about lifestyle changes using the imperfect, present and simple future tenses. Distinguishing between tenses when listening.*	**Travel and tourism: Numéro vacances** *Talking about your ideal holiday using the conditional; Extending spoken and written responses.* *Discussing what you can do and see on holiday, forming different types of questions; Giving advice using il vaut la peine de and il vaut mieux* *Talking about festivals using the perfect and imperfect tenses together. Creating more complex sentences using relative pronouns.* *Reviewing and booking holiday accommodation using the perfect tense of modal verbs. Identifying positive and negative opinions.* *Talking about staycation activities using a range of tenses. Using si + present tense + simple future tense.*	**Revision for End of Year Exams** *Modules 1-5*
Skills and Procedural Knowledge across the year	*Pupils consolidate and extend their use of* **present, perfect, imperfect, near future, simple future, and conditional tenses***, applying them in speaking and writing about technology, free time, school, lifestyle, and holidays. They refine accuracy with* **reflexive verbs, irregular verbs, direct object pronouns, modal verbs***, and complex structures such as il faut / il vaut mieux / si + present + future. Learners develop procedural knowledge through forming questions, sequencing ideas with connectives, recognising negatives, and translating between French and English. They strengthen listening strategies by distinguishing tenses, decoding silent letters, and identifying detail. Cultural awareness is embedded through discussions of celebrations, festivals, and Francophone daily life.*					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/french-secondary-ks3-l/units https://senecalearning.com/en-GB/seneca-certified-resources https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html					
Revision Techniques and Advice	*Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.*					
Assessment Details	*Writing and Translation into French* *Zone de culture/Projet: Branché!* *Médias et loisirs*	*Reading and Translation into English* *Zone de culture/Projet: Ma vie, mes proches - routines et inspirations*	*Writing and Translation into French* *Zone de culture/Projet: L'école - d'hier à demain*	*Speaking* *Zone de culture/Projet: Bien dans ma peau*	*Listening and Dictation* *Zone de culture/Projet: Voyages de rêve - d'ici et d'ailleurs*	*Speaking* *Reading and Listening (if time allows)* *Projet*

Games

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 Lessons per week (2 hours)* *1 hour of physical activity every day of the week.*					
Content/Topics	**Invasion Games** *Rugby* *Korfball* *Football* *Basketball* *Ball Mastery* *Attacking* *Defending* *Communication & Team Formation*	**Net & Wall Games** *Tcoukball* *Outdoor Adventurous Activities* *Communication & Team Formation*	*Dance* *Gymnastics (Flight)* *Health & Fitness*	*Dance* *Gymnastics (Flight)* *Health & Fitness*	*Striking & Fielding* *Communication & Team Formation*	*Invasion Games* *Communication & Team Formation*
Skills and Procedural Knowledge across the year	*In key stage 4 PE focus is on helping students to continue to develop and apply their learnt skills in a range of games for understanding activities. Alongside a clear focus on students developing more responsibility for developing their understanding of the social, emotional and physical benefits of sport and becoming inspired for lifelong participation.*					
Links for exam boards and revision materials						
Revision Techniques and Advice	*1 Revise the Key Skills: Break down each sport into core skills (passing, dribbling, shooting, defending).Focus on how the skill is performed (e.g. "use the inside of the foot for short passes in football").Use diagrams or draw stick figures to remind yourself of correct technique.2 Understand the Rules: Learn basic rules and scoring systems for each game (e.g. how many points in badminton, when a throw-in is awarded in football).Create flashcards with rules on one side and answers on the back.3 Use Key Vocabulary: Revise important words like attacking, defending, coordination, teamwork, fitness, tactics. Practice explaining them in full sentences.4 Practice with a Partner: Quiz each other on rules, positions, and tactics. Demonstrate skills to each other and give feedback ("bend your knees for more control").5 Visual Learning; Watch short clips of professional matches or highlights. Pause and identify tactics or techniques being used. Compare these with how you perform them in lessons.6 Self-Testing: Try "brain dumps": write down everything you know about one sport in 2 minutes. Highlight gaps and revise those areas.7 Use Movement to Revise: Practise skills at home or in the park. Even 10 minutes of throwing, catching, or dribbling will help you remember.8 Healthy Habits: Stay active outside lessons to build fitness. Drink water, eat balanced meals, and rest properly—fitness supports your performance.*					
Assessment Details						

Geography

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*X2 Lessons per week Homelearning x2 per week*					
Content/Topics	**Rivers:** *Students study rivers as part of the physical geography unit, focusing on how rivers shape landscapes and impact people. They learn about the river's course—from upper, middle to lower sections—and the processes of erosion, transportation, and deposition. Key river features like waterfalls, meanders, oxbow lakes, and floodplains are explored. Students also investigate flooding causes, effects, and management strategies. Case studies help them understand real-life river environments and challenges. Through this, students develop skills in map reading, data analysis, and geographical enquiry related to river processes and human interactions.*	**Urban Change**: *Students explore the growth of cities globally, focusing on urbanisation, especially in developing countries. Using Rio de Janeiro, they study urban challenges like housing shortages, unemployment, and inequality in favelas. They learn about social issues such as crime and limited access to services, alongside environmental problems like pollution and waste management. The topic covers urban regeneration projects and sustainable solutions aimed at improving living conditions. Students understand the causes and effects of urban change, and evaluating strategies to manage urban growth and improve quality of life.*	**Urban Change in the UK:** *Students study how London has changed over time due to migration, economic shifts, and regeneration. They learn about challenges like housing shortages, inequality, and transport pressures. The topic covers urban redevelopment projects such as Canary Wharf and the Olympic Park, focusing on social, economic, and environmental improvements. Students also explore sustainable urban living strategies. Skills include interpreting data, maps, and evaluating the impacts of urban change on communities and the environment in London.*	**Climate Change:** *Students learn about the causes of climate change, including natural and human factors like greenhouse gas emissions from burning fossil fuels. They study the evidence for global warming and its impacts on weather patterns, sea levels, and ecosystems worldwide. The topic covers the effects on people and the environment, such as extreme weather, droughts, and flooding. Students also explore mitigation and adaptation strategies, including renewable energy and international agreements, developing skills in data analysis and evaluating responses to climate change.*	**The challenge of resource management**: *Students study different energy types—renewable (solar, wind) and non-renewable (coal, oil, gas)—and their availability worldwide. They learn about the environmental and economic impacts of energy production and consumption. The topic covers energy demand changes, energy security, and the challenges of meeting growing global needs sustainably. Students explore strategies to manage energy resources, including improving efficiency and developing renewable sources. They develop skills in analyzing data and evaluating solutions to balance energy supply, demand, and environmental protection.*	**Deserts:** Students learn about the characteristics of hot deserts, including climate, vegetation, and wildlife. They study how deserts form and the processes of erosion, weathering, and deposition. The topic covers challenges of living in deserts, such as water scarcity and extreme temperatures, and how people adapt through farming, tourism, and irrigation. Students explore the impacts of desertification and strategies to prevent it. They develop skills in interpreting maps, climate graphs, and understanding human-environment interactions in desert regions.
Skills and Procedural Knowledge across the year	Across the year, students build key geographical skills such as map reading, using OS (Ordnance Survey) maps, and interpreting aerial photos and satellite images. They learn to analyse graphs and statistical information. Procedural knowledge includes planning and conducting geographical enquiries, collecting and processing data, and evaluating evidence. Students also practice fieldwork techniques, develop cartographic skills, and improve their ability to construct and communicate balanced geographical arguments supported by evidence.					
Links for exam boards and revision materials	*AQA GCSE bitesize* https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc *Cool Geography* https://www.coolgeography.co.uk/ *Internet geography* https://www.internetgeography.net/aqa-gcse-geography/ *Time for Geography* https://timeforgeography.co.uk/ https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/					
Revision Techniques and Advice	Focus on understanding key concepts like physical and human geography. Use past exam papers to practice answering questions under timed conditions. Create mind maps for topics to connect ideas visually. Learn key terminology and definitions. Watch documentaries or use online resources to deepen your knowledge. Regularly review case studies with specific facts and figures. Don't forget map skills—practice reading OS maps and interpreting data					
Assessment Details	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*	*End of Topic Test*

Graphic Design

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week.* *Homework is set each lesson: one task is usually design/drawing-based, the other computer-based (Illustrator, Photoshop/Photopea, or research).*					
Content/Topics	**Autumn – Foundation Skills & Branding Project** *Intro to Illustrator: shapes, pen tool, typography, layout.* *Graphic Design rules and poster design.* *Meta Typography: expressive letterforms, Ben Eine style, drip typography.* **Branding Project – Nature Soap Box:** *Brand identity, logo design, repeat patterns, packaging nets, photography, mock-ups, and marketing visuals.* *Assessment: Theory test (design rules, Illustrator tools), practical project – branded soap box packaging with photoshoot and marketing mock-up.*		**Spring – Typography & Identity Projects** **Peter Blake Project:** *Dazzle fonts, artist research, expressive typography poster.* **Found Letterforms Project:** *Alphabet hunt, typography collage.* **Identity & Printmaking Project (Sean Williams inspired):** *Face Splitter portraits, lino/laser cut, single- and multi-colour prints, final presentation.* *Assessment: Artist research and practical outcomes, portfolio check (typography and printmaking).*		**Summer – Activism & Personal Logo Design** **Activism Poster (Shepard Fairey inspired):** *Research, composition planning, photography/editing, final poster design.* **Personal Logo Design Project:** *Initial sketches, refining ideas, Illustrator vector logos, applying to branding (cards, merch, mock-ups).* *End of foundation year: students complete a personal logo project and prepare portfolio for Year 11 NEA.* *Assessment: Final poster project (activism), final logo design and presentation, evaluation.*	
Skills and Procedural Knowledge across the year	**Digital Skills:** *Illustrator (vector graphics, typography, patterns, packaging), Photoshop/Photopea (photo editing, filters, typography manipulation).* **Typography & Layout:** *Rules of graphic design, expressive typography, hierarchy, alignment.* **Branding & Packaging:** *Logo design, repeat patterns, box nets, mock-ups, photography.* **Artist Research & Responses:** *Peter Blake, Sean Williams, Shepard Fairey.* **Printmaking & Identity:** *Lino cutting, laser etching, single/multi-colour printing, evaluation.* **Portfolio Development:** *Meeting AQA assessment objectives (AO1–AO4).*					
Links for exam boards and revision materials	https://www.canva.com/learn/ https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/subjects/z6hs34j https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://www.youtube.com/user/nickengland151					
Revision Techniques and Advice	*Use flashcards for Illustrator tools, design rules, and typography.* *Keep a sketchbook for logo, typography, and layout practice.* *Watch tutorials for Illustrator and Photoshop/Photopea.* *Analyse existing packaging, posters, and logos – annotate design rules and effectiveness.* *Regularly update and organise portfolio slides, reflecting on AO1–AO4.*					
Assessment Details	*Illustrator skills and Typography outcomes (Graphic Design Rules Poster, Meta Typography, Ben Eine/Drip Typography).*	*Branding & Packaging Project – Soap Box (logo, pattern, packaging net, photography, and marketing mock-up).*	*Peter Blake Typography Project – expressive dazzle fonts and poster outcome.*	*Identity Printmaking Project – Sean Williams Face Splitter portrait, lino/laser cut print, and presentation.*	*Shepard Fairey Activism Poster – concept, photography, editing, and final poster outcome.*	*Personal Logo Design Project – sketches, Illustrator development, mock-ups, and final logo presentation.*

History

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*X2 lessons a week and 2 piece of homework per week*					
Content/Topics	**c1500–c1700: Early Modern England** *Crimes linked to religion and society: heresy, treason, vagabondage, witchcraft.* *Law enforcement changes: transportation and the Bloody Code.* *Case studies: Gunpowder Plot and witch-hunts.* **c1700–c1900: 18th-19th Century Britain** *Crimes and attitudes evolve: robbery, smuggling, end of witchcraft trials.* *Policing develops: Fielding brothers, police forces, CID.* *Punishment shifts: prison reform and end of public executions.* *Case studies: Pentonville Prison and Robert Peel's reforms.*	**c1900–Present** *New crimes and changing definitions (e.g. identity theft, race crimes).* *Modern policing: specialisation, technology, prevention, community roles.* *Punishment changes: death penalty abolished, prison reform, alternatives to custody.* *Case studies: conscientious objectors; Derek Bentley.* **Whitechapel c1870–1900** *Victorian poverty, crime, and policing challenges.* *Policing developments and public attitudes.* *Study based on diverse contemporary sources.*	**Grand Alliance splits:** *USSR, USA, and Britain united against Germany, but growing ideological tensions emerged by 1945.* **Cold War begins:** *Eastern Europe under Soviet control; NATO (1949) and Warsaw Pact (1955) formed amid the Berlin Blockade.* **Crisis and conflict:** *Nuclear arms race and the 1956 Hungarian uprising highlight Cold War tensions.*	**Cold War Crises, 1958–70** *Berlin Wall built (1961) to stop refugee flow, worsening East-West tensions.* *Cuban Missile Crisis (1962) nearly sparked nuclear war after Bay of Pigs failure.* *Soviet invasion of Czechoslovakia (1968) crushed Prague Spring reforms.* **End of the Cold War, 1970–91** *Détente fades; renewed conflict after Afghanistan invasion and Reagan's tough policies.* *Gorbachev's reforms ease tensions and weaken Soviet control.* *Berlin Wall falls (1989), Warsaw Pact ends, and Soviet Union dissolves (1991).*	*Elizabeth faces threats at home and abroad, refuses to marry or secure an heir.* *Religious settlement (1559) brings uneasy peace, but Catholics and Puritans resist.* *Mary, Queen of Scots, challenges Elizabeth with a rival claim and foreign support.*	**Challenges to Elizabeth** *Elizabeth faced multiple Catholic plots, neutralised by her spy network.* *Execution of Mary, Queen of Scots (1587) escalated tensions with Spain.* *Philip II responded with the Spanish Armada (1588) after English attacks on Spanish ships.* **Elizabethan Society and Exploration** *Education and cultural activities varied by social class in Elizabethan society.* *Poverty increased after the Dissolution of the Monasteries, with relief divided by 'deserving' and 'undeserving' poor.* *Advances in navigation led to exploration and early colonisation attempts, including Raleigh's failed Virginia colony.*
Skills and Procedural Knowledge across the year	• **Chronology** – *Sequencing key events across different periods and making connections between topics.* • **Causation** – *Analyzing short- and long-term causes and effects in complex historical events.* • **Change and Continuity** – *Evaluating the extent and significance of change over time.* • **Source Analysis** – *Critically assessing the origin, purpose, content, and reliability of diverse sources.* • **Use of Evidence** – *Selecting and integrating evidence to construct balanced arguments.* • **Historical Interpretations** – *Comparing and evaluating different historians' views and interpretations.* • **Historical Enquiry** – *Developing focused questions, investigating using a range of evidence, and forming substantiated conclusions.*					
Links for exam boards and revision materials	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html https://www.bbc.co.uk/bitesize https://classroom.thenational.academy https://senecalearning.com/en-GB https://schoolhistory.co.uk https://www.historylearningsite.co.uk					
Revision Techniques and Advice	*To be successful in Edexcel GCSE History, students need to master both detailed knowledge and the ability to apply it effectively to different question types. Active revision is essential—this includes using flashcards to memorise key facts, dates, and individuals, creating timelines and thematic mind maps to track change and continuity, and regularly practising past exam questions. Students should organise their revision around the key question types in the exam: for example, making inferences from sources, analysing the utility of a source using content and provenance, explaining consequences or similarities, and writing well-structured essays using the PEEL method. Understanding the specific demands of each paper (such as the focus on interpretation in Paper 3 or chronology in Paper 1) is crucial. Using the Edexcel specification as a checklist ensures full coverage of required content. Regular retrieval practice, spaced over time, helps commit key information to long-term memory. Ultimately, consistent revision, targeted practice of question types, and clear, analytical writing are the foundations of success in Edexcel GCSE History.*					
Assessment Details						

Mathematics (Higher)

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Four lessons per week.* *Homework set as per the homework timetable 3 times a week and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login*					
Content/Topics	**Number:** *Decimals* *Indices* *Bounds* *Percentage change* *Reverse percentages Simple Interest Compound Interest* *Depreciation* *Growth and Decay*	**Algebra:** *Factorising linear and quadratic expressions* *Expanding brackets* *Forming and solving equations* *Sequences* *Quadratic sequences* *Straight Line Graphs* *Gradient of a line* *Equation of a Straight Line* *Parallel and perpendicular lines* *Drawing Graphs* *Solving quadratic equations with formula and completing the square.* *Roots and turning points of quadratics*	**Algebra:** *Simultaneous equations including quadratic equations* **Geometry:** *Tangents, Arcs, Sectors and Segments* *Surface Area and Volume; Spheres, Pyramids, Cones and Frustums* *Angles in parallel lines* *Angles in polygons* *Circle theorems* **Ratio:** *Sharing into a ratio* *Direct and inverse proportion*	**Geometry:** *Pythagoras' Theorem* *Trigonometric Ratios* *Exact Trigonometric Values* *Area of a triangle* *Trig and bearings* **Probability:** *Experimental probability* *Listing outcomes* *Venn Diagrams* *Tree Diagrams* *Conditional probability* **Data:** *Cumulative frequency* *Box plot*	**Data:** *Averages* *Sampling* *Pie Charts* *Scatter graphs* *Histogram* *Populations Stratified Sampling and Time Series Graphs* **Geometry:** *Similar shapes* *Transformations* *Scale drawings* *Vectors* *Construction* *Loci*	*Teachers will explore all the topics exposed in previous terms. This will be done through a mixture of activities and revision.*
Skills and Procedural Knowledge across the year	*KS4 maths builds on the foundations of KS3, deepening knowledge of numbers, algebra, geometry, ratio, and statistics. Students strengthen fluency with calculations, fractions, decimals, percentages, and proportional reasoning, applying these skills across a wider range of problems. They extend their algebraic understanding to solving simultaneous and quadratic equations, manipulating expressions, and working with graphs and functions. Geometry and measure involve more advanced work with circles, trigonometry, vectors, and constructions, while statistics and probability focus on interpreting and analysing data. Throughout the course, students apply problem-solving strategies, logical reasoning, and exam techniques, making connections between topics and building confidence for GCSE.*					
Links for exam boards and revision materials	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*
Revision Techniques and Advice	*Break topics into manageable sections and revise for 25–30 minutes at a time, using a clear study plan to cover all areas of the course. Focus on practising past exam questions, checking mark schemes, and learning from mistakes to improve exam technique. Use diagrams, graphs, and structured notes to aid understanding, and keep a formula sheet to practise applying formulas in different contexts. Test yourself under timed conditions to build exam confidence and explain methods to others to strengthen your understanding. Build on your KS3 knowledge, stay consistent, and aim to improve steadily with each revision session.*					
Assessment Details	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*

Mathematics (Foundation)

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Four lessons per week.* *Homework set as per the homework timetable 3 times a week and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login*					
Content/Topics	**Number:** *Decimals* *Indices* *Bounds* *Error Intervals* *Estimating answers* *Mathematical Reasoning* *Standard form Percentages;* *Percentage change* *Reverse percentages Simple* *Interest Compound Interest* *Depreciation problems* *Growth and Decay* *Metric conversions* *Compound units* *Exam board Edexcel*	**Algebra:** *Factorising* *Expanding brackets* *Forming and solving linear equations* *Inequalities on a number line* *Solving linear inequalities* *Sequences* *Fibonacci* *Geometric Progressions* *Straight Line Graphs* *Gradient of a line Midpoint of a line* *Equation of a Straight Line* *Drawing Graphs* *Factorising and solving quadratics* *The difference of two squares* *Roots and turning points of quadratics*	**Algebra:** *Simultaneous equations* **Geometry:** *Perimeter and area* *Tangents, Arcs, Sectors and Segments* *Surface Area and Volume;* *Spheres, Pyramids, Cones and Frustums* *Angles in parallel lines* *Angles in polygons* *Bearings* **Ratio:** *Introduction to proportion* *Sharing into a ratio*	**Geometry:** *Pythagoras' Theorem* *Trigonometric Ratios* *Exact Trigonometric Values* **Probability:** *Experimental probability* *Listing outcomes* *Venn Diagrams* *Tree Diagrams*	**Data:** *Averages* *Sampling* *Pie Charts* *Scatter graphs* *Populations Stratified Sampling and Time Series Graphs* **Geometry:** *Similar shapes* *Transformations* *Scale drawings* *Vectors* *Construction* *Loci*	*Teachers will explore all the topics exposed in previous terms. This will be done through a mixture of activities and revision.*
Skills and Procedural Knowledge across the year	*Year 10 Foundation maths builds on KS3 knowledge, focusing on strengthening core number skills with integers, decimals, fractions, percentages, and ratio. Students develop greater fluency in using written and mental methods, applying these to everyday problem-solving contexts. Algebraic skills are extended through simplifying expressions, solving linear equations, and working with straight-line graphs, while geometry includes perimeter, area, volume, angles, and transformations. Statistics and probability are developed through interpreting graphs, charts, and averages, alongside simple probability calculations. Throughout, students build confidence by practising key methods, applying formulas, and developing reasoning skills, ensuring secure understanding in preparation for the GCSE Foundation exam*					
Links for exam boards and revision materials	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*	*Exam board Edexcel* *https://vle.mathswatch.co.uk/vle/* *https://mmerevise.co.uk/gcse-maths-revision* *https://www.mathsgenie.co.uk/*
Revision Techniques and Advice	*Break topics into manageable sections and revise for 25–30 minutes at a time, using a clear study plan to cover all areas of the course. Focus on practising past exam questions, checking mark schemes, and learning from mistakes to improve exam technique. Use diagrams, graphs, and structured notes to aid understanding, and keep a formula sheet to practise applying formulas in different contexts. Test yourself under timed conditions to build exam confidence and explain methods to others to strengthen your understanding. Build on your KS3 knowledge, stay consistent, and aim to improve steadily with each revision session.*					
Assessment Details	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*	*Topic test every 3-4 weeks.*

Media Studies

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/ Homework per week	*Two lessons per week.* *Homework is set regularly and in line with the timetable, including revision tasks, exam questions, and coursework planning.*					
Content/Topics	**Introduction to Media and the Theoretical Framework** *Students are introduced to the four key areas of the media theoretical framework: Media Language, Representation, Industries, and Audiences. They learn core terminology, denotation/connotation, and semiotic analysis through a range of familiar and unfamiliar media texts.*	**Print Advertising** **NHS 111 (2023), Quality Street (1956)** *Focus on codes and conventions of advertising. Students analyse how technical, written, and symbolic codes construct meaning, how gender and social groups are represented, and how historical context shapes media products.*	**Magazines** **GQ (2019), Vogue (2021)** *Study of magazine front covers focusing on audience appeal, industry context, and representation. Students explore branding, genre, and how front covers function as advertising tools in the wider magazine industry.*	**Film Marketing & Industry** ***The Man with the Golden Gun* (1974), *No Time to Die* (2021)** *Exploration of how James Bond films are marketed across time, how representation shifts, and how the film industry functions in terms of ownership, regulation, and audience targeting. Strong links to globalisation and franchise marketing.*	**Video Games** ***Fortnite* (2017)+ NEA Research Introduction** *Focus on how audiences engage with interactive products. Students explore audience demographics, monetisation, convergence, regulation, and audience theory. Start NEA research: deconstructing media forms and identifying conventions.*	**Radio Industry** ***Desert Island Discs* + NEA Planning and Skills** *Students explore radio as a media form, understanding its relevance, target audience, and public service broadcasting. NEA planning includes developing practical skills in layout and editing.*
Skills and Procedural Knowledge across the year	• *Learn to apply the media theoretical framework across a range of texts.* • *Deconstruct media products using technical, written, and symbolic codes.* • *Compare media forms across time and cultural contexts.* • *Apply knowledge of genre, narrative, and representation in written responses.* • *Use digital tools (e.g. Photoshop) for planning and designing media products.* • *Begin independent research and development of a magazine for Component 3 (NEA).*					
Assessment Details	*Extended response on media language and semiotics*	*Representation and context analysis of NHS 111 / Quality Street*	*Exam-style question: comparative analysis of magazine covers*	*Essay: Film marketing and representation of Bond*	*Audience theory and Fortnite case study*	*End-of-Year Assessment: Component 1 (Print Advertising, Magazines, Film Poster, Industries and Audiences)*
Links for exam boards and revision materials	*Exam board: Eduqas* • *https://www.eduqas.co.uk/media/x3wbjgp1/eduqas-gcse-media-studies-spec-from-2017-e.pdf* • *https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments*		*Revision Guide - CGP Eduqas Media Studies / Illuminate Publishing Eduqas Media Studies* *Seneca - https://senecalearning.com/en-GB/*		*Other useful links:* • *BBC Bitesize - https://www.bbc.co.uk/bitesize/subjects/ztnygk7* • *The Media Insider - https://www.youtube.com/@TheMediaInsider* • *Mrs Fisher - https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg*	
Revision Techniques and Advice	• *Create flashcards and mind maps per set product.* • *Complete practice questions under timed conditions and self-mark with green pen.* • *Use PEA / PEAL / PEAChY to structure your responses.* • *Use media theory (e.g. Levi-Strauss, Propp, Todorov, Hall) to deepen analysis.*					

Music

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 hours of lesson a week and 45 minutes of homework across both lessons.*					
Content/Topics	**Music Theory Bootcamp** *Pupils reestablish their knowledge of the elements of music at the GCSE level, developing their awareness of Western Classical harmonic conventions, notation reading skills and critical listening.* *Pupils will begin tuition with their peripatetic instrumental teachers alongside classroom curriculum time.*	**JS. Bach: Badinerie (Set Work 1)** *Pupils study their first Eduqas set work and explore the conventions of Baroque, and wider Western Classical, music.*	**Tonality and Harmony** *Pupils focus on and develop a sophisticated understanding of tonal and harmonic conventions and devices in both Western Classical and popular styles. Pupils will use this knowledge to create short extracts of music in multiple styles to prepare for their Component 2 Composition coursework.*	**Melody and Articulation** *Pupils will build upon their knowledge of harmony and learn to identify and evaluate use of melodic devices used in Western Classical, popular and Film styles. Pupils will use this knowledge to create short extracts of music in multiple styles to prepare for their Component 2 Composition coursework.*	**Dictation & Composition** *Pupils continue to develop their critical listening abilities, with a focus on improving their dictation ability, and compose their Free Composition coursework (Component 2:15% of GCSE) using either Musescore or Logic Pro X.* *Pupils will also work with their peripatetic teachers to select performance pieces as a focus for summer practice.*	
Skills and Procedural Knowledge across the year	• *Performance: Pupils will be entitled to half an hour of 1:1 instrumental tuition as part of their course. They will work with their instrumental teacher to build towards ideally a Grade 4 standard for the Component 1 module (solo and ensemble performance). In Year 10 they will practice and develop towards recording in Year 11.* • *Composition: Pupils will compose throughout the scheme to consolidate their learning of theoretical concepts and stylistic features. They will compose a piece of coursework in any style of their choice as part of their Component 2 coursework in the summer term.* • *Appraisal: Pupils will develop a sophisticated, theoretical understanding of the Musical Elements (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo) in their first set work as well as across a number of different styles. They will learn to critically listen and identify how music uses these elements to create effect.*					
Links for exam boards and revision materials	*https://www.bbc.co.uk/bitesize/subjects/zpf3cdm* *https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1508* *https://www.teoria.com/en/exercises/*	*https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rlid=1444* *https://www.bbc.co.uk/bitesize/articles/z26f8p3*	*https://www.youtube.com/watch?v=2RCOcEu-xLQ* *https://www.bbc.co.uk/bitesize/topics/z9vds82*	*https://www.youtube.com/watch?v=jA7gdz56LtY* *https://www.bbc.co.uk/bitesize/guides/zvwv2sg/revision/1*	*https://www.bbc.co.uk/bitesize/topics/zxsv9j6* *https://www.teoria.com/en/exercises/md.php*	
Revision Techniques and Advice	*Pupils will need to rehearse their given instrument often to ensure they make the desired progress; this can be done at home or in department in the student's free time. Students will be responsible for ensuring they attend their music lessons promptly and regularly.* *Composition tasks can be undertaken in department but also at home with platforms such as edu.bandlab.com or Musescore 4; both are free to use.* *Pupils will need to revise music terminology but also practice recognising features in musical examples. This is best done using online resources and through consolidation in homework.*					
Assessment Details	*Appraisal Questions*	*Exam style questions (Component 3)* *Short individual performance recital (Component 1)*	*Composition Exercise* *Appraisal Questions*	*Composition Exercise* *Appraisal Questions*	*Composition Coursework (Component 2: 15% of GCSE)* *Full exam paper*	

Physical Education

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week (2 x 1 hour)* *1 x classroom based theory lesson & 1 practical lesson*					
Content/Topics	**Anatomy & Physiology** *The Musculoskeletal System*	**Anatomy & Physiology** *The Cardiovascular & Respiratory Systems* *Movement Analysis*	**Anatomy & Physiology** *The Effects of Exercise*	**Physical Fitness** *Fitness Testing & analysing data*	**Physical Fitness** *Principles of Training* *Prevention of Injury* *Analysing & Evaluating Performance (AEP)*	**Health Fitness & Well-Being** *Physical, mental and social benefits* *Sedentary Lifestyles* *Diet & Nutrition* *Analysing & Evaluating Performance (AEP)*
Skills and Procedural Knowledge across the year	*GCSE (9–1) in Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:* *•develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance* *• understand how the physiological and psychological state affects performance in physical activity and sport* *• perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas* *•develop their ability to analyse and evaluate to improve performance in physical activity and sport* *•understand the contribution which physical activity and sport make to health, fitness and well-being* *•understand key socio-cultural influences which can affect people's involvement in physical activity and sport.*					
Links for exam boards and revision materials	*The Everlearner*	*The Everlearner*	*The Everlearner*	*The Everlearner*	*The Everlearner*	*The Everlearner*
Revision Techniques and Advice	*HOW SHOULD I REVISE? - As ACTIVELY as possible!!! - Revision is NOT just re-reading your notes/textbooks/revision guides* *WHICH TECHNIQUE SHOULD I USE? Choose the technique that works best for you!* *Mind Maps, Revision Cards, Make Notes, Clear layout, Use Highlighters, Use Diagrams, Use Class Notes, GCSE Pod, Revision Guides and Textbooks!* *Reinforcing your memory – get someone to test you from the notes / cards / mindmaps / revision posters*					
Assessment Details	*The Musculoskeletal System*	*The Cardiovascular & Respiratory Systems* *Movement Analysis*	*The Effects of Exercise*			*End of Year Exam* *Paper 1*

Religious Education

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*Three lessons per week and two set homeworks per week*					
Content/Topics	**Jewish Beliefs & Teachings** *The nature of the Almighty, the Shekhinah, the Messiah, the covenant at Sinai, the covenant of Abraham, the sanctity of life, Moral principles and the Mitzvot and life after death*	**Jewish Practices** *Public acts of worship, the Tenakh & Talmud, private prayer, the Shema & the Amidah, ritual and ceremonies, Shabbat, festivals and features of a synagogue*	**Catholic beliefs & teachings** *The Trinity. Creation and the nature of humanity. Incarnation,. The Paschal mystery. Salvation and grace. Eschatology*	**Catholic Practices** *The Sacraments, Liturgical worship, Funerals, Prayer & popular piety, Pilgrimage, Catholic social teachings, and Catholic mission & evangelism*	**Sources of wisdom and authority** *The Bible and interpretations of the Bible. The magisterium. The second Vatican Council. The Church as the body of Christ. The four marks of the Church. Mary as a model of the church. Sources of personal and ethical decision making.*	**Form of expression** *Church architecture, church features, sacred objects, artwork, sculpture & statues, drama and music in worship.*
Skills and Procedural Knowledge across the year	*Throughout the year pupils will develop the skills needed to answer exam style questions to ensure exam success.* **Outline –** *Clearly present knowledge succinctly* **Explain** *– Explain beliefs and practices clearly, linking them to broader concepts (e.g., pilgrimage, worship, ethics) to show understanding.* **Evaluate & Critique** *– Weigh up different perspectives, recognising strengths, weaknesses, and implications.*					
Links for exam boards and revision materials	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-a-2016.html https://senecalearning.com/en-GB/ https://www.youtube.com/results?search_query=mr+macmillan					
Revision Techniques and Advice	*Complete all Homework and classwork* *Make revision notes and create flash cards* *Buy revision guide and read and complete practice questions.* *Practice past paper questions* *Attend all interventions* *Complete Seneca learning tasks*					
Assessment Details	*End of unit Test*	*End of unit Test*	*End of unit Test*	*End of unit Test*	*End of Year Test*	*End of Year Test*

Combined Science

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Four** *lessons per week.* **Homework** *set as per the homework timetable and recorded in student journals and Show my Homework.*					
Content/Topics	*Biology* *B1 Cell structure* *B2 Cell division* *B3 Organisation and the digestive system* *B4 Organising animals and plants*	*Chemistry* *C1 Atomic structure* *C2 The Periodic Table* *C3 Structure and bonding* *Physics* *P1 Conservation and dissipation of energy*	*Biology:* *B5 Communicable diseases* *Physics* *P2 Energy transfer by heating* *P3 Energy resources*	*Biology:* *B6 Preventing and treating disease* *B7 Non-communicable diseases* *Chemistry* *C4 Chemical calculations* *C5 Chemical changes*	*Biology:* *B8 Photosynthesis* *B9 Respiration* *Physics* *P4 Electric circuits* *P5 Electricity in the home* *Chemistry* *C6 Electrolysis*	*Chemistry* *C7 Energy changes* *Physics:* *P6 Molecules and matter* *P7 Radioactivity*
Skills and Procedural Knowledge across the year	*Throughout the year, students will develop their ability to work scientifically by focusing on:* **Scientific thinking; Experimental skills and strategies; Analysis and evaluation; Use of scientific vocabulary, units, symbols, and nomenclature.** *These skills are embedded across all topics and assessed through practical work and exam-style questions.* *Further detail can be found at:* *National Curriculum: Science KS4* *AQA GCSE Combined Science: Trilogy Specification*					
Links for exam boards and revision materials	*Exam board AQA: http://www.aqa.org.uk/* *Kerboodle online student resource:https://www.kerboodle.com/users/login?user_return_to=%2Fapp* *BBC Bitesize: https://www.bbc.com/education/levels/z98jmp3* *Freesciencelessons videos https://www.freesciencelessons.co.uk/* *Physics and Maths tutor https://www.physicsandmathstutor.com/* *Cognito https://cognitoedu.org/home*					
Revision Techniques and Advice	*Students can improve in Science by revisiting key knowledge regularly—this includes using flashcards, practising exam questions, or teaching a topic to someone else. Watching GCSE-friendly videos (like Cognito, FreeScienceLessons or BBC Bitesize) can help reinforce tricky topics like equations, required practicals or processes such as mitosis. Free sites like Physics & Maths Tutor offer excellent revision questions with mark schemes. Students should test themselves often, correct mistakes, and focus on understanding why an answer is right. Revisiting topics over time and using a mix of revision strategies builds stronger recall and exam confidence.*					
Assessment Details	**End-of-topic assessments** *take place every half term. These 30–45 minute tests use GCSE-style questions to assess key content and exam technique.* **Required practicals** *are completed throughout the year to develop core practical skills. These are assessed through written questions and teacher observation, supporting exam preparation.*					

Triple Science

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	**Six** *lessons per week.* **Homework** *set as per the homework timetable and recorded in student journals and Show my Homework.*					
Content/Topics	*Biology:* *B1 Cell structure* *B2 Cell division* *B3 Organisation and the digestive system* *B4 Organising animals and plants* *Chemistry:* *C1 Atomic structure* *C2 The Periodic Table*	*Biology:* *B5 Communicable diseases* *Chemistry:* *C3 Structure and bonding* *Physics:* *P1 Conservation and dissipation of energy* *P2 Energy transfer by heating* *P3 Energy resources*	*Biology:* *B6 Preventing and treating disease* *B7 Non-communicable diseases* *Chemistry:* *C4 Chemical calculations* *C5 Chemical changes*	*Biology:* *B8 Photosynthesis* *B9 Respiration* *Physics:* *P4 Electric circuits* *P5 Electricity in the home*	*Chemistry:* *C6 Electrolysis* *C7 Energy changes* *Physics:* *P6 Molecules and matter* *P7 Radioactivity*	*Biology:* *B10 The human nervous system* *B11 Hormonal coordination* *Physics:* *P8 Forces in balance*
Skills and Procedural Knowledge across the year	*Throughout the year, students will develop their ability to work scientifically by focusing on:* **Scientific thinking; Experimental skills and strategies; Analysis and evaluation; Use of scientific vocabulary, units, symbols, and nomenclature.** *These skills are embedded across all topics and assessed through practical work and exam-style questions.* *Further detail can be found at:* *National Curriculum: Science KS4* *AQA GCSE Biology Specification (8461)* *AQA GCSE Chemistry Specification (8462)* *AQA GCSE Physics Specification (8463)*					
Links for exam boards and revision materials	*Exam board AQA: http://www.aqa.org.uk/* *Kerboodle online student resource:https://www.kerboodle.com/users/login?user_return_to=%2Fapp* *BBC Bitesize: https://www.bbc.com/education/levels/z98jmp3* *Freesciencelessons videos https://www.freesciencelessons.co.uk/* *Physics and Maths tutor https://www.physicsandmathstutor.com/* *Cognito https://cognitoedu.org/home*					
Revision Techniques and Advice	*Triple Science students can improve by regularly reviewing key content using flashcards, mind maps, and exam-style questions. Watching GCSE Triple-specific videos (like Cognito, FreeScienceLessons or GorillaPhysics) can support complex topics such as electrolysis, the brain, or nuclear decay. Websites like Physics & Maths Tutor and Save My Exams offer targeted Triple Science practice with mark schemes. Students should practise recalling information from memory, correct their mistakes, and focus on higher-level questions. Revisiting topics little and often, and linking practicals to theory, builds deeper understanding and prepares students for the demands of three separate GCSEs.*					
Assessment Details	**End-of-topic assessments** *take place every half term. These 30–45 minute tests use GCSE-style questions to assess key content and exam technique.* **Required practicals** *are completed throughout the year to develop core practical skills. These are assessed through written questions and teacher observation, supporting exam preparation.*					

Sociology

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week and 2 pieces of homework.*					
Content/Topics	**C1 Topic: Key concepts and processes of cultural transmission.** *1.1 Key sociological Concepts* *1.2 Debates over the acquisition of identity* *1.3 The process of socialisation* **C1 Topic: Families** *2.1 Family diversity and different family forms in the UK and within a global context*	**C1 Topic: Families** *2.2 Social changes and family structures* *2.3 Social changes and family relationships* *2.4 Sociological theories of the role of the family* *2.5 Criticisms of family*	**C1 Topic: Education** *3.1 Sociological theories of the role of education* *3.2 Processes inside schools* *3.3 Patterns of educational achievement*	**C1 Topic: Education** *3.3 Patterns of educational achievement (cont.)* *3.4 & 3.5 Factors affecting Educational achievement – Social class, ethnicity and gender*	**C1 Topic: Sociological research methods** *4.1 Usefulness of different types of data* *4.2 Methods of Research* *4.3 Sampling processes* *4.4 Practical issues affecting research* *4.5 Ethical issues affecting research*	*Recap and revision.*
Skills and Procedural Knowledge across the year	**AO1** *Use sociological concepts, theories, evidence and methods accurately, linking them to questions and contexts.* **AO2** **Apply** *sociological ideas to real contexts (e.g. family, education, crime) and interpret sociological data or stimuli (charts, quotes, case studies).* *AO3* *Analyse and evaluate (i) theories, (ii) evidence, (iii) research methods—discuss strengths, limitations, alternatives, and make reasoned judgments.* **Essay skills** *Plan and write structured answers under timed conditions: short answers, structured responses, and extended essays, ensuring clarity, coherence and inclusion of sociological language.*					
Links for exam boards and revision materials	**Eduqas – Official GCSE Sociology page** *(specification, past papers, resources)* https://www.eduqas.co.uk/qualifications/sociology-gcse/#tab_keydocuments **StudyRocket – GCSE Sociology (Eduqas)** *- free revision notes and topic modules* https://studyrocket.co.uk/revision/gcse-sociology-eduqas **OnlySociology – Revision for GCSE Sociology** *- glossaries, knowledge organisers, exam technique help* https://onlysociology.com/revision/ **Quizlet Flashcards** *– Eduqas Sociology Theories & Theorists* https://quizlet.com/gb/1000928287/eduqas-gcse-sociology-theories-and-theorists-full-flash-cards					
Revision Techniques and Advice	**Active Recall & Spaced Practice -** *regularly self-test on key terms, core studies, and theories instead of passive re-reading.* **Practice Exam Questions -** *do past papers and timed questions; review model answers and mark schemes to see how top responses are framed.* **Use Knowledge Organisers & Cheat Sheets -** *condense each topic into 1–2 pages; use these to revise and quiz yourself.* **Update & Contextualise -** *keep a file of current sociological news, statistics, case studies to use in answers and show relevance.*					
Assessment Details	*Baseline assessment on Key Concepts.* *Mid-topic assessment on Family.*	*End of topic assessment on Family.*	*Mid-topic assessment on Education*	*End of topic assessment on Education*	*End of Topic assessment on Research methods.*	*End of Year Exam on all of Component 1.*

Spanish

Year 10

Salvatorian College

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	*2 lessons per week* *2 pieces of homework per week*					
Content/Topics	**My personal world: Media and technology – Diviértete** *Talking about life online revising the present tense and using expressions of frequency.* *Talking about sports and free-time activities revising regular present tense verbs and using opinion verbs and expressions.* *Arranging to go out using the near future and planning a cinema visit.* *Saying what you did at the weekend using the preterite tense.* *Talking about days that went wrong using direct object pronouns; Recognising and using three tenses.*	**Travel and tourism: Viajes** *Describing travel plans using comparatives and se puede + infinitive* *Talking about festivals in the Spanish-speaking world using the superlative and if clauses in the present tense.* *Saying what you did on holiday using acabar de + infinitive and a range of structures to give opinions in the past.* *Describing where you stayed using the imperfect tense and giving and spotting positive/negative opinions.* *Talking about holidays using different tenses and suelo + infinitive; Using strategies to work out meaning.*	**My personal world: Media and technology: Mi gente, mi mundo** *Describing people using the present continuous to describe a picture; Using ser for physical descriptions and estar for location.* *Talking about who you admire saying how long you have been doing something and the personal a.* *Talking about friendship and relationships using reflexive verbs; Using pronouns me and te before a verb.* *Talking about your identity and what matters to you using para + infinitive: Listening for gist.* *Talking about problems and giving advice using estar to express moods; Using podrias and deberias + infinitive.*	**Lifestyle and wellbeing: Mi estilo de vida** *Describing healthy daily routines using indefinite adjectives and tener + noun.* *Talking about mealtimes and food trends using direct object pronouns; Practicing listening skills.* *Comparing old and new habits using the imperfect tense to say what you used to do and ya no + verb.* *Talking about illnesses and injuries using reflexive verbs in the preterite tense: Giving advice using debes, tienes que and necesitas.* *Future plans for health and wellbeing using the simple future tense and if clauses.*	**Studying and my future: A clase!** *Talking about a typical day at school using the relative pronouns que, donde, cuando.* *Talking about your studies using lo que and talking about the opinions of others.* *Talking about how you would change your school using the conditional tense and impersonal verbs with an infinitive.* *Talking about students and teachers at school using negatives and forming questions.* *Describing a school trip in the past using adjectives and adverbs; Identifying false friends.*	**Revision for End of Year Exams** *Modules 1-5*
Skills and Procedural Knowledge across the year	*Pupils strengthen their use of* **present, preterite, imperfect, near future, simple future, and conditional tenses**, *applying them in contexts such as technology, free time, school, relationships, lifestyle, and travel. They refine grammar with* **reflexive verbs, direct object pronouns, comparatives and superlatives, se puede + infinitive, acabar de + infinitive, and if clauses**. *Learners develop procedural knowledge in describing photos, forming questions, sequencing ideas, and recognising false friends. They practise strategies for listening (gist, detail, distinguishing tenses) and reading authentic texts. Cultural awareness is embedded through projects on festivals, Andalusia, family life, health habits, and Spanish schools.*					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-l/units https://senecalearning.com/en-GB/seneca-certified-resources https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html					
Revision Techniques and Advice	*Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.*					
Assessment Details	*Listening and Dictation* *Zona de cultura/Proyecto: Conectados: Mi vida y mi tiempo libre en el mundo hispano*	*Writing and Translation into Spanish* *Zona de cultura/Proyecto: Descubre Andalucía!*	*Reading and Translation into English* *Zona de cultura/Proyecto: No hay dos familias iguales!*	*Speaking* *Zona de cultura/Proyecto: Salud y Hábitos - Mi estilo de Vida en el Mundo Hispano*	*Writing and Translation into Spanish* *Zona de cultura/Proyecto: La vida escolar en España*	Speaking Reading and Listening Proyecto

Recommended Reading List

Year 10

Salvatorian College