



## Curriculum Overviews Spring 2026 Year 10D

<b>Subject</b>	<b>English</b>	Teacher: <b>Mrs Forbes</b>
<b>Course specification</b>	<b>AQA GCSE English and English Literature</b> <a href="#">GCSE English Language</a> <a href="#">GCSE English Literature</a>	
<b>Termly units of study</b>	<ul style="list-style-type: none"> <li>• We will be looking at unseen poetry, Paper 1 – Creative Texts and reading Macbeth</li> <li>• We will explore how to summarise key ideas, select explicit and implicit information, analyse how writers use language to create different effects, explore how writers use structure and build on creative writing skills</li> <li>• We will spend time developing confidence in a personal and convincing response to the text, and evidence from the text to support a personal point of view</li> <li>• We will complete exam papers, look at mark schemes and ensure individual targets are given and understood</li> <li>• We will read Macbeth, looking at themes, characters, context, and language, and developing essay skills using PETAZL</li> <li>• We will work on exam questions, using model answers and tackling these under time conditions</li> <li>• We will also be experimenting with different strategies to use when approaching unseen texts in the GCSE exams</li> </ul>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>• Talk to your daughter about her targets and what she is doing in order to make progress, ask her what she has learned in lessons</li> <li>• Read some stories with her and discuss the setting, characters and how the plot unfolds</li> <li>• Discuss word choices and how they often make a picture in your head, how different words make the reader feel and explore links between words</li> <li>• Talk to your daughter about her personal response to her current reading book</li> <li>• Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills</li> <li>• Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view</li> </ul> <p>Please feel free to email regarding homework or with any other learning ideas you think may benefit your daughter or if you have any concerns regarding her work in English perspective</p> <ul style="list-style-type: none"> <li>• stream of consciousness.</li> </ul>	
<b>Keywords</b>	theme	clues
		viewpoint



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explore  
explain  
imagery  
personal opinion  
character  
plot  
language  
structure  
setting

example  
social and historical context  
Elizabethan  
text  
play  
novel  
poetry  
stanza  
gender

analysis  
interpretation  
critical evaluation  
dramatic irony  
symbolism  
moral  
voice



<b>Subject</b>	<b>English</b>	Teacher: <b>Mrs Simpson</b>
<b>Course specification</b>	Pearson GCSE English Language 2.0 <a href="#">GCSE English 2.0</a> Pearson Functional Skills <a href="#">English Functional Skills</a>	
<b>Termly units of study</b>	<b>Writing from different cultures.</b> <ul style="list-style-type: none"><li>• Picking out key information from a text.</li><li>• Understanding the purpose of a text.</li><li>• Identifying fact or opinion.</li><li>• Learning language techniques.</li><li>• Understanding different styles of writing such as personal and impersonal/formal and informal.</li><li>• Writing in full and correct sentences.</li><li>• Using compound sentences.</li><li>• Using paragraphs correctly.</li><li>• Key spellings and spelling strategies.</li><li>• Preparation for speaking and listening: giving a talk and asking and answering questions on the spot.</li><li>• Editing writing.</li><li>• Looking at a variety of texts when using these skills and understanding how life may be different for different people, from different cultures, at different times in History.</li><li>• Understanding how to analyse a non-fiction text (Language 2.0)</li><li>• Practicing questions from Edexcel Pearson Language 2.0 paper 1 and understanding what these questions are asking for.</li><li>• Writing non-fiction.</li><li>• Using some language techniques across a range of functional and GCSE writing.</li></ul>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Being encouraged to explain ideas at home in full sentences.</li><li>• Please encourage your daughter to identify the purpose of something, particularly a text but this could also be done with films/adverts and other media sources.</li><li>• To go over when to start a new paragraph and paragraph rules at home.</li><li>• Encourage your daughter to discuss what they have learnt about the world and other cultures.</li><li>• Encourage your daughter to identify facts and opinions.</li><li>• Looking at non-fiction texts at some, such as news articles, leaflets, reports, emails, reviews to understand the difference in form.</li></ul>	



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## Keywords

compound sentence

paragraph

editing

fact

opinion

layout

purpose

audience

non-fiction

language choice

formal/informal

personal/impersonal

identify



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Subject	<b>Maths</b>	Teacher: <b>Mr McMillan</b>	
Course specification	<a href="#">OCR GCSE Mathematics</a>		
Termly units of study	<ul style="list-style-type: none"> <li>• Working in 2D</li> <li>• Probability</li> <li>• Measures &amp; accuracy</li> <li>• Equations &amp; inequalities</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Practice using a calculator</li> <li>• Look for tasks at home which require numbers or numerical knowledge or calculations. Point out what these are, and what could go wrong if we don't use our maths skills (e.g. miss the train, burn/undercook the dinner!)</li> <li>• When cooking and baking, get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients.</li> <li>• Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding the best deals.</li> <li>• Pose problems around travel situations. Examples could be 'how many minutes do we have until we have to leave', how long will it take to get to a destination based on your speed.</li> <li>• Point out examples of statistics used in news reports</li> <li>• Make sure your daughter can tell the time by reading both analogue and digital clocks.</li> <li>• Play maths games at home – e.g. dominoes, chess, cards and memory games.</li> </ul>		
Keywords	length angle area perimeter transformation translation reflection rotation	impossible certain likely unlikely relative frequency expected frequency biased estimate	density accuracy linear quadratic factorise expand simplify solve



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enlargement  
trail  
outcome

rounding  
significant figures (s.f.)  
speed

simultaneous equations  
inequality



<b>Subject</b>	<b>Biology</b>	Teacher: <b>Mrs Dixon</b>
<b>Course specification</b>	<a href="#">Edexcel Biology GCSE</a>	
<b>Termly units of study</b>	<p>Genetics</p> <ul style="list-style-type: none"><li>• Sexual and asexual reproduction</li><li>• Meiosis</li><li>• DNA</li><li>• Protein synthesis</li><li>• Genetic variants and phenotypes</li><li>• Mendel</li><li>• Alleles</li><li>• Inheritance</li><li>• Multiple and missing alleles</li><li>• Gene mutation</li><li>• Variation</li></ul> <p>Natural Selection and Genetic Modification</p> <ul style="list-style-type: none"><li>• Evidence for human evolution including fossils and tools.</li><li>• Darwin's theory of evolution.</li><li>• Classification of organisms into five kingdoms or three domains.</li><li>• What is selective breeding and genetic modification?</li><li>• How can tissue culture be used in medicine and plant breeding?</li><li>• What are the advantages and disadvantages of GM organisms?</li><li>• Fertilisers and biological controls – what are they?</li></ul>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Encourage them to read or watch science-related news articles, for example, BBC Newsround or New Scientist magazine.</li><li>• Visit the Natural History Museum to see their vast display of animals from across the world.</li><li>• Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries.</li><li>• Take a walk in your area and observe the diversity of plant and animal life.</li></ul>	



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	<ul style="list-style-type: none"><li>• Practise a variety of revision techniques to describe and then explain scientific processes. This could include annotating a diagram or writing a flow chart.</li><li>• Help your child to revise by providing a space for them to work, away from distractions.</li><li>• Encourage your daughter to use Quizlet and Sparx Science to revise.</li></ul>		
<b>Keywords</b>	mitosis variation gametes fertilisation genome chromosome genes polymers diploid haploid complementary base pairs	transcription mutation variation heterozygous homozygous dominant recessive alleles phenotype genotype Punnett square	evolution Darwinism resistant selective breeding classification species adaptation genetic engineering biological control fertilisers



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Subject	Health and Social Care		Teacher: Mrs Chippington
Course specification	<a href="#">BTEC Tech Award Level 1/2 Health and Social Care</a>		
Termly units of study	<p><b>Component 1: Human lifespan and development</b></p> <ul style="list-style-type: none"> <li>Component 1 assessment - this is a non-exam internally-assessed component, which will be assessed through Pearson-set Assignments (PSA) in supervised conditions.</li> </ul> <p><b>Component 2: Health and Social Care Services and Values</b></p> <ul style="list-style-type: none"> <li>Health conditions – type 2 diabetes, arthritis, coronary heart disease, obesity, stroke, asthma, COPD, additional needs</li> </ul>		
Suggestions for Parental Support at home	<p>At home, the course can be supported by:</p> <ul style="list-style-type: none"> <li>Watching documentaries about e.g. children’s hospitals, care homes, living on benefits, etc. Also, serials such as Casualty, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then affect self-esteem and consequently employment prospects.</li> <li>If you have any family, friends or relatives who access health or social care services talk about this with your daughter. Find out about the support given and why it is needed. Is the support voluntary or do they have to pay for it?</li> <li>Talk about the careers that are available in the Health and Social Care sector. If you have family or friends working in this sector, ask them to talk to your daughter about their role</li> <li>Discuss life events that have happened in your family, e.g. moving house, redundancy, arrival of a sibling, divorce, serious accident or illness, how has that impacted on members of the family physically, intellectually, emotionally and socially.</li> <li>If you spend time with pre-school children, point out to your daughter the skills they are developing, e.g. walking, using cutlery, putting shoes on, holding a pencil, etc.</li> </ul>		
Keywords	life stage infancy early childhood adolescence early adulthood middle adulthood later adulthood growth development	contentment self esteem self-image attachment formal/informal relationships friendships intimate relationships inherited conditions mental ill health	formal support voluntary support community groups faith-based organisations professional support acute services multi-agency working multidisciplinary working type 2 diabetes



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physical development  
intellectual development  
emotional development  
social development  
gross motor development  
fine motor development  
milestones  
primary sexual characteristics  
secondary sexual characteristics  
menopause  
oestrogen  
stamina  
lifestyle  
cognitive development

sensory impairment  
social inclusion and exclusion  
discrimination  
bullying  
cultural factors  
environmental factors  
economic factors  
character traits  
adapt  
resilience  
self-esteem  
emotional intelligence  
disposition  
informal support

arthritis  
coronary heart disease  
obesity  
body mass index (BMI)  
stroke  
asthma  
COPD  
mobility  
dexterity  
multiple sclerosis  
cerebral palsy  
spinal cord injury



Subject	Art	Teacher: <b>Miss Grant</b>
Course specification	<b>AQA GCSE Art and Design (Fine Art)</b> <a href="#">GCSE Art and Design</a>	
Termly units of study	<p><b>Inspired by Nature</b></p> <p>Students will continue to develop their personal project work. They will show the development of their ideas and produce and produce a final outcome. Learning will include:</p> <ul style="list-style-type: none"> <li>• Developing drawing skills to improve shading and use of tonal range.</li> <li>• Developing technical skills in a range of media.</li> <li>• Developing planning skills and being able to skilfully present ideas.</li> <li>• To be able to create a dynamic composition.</li> <li>• To develop research skills and to respond to the work of different artists.</li> <li>• To develop annotation skills to show the development of ideas.</li> <li>• To create sample pieces and design ideas.</li> <li>• To present a personal, meaningful and skilful final outcome.</li> </ul> <p><b>Second project – Choice of starting points from previous exam papers</b></p> <p>Students will select a starting point for a new project and develop their ideas.</p> <ul style="list-style-type: none"> <li>• Mindmapping</li> <li>• Recording key ideas</li> <li>• Researching relevant artists</li> <li>• Developing technical skills</li> </ul>	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Discussing artists' work at home and talking through your daughter's own ideas and responses.</li> <li>• Taking own photos relevant to project work (these can be emailed to Miss Grant for printing).</li> <li>• Encouraging drawing/making for pleasure.</li> <li>• Copying drawings from images. photographs or artists' work is very good for developing observational skills regardless of the subject matter (if the subject matter is relevant to the project that is great but <b>any</b> drawing practice will help).</li> <li>• Keeping a sketchbook/jotter to gather images and jot down good ideas.</li> </ul>	



	<p>Guidance for good drawing practice:</p> <ul style="list-style-type: none"><li>• Using a sharp pencil</li><li>• Including as much detail as possible</li><li>• Using the full tonal range when shading</li><li>• Blended shading</li></ul>		
<p>Keywords</p>	<table><tr><td data-bbox="409 523 981 1091"><p>The Formal Elements line tone form shape texture colour contrast shading blending directional shading mark-making shadow</p></td><td data-bbox="987 523 2125 1091"><p>Chiaroscuro accuracy observation narrative annotation thought process final piece personal response outcome analysis originality purposeful meaningful independence consistent fluent</p></td></tr></table>	<p>The Formal Elements line tone form shape texture colour contrast shading blending directional shading mark-making shadow</p>	<p>Chiaroscuro accuracy observation narrative annotation thought process final piece personal response outcome analysis originality purposeful meaningful independence consistent fluent</p>
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<b>Subject</b>	<b>Religious Studies</b>	Teacher: <b>Mrs Wells</b>
<b>Course specification</b>	<b>AQA Religious Studies A – Islam Beliefs</b> <a href="#"><u>GCSE Religious Studies</u></a>	
<b>Termly units of study</b>	<b>Spring 1: Islam Beliefs and Teachings</b> <ul style="list-style-type: none"><li>• Tawhid</li><li>• 5 roots of Usul ad Din-Shia Islam</li><li>• 6 articles of faith - Sunni Islam</li><li>• The nature of God</li><li>• Angels</li><li>• Predestination</li><li>• Life after death</li><li>• Prophethood (Risalah)</li><li>• Ibrahim</li><li>• Muhammad (Pbuh) and the Imamate</li><li>• Holy Books</li></ul> <b>Spring 2: Religion peace and conflict</b> <ul style="list-style-type: none"><li>• Violent protest and terrorism</li><li>• Reasons for war</li><li>• Just war theory</li><li>• WMD</li><li>• Holy war</li><li>• Pacifism</li></ul>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Encourage your daughter to read the news and discuss current affairs that relate to war and peace, particularly the ongoing Arab-Israeli conflict.</li><li>• Use the textbook to test your daughter on the current topic</li><li>• Support your daughter in learning the keywords for homework which will be tested regularly in class.</li></ul>	



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	<ul style="list-style-type: none"><li>• Use YouTube clips linked to the exam board, they often give short clear explanations of the topics. Our exam board is AQA.</li><li>• Encourage your daughter to use Seneca to revise key information. (They have been set up with an account in class and should know how to access the resources.)</li></ul>		
<b>Keywords</b>	Muslim Islam Allah Tawhid monotheism supremacy Qur'an Sunnah Sunni Shi'a	immanent transcendent omnipotent beneficent merciful fairness adalat (Justice) angel Jibril Mika'il predestination	akhirah resurrection prophet risalah Iblis Ka'bah Id Ul Adha Hajj caliph Imam imamate



Subject	Duke of Edinburgh	Staff lead: Mrs Salter
Termly units of study	<p><b>Physical section</b> – Canoeing at Thames Young Mariners. They will attend every other Wednesday. On alternate Wednesdays, students will work on completing their Skills and Volunteering sections at High Ashurst.</p> <p><b>Skills section</b> – 'Living Outdoors' will focus on developing their understanding of what a human needs to survive when living outdoors, including shelter (both handmade natural material shelters and tents), warmth (appropriate clothing), food (balanced menus, safely cooking on fires and stoves, health &amp; hygiene) and water (appropriate hydration levels and water sources). They will also develop their teamwork, social skills, timekeeping and independence.</p> <p><b>Volunteering section</b> – 'Site Development' on alternate weeks at High Ashurst during the Autumn term. The focus will be on developing their DIY skills, including using hand and power tools, through projects such as building a dead hedge fence along the edge of the archery overshoot area and planting trees along the new fence line at the coach house.</p> <p><b>Expedition section</b> – the group will do a canoeing expedition. This will involve two days of canoeing and one night of camping, most likely at Henley Fort. The dates have not been finalised but this is likely to be after the May half term. The expedition will be undertaken with SOLD staff and more details of this will be shared once dates have been decided. The group will also undertake a shorter 'practice' expedition where they will travel to High Ashurst after school on a Monday, camp there overnight and spend the day there on Tuesday. This will give them the opportunity to be guided through the timings and events of the overnight section of their expedition before they are required to do it independently on their final expedition in order to achieve their award.</p> <p>Students must arrive at school in appropriate clothing. It must be hardwearing as it will undoubtedly get dirty. Students will be outside in all weathers throughout the year.</p> <p>They must wear and bring the following:</p> <ul style="list-style-type: none"><li>• Trousers/ leggings (long shorts in warmer weather), a T-shirt and a sweatshirt.</li><li>• Trainers (walking/hiking boots and thick socks for winter) plus a spare pair of clean shoes to change into and a bag for the dirty shoes.</li><li>• Lightweight waterproof coat which zips up/closes properly, and with a hood.</li><li>• A filled water bottle.</li><li>• A packed lunch (this will be provided for students who normally have a school lunch).</li></ul>	



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- On days that they are canoeing, students should wear a swimming costume underneath their clothes and wear clothes and shoes that they do not mind getting wet. They must also bring a spare set of clothing, including a pair of shoes and a towel. Long hair must be tied back and jewellery is not allowed. Mobile phones and other electronic devices are not taken to the SOLD site and will be stored safely at school.



Subject	PE	Teacher: <b>Miss Kenyon</b>
Termly units of study	<p><b>Spring 1 – Teams and tactics</b> (Through varied sports and activities)</p> <ul style="list-style-type: none"><li>• Development of static skills<ul style="list-style-type: none"><li>○ Passing</li><li>○ Receiving</li><li>○ Controlling the ball</li><li>○ Decision making</li><li>○ Outwitting an opponent</li></ul></li><li>• Movement and agility<ul style="list-style-type: none"><li>○ Dribbling with the ball</li><li>○ Keeping possession of ball under pressure</li><li>○ Passing and receiving on the move</li></ul></li><li>• Competition and performance<ul style="list-style-type: none"><li>○ Small sided conditioned games and drills.</li></ul></li><li>• Communication and leadership<ul style="list-style-type: none"><li>○ Through drills and game play</li></ul></li><li>• Practice games<ul style="list-style-type: none"><li>○ Competition and refinement of skills</li></ul></li><li>• Competition/performance<ul style="list-style-type: none"><li>○ Game play and tournaments</li></ul></li></ul> <p><b>Spring 2 – Movement and expression (Stability skills)</b> (Through varied sports and activities)</p> <ul style="list-style-type: none"><li>• Development of static skills<ul style="list-style-type: none"><li>○ On the spot routines</li></ul></li><li>• Movement and agility<ul style="list-style-type: none"><li>○ Routines including travelling</li></ul></li><li>• Competition and performance<ul style="list-style-type: none"><li>○ Developing routines</li></ul></li><li>• Communication and leadership</li></ul>	



	<ul style="list-style-type: none"> <li>○ Teaching sequences to another pair.</li> <li>● Practice games             <ul style="list-style-type: none"> <li>○ Development of routines</li> </ul> </li> <li>● Competition/ performance             <ul style="list-style-type: none"> <li>○ Final routines</li> </ul> </li> </ul> <p><b>Continuous focus throughout the year on;</b></p> <ul style="list-style-type: none"> <li>● Warmups</li> <li>● Cool downs</li> <li>● Types of fitness</li> <li>● Heart rate</li> <li>● Teamwork</li> <li>● Leadership</li> <li>● Choice</li> <li>● Challenge</li> <li>● Self-assessment</li> <li>● Refinement</li> </ul>															
<p><b>Suggestions for Parental Support at home</b></p>	<ul style="list-style-type: none"> <li>● Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day.</li> <li>● On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness</li> <li>● Encourage students to be active over the weekend/ evenings</li> <li>● Encourage a healthy lifestyle.</li> <li>● Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport.</li> <li>● Try to get outside once a day, either to walk, or exercise.</li> </ul>															
<p><b>Keywords</b></p>	<table border="0"> <tr> <td>passing</td> <td>outwitting</td> <td>dynamics</td> </tr> <tr> <td>receiving</td> <td>teamwork</td> <td>aesthetics</td> </tr> <tr> <td>accuracy</td> <td>tactics</td> <td>musicality</td> </tr> <tr> <td>pace</td> <td>cardio</td> <td>body language</td> </tr> <tr> <td>power</td> <td>enthusiasm</td> <td>expression</td> </tr> </table>	passing	outwitting	dynamics	receiving	teamwork	aesthetics	accuracy	tactics	musicality	pace	cardio	body language	power	enthusiasm	expression
passing	outwitting	dynamics														
receiving	teamwork	aesthetics														
accuracy	tactics	musicality														
pace	cardio	body language														
power	enthusiasm	expression														



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	control possession	strength repetition	instruction motif
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Subject	WACI		Teacher: Mrs Janaway and Mrs Daniels
Termly units of study	<ul style="list-style-type: none"> <li>• Careers             <ul style="list-style-type: none"> <li>• Application forms</li> <li>• Reading a contract</li> <li>• Reading a payslip</li> </ul> </li> <li>• Prevent Training</li> <li>• Online Shopping</li> <li>• Common Idioms</li> <li>• Conversation skills</li> <li>• Reading facial expressions and body language.</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Look at information provided by the National Careers Service related to getting a job - <a href="#">Careers advice   National Careers Service</a></li> <li>• Look at the information provided by parents on the NSPCC and Educate Against Hate websites: <a href="#">Distressing online content   NSPCC</a> <a href="#">Parents' Resources - Educate Against Hate</a></li> <li>• Look at the information provided on this website: <a href="https://www.moneyhelper.org.uk/en/family-and-care/talk-money/talk-learn-do/teaching-your-child-about-online-scams-and-in-app-purchases">https://www.moneyhelper.org.uk/en/family-and-care/talk-money/talk-learn-do/teaching-your-child-about-online-scams-and-in-app-purchases</a></li> </ul>		
Keywords	reference referee covering letter signature supporting statement personal statement CV digital footprint personal information secure website HTTPS padlock icon payment method	zero hours redundancy dismissal promotion probation induction appraisal health & safety PayPal bank details checkout shopping basket order confirmation	radicalisation terrorism far right Islamist racism discrimination grooming account password billing address privacy policy terms and conditions refund



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debit card  
credit card  
fraud  
phishing  
fake website  
trusted seller  
happy  
sad  
angry  
surprised

receipt  
delivery address  
customer reviews  
rating  
verification  
two-factor authentication  
confused  
worried  
excited  
bored

return  
scam  
public Wi-Fi  
pop-up  
download  
malware  
nervous