



Curriculum Overviews Summer 2026 Year 10F

Subject	English	Teacher: Mrs Forbes
Course specification	AQA GCSE English and English Literature GCSE English Language GCSE English Literature	
Termly units of study	Poetry Anthology and Unseen Poems Reading and Writing Non- Fiction Texts <ul style="list-style-type: none"> • We will be reading poems from the GCSE Anthology, some as unseen poems and exploring creative and non-fiction text extracts. • We will be experimenting with a variety of reading and analysis strategies to build confidence and boost GCSE exam skills. • We will be reading and comparing a variety of modern and 19th Century non-fiction, summarising points of view and analysing how writers use language. • We will be writing in a variety of different forms with a focus on letters, articles, speeches, leaflets and essay skills. • We will explore how texts present a writer's viewpoint and perspective. • We will explore how punctuation, sentence types and structures impact on meaning • We will be looking at how writers use language and spend time developing personal and convincing responses to the text. • We will also develop the ability to use evidence from the texts to support a personal point of view. • Students will also be introduced to some examination practice. 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • 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 • Read some stories with her and discuss the setting, characters and how the plot unfolds. • Encourage your daughter to use her Sparx Reader account. • Discuss word choices and how these choices often make a picture in your head and how different words make the reader feel. • Talk to your daughter about her personal response to her current reading book. • Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills. • 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. • 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. 	



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Keywords

sentence
complex
compound
complex sentence
structure
viewpoint

theme
explore
explain
describe
personal opinion
perspective

analysis
interpretation
contemporary
fiction
non-fiction



Subject	English	Teacher: Mrs Simpson
Course specification	Pearson GCSE English Language 2.0 GCSE English 2.0 Pearson Functional Skills English Functional Skills	
Termly units of study	<p>Term 1: London.</p> <ul style="list-style-type: none">• Look at a range of different texts about London, including travel writing, news articles, leaflets and websites.• revise organisational features and the effect of these.• To understand the purpose of different texts and how we know them.• To understand the difference between fact and opinion.• To know why and how we write differently when something is formal and informal.• To develop discussion skills, giving opinions, turn-taking and responding to what others say.• To write in a range of different styles with a focus on sentences and punctuation such as apostrophes and commas.• To identify a range of language features and consider the effect they have.• To understand the word “evaluate”.• To consider a range of points about a topic.• Identify and extract relevant information from a text.• Revise and understand how to use a dictionary. <p>Term 2: Macbeth.</p> <ul style="list-style-type: none">• To learn about how life was different in Elizabethan England, particularly looking at the treatment of those who were thought to be witches.• To understand the story of the play Macbeth and that it was written in a different time.• To consider the purpose of a fictional text.• Look at organisational features of a play.• To start to explore and explain why a writer might make certain choices of language.• To learn and revise different language terminology.• To discuss opinions around characters and situations in the play.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Encourage your daughter to discuss what they have learnt at home.• Look at a variety of different texts and get them to consider what it is used for and notice any organisational features such as headings and bullet points or discuss why it might have been organised in this way.	



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	<ul style="list-style-type: none">• Encourage discussions around what they have been learning, with particular focus on how they could continue a point forward.• Watch versions of the play Macbeth at home.• Writing emails or letters to family and friends to practice functional writing.• Encourage them to use key vocabulary that they have learnt, particularly language terminology and organisational features.																		
Keywords	<table><tr><td>organisational feature</td><td>emotive language</td><td>comma</td></tr><tr><td>alliteration</td><td>statistics</td><td>informal</td></tr><tr><td>fact</td><td>exaggeration</td><td>formal</td></tr><tr><td>opinion</td><td>question</td><td>form</td></tr><tr><td>repetition</td><td>statement</td><td>context</td></tr><tr><td>rhetorical question</td><td>apostrophe</td><td>evaluate</td></tr></table>	organisational feature	emotive language	comma	alliteration	statistics	informal	fact	exaggeration	formal	opinion	question	form	repetition	statement	context	rhetorical question	apostrophe	evaluate
organisational feature	emotive language	comma																	
alliteration	statistics	informal																	
fact	exaggeration	formal																	
opinion	question	form																	
repetition	statement	context																	
rhetorical question	apostrophe	evaluate																	



Subject	Maths	Teacher: Miss Hamilton
Course specification	OCR GCSE Mathematics Pearson Functional Skills Maths	
Termly units of study	GCSE: <ul style="list-style-type: none">• Equations and inequalities• Circles and Construction• Ratio and Proportion• Factors, Powers and Roots• Graphs 1 Functional Skills: <ul style="list-style-type: none">• Shape and space• Fractions, decimals and percentages• Probability• Calculations• Time	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Support your daughter to complete her maths homework.• Encourage your daughter to do extra work on Sparx Maths.• Use Times Table Rockstars at home.• Use IXL at home (games and quizzes).• Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.• Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become.• Encourage your daughter to tell the time by reading both analogue and digital clocks.• Identify and draw attention to situations where you are using maths in everyday life; 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!)• Encourage your daughter to help you with cooking and baking. Get her involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.• Get your daughter involved in your household food shopping. Encourage her to read food labels, compare brands and prices, and find the best deals. This will help her to understand the value of money and learn to understand numbers and prices.	



	<ul style="list-style-type: none"> • 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. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 		
<p>Keywords</p>	<p>GCSE: variable coefficient expression equation inequality solve substitute rearrange solution interval radius diameter circumference arc sector tangent chord perpendicular bisector locus construction ratio proportion direct proportion inverse proportion scale factor</p>	<p>simplify multiplier equivalent factor multiple prime index power square root cube root standard form HCF LCF Functional Skills: angle side corner face 2D shape names 3D shape names fraction decimal percentage half quarter equivalent</p>	<p>convert whole chance likely unlikely certain impossible outcome event random experiment probability total difference estimate calculate hour minute second clock am pm digital analogue duration timetable</p>



Subject	Health and Social Care		Teacher: Mrs Chippington
Course specification	BTEC Tech Award Level 1/2 Health and Social Care		
Termly units of study	<p>Component 2</p> <p>Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Health conditions – type 2 diabetes, arthritis, coronary heart disease, obesity, stroke, asthma, COPD, additional needs • Primary, secondary and tertiary care • Allied health professionals • Different services available for different client groups • Informal social care • Barriers to accessing services • Skills in health and social care • Attributes in health and social care • Values in health and social care 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Watch 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. • If you have any 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? • 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 • 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. • 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. 		
Keywords	type 2 diabetes arthritis coronary heart disease obesity body mass index (BMI)	mobility dexterity stamina multiple sclerosis cerebral palsy	residential care youth work respite care domiciliary care sensory impairments



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stroke
asthma
COPD
additional needs

spinal cord injury
primary, secondary and tertiary care
allied health professionals
foster care

barriers to access advocate



Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Art and Design (Fine Art) GCSE Art and Design	
Termly units of study	Developing Coursework <p>Students will start their second project and will select their starting point from a previous year's exam paper. They will:</p> <ul style="list-style-type: none"> • Making links with the work of relevant artists • Developing annotation skills • Note-taking • Using sketches to explore ideas • Planning use of materials and creating sample pieces • Refining ideas for a personal response • Drawing skills for different purposes • Develop a final piece/personal response 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Look at example GCSE work online to get ideas for layouts and techniques: gcse art sketchbook - Google Search • Visiting galleries and exhibitions and talking about what you have seen. • Looking at Art books and discussing what images you are drawn to and why. • Encourage you daughter to keep a sketchbook or doodle book so she can record ideas as they arise. • Foster a sense of curiosity and investigation – if you see something interesting find out more about it. • Copying drawings from artists is very good for developing observational skills regardless of the subject matter. • Encouraging good drawing practice: <ul style="list-style-type: none"> ○ Using a sharp pencil ○ Including as much detail as possible ○ Using the full tonal range to show form ○ Blended and directional shading • Mark-making to show texture. 	
Keywords	annotation jotting	annotation jotting



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explaining
meaning
clarifying
relevant
refining

explaining
meaning
clarifying
relevant
refining

explaining
meaning
clarifying
relevant
refining



Subject	Religious Studies	Teacher: Mrs Wells
Course specification	<p>AQA Religious Studies A - Christianity and Islam</p> <p>GCSE Religious Studies</p> <p>AQA Religious Studies- Short Course 8061</p> <p>https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061</p>	
Termly units of study	<p>Term 1: Peace and conflict</p> <ul style="list-style-type: none">• The meaning and significance of:<ul style="list-style-type: none">○ peace○ justice○ forgiveness○ reconciliation.• Violence, including violent protest.• Terrorism.• Reasons for war, including greed, self-defence and retaliation.• The just war theory, including the criteria for a just war.• Holy war.• Pacifism. <p>Term 2: Relationships and families</p> <p>Human sexuality including: heterosexual and same sex relationships.</p> <ul style="list-style-type: none">• Sexual relationships before and outside of marriage.• Contraception and family planning.• The nature and purpose of marriage.• Same-sex marriage and cohabitation.• Divorce, including reasons for divorce, and remarrying. <p>Families and gender equality</p>	



	<ul style="list-style-type: none"> • The nature of families, including: <ul style="list-style-type: none"> ○ the role of parents and children ○ extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> ○ procreation ○ stability and the protection of children ○ educating children in a faith. • The roles of men and women. • Gender equality. 		
<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> • Encourage your daughter to read the news and discuss current affairs • Use the textbook to test your daughter on the current topic, particularly supporting the learning of key quotes • Use YouTube clips linked to the exam board, they often give short clear explanations of the topics. Our exam board is Pearson Edexcel <p>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.)</p>		
<p>Keywords</p>	<p>adultery annulment bigamy civil marriage celibacy cohabitation commitment contraception divorce</p>	<p>extended family family family planning gender discrimination gender equality gender prejudice heterosexual homosexual marriage</p>	<p>nuclear family polygamy procreation remarriage same-sex marriage same-sex parents sex before marriage stepfamily</p>



Subject	Duke of Edinburgh	Staff lead: Mrs Salter
Termly units of study	<p>Physical section – Canoeing at Thames Young Mariners. They will attend every other Tuesday. On alternate Tuesdays, students will work on completing their Skills and Volunteering sections at High Ashurst.</p> <p>Skills section – '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 & hygiene) and water (appropriate hydration levels and water sources). They will also develop their teamwork, social skills, timekeeping and independence.</p> <p>Volunteering section – '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>Expedition section – 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">• Trousers/ leggings (long shorts in warmer weather), a T-shirt and a sweatshirt.• 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.• Lightweight waterproof coat which zips up/closes properly, and with a hood.• A filled water bottle.• A packed lunch (this will be provided for students who normally have a school lunch).• 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: Miss Kenyon
Termly units of study	<p>Summer 1 - Racket Sports</p> <ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Grip○ Ball control○ Ball placement○ Forehand○ Backhand• Movement and agility<ul style="list-style-type: none">○ Ready position○ Meeting the ball○ Rally• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games and drills• Communication and leadership<ul style="list-style-type: none">○ Texas tennis tournament• Practice games<ul style="list-style-type: none">○ Competition and refinement of skills• Competition/performance<ul style="list-style-type: none">○ Game play and tournaments	
	<p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <ul style="list-style-type: none">• Throwing<ul style="list-style-type: none">○ Swing throw – Discus	



	<ul style="list-style-type: none"> • Running <ul style="list-style-type: none"> ○ Pacing ○ Paarlouf relay • Jumping <ul style="list-style-type: none"> ○ Triple jump <p>Continuous focus throughout the year on;</p> <ul style="list-style-type: none"> • Warmups • Cooldowns • Types of fitness • Heart rate • Teamwork • Leadership • Choice • Challenge • Self-assessment • Refinement • Personal best 		
<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day. • On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness. • Encourage students to be active over the weekend/ evenings. • Encourage a healthy lifestyle. • Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk, or exercise. 		
<p>Keywords</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Summer 1 – Racket sports</p> <p>pickleball control space accuracy</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <p>swing power rotation strength</p> </td> </tr> </table>	<p>Summer 1 – Racket sports</p> <p>pickleball control space accuracy</p>	<p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <p>swing power rotation strength</p>
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power
agility
forehand
backhand
serve
volley
non-volley zone (kitchen)
fault
service line

extend
release
safe
collect
measure
pacing
aerobic
endurance
exchange
continuous



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Subject	WACI		Teacher: Mrs Daniels/Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Careers <ul style="list-style-type: none"> • Application forms • Covering letter • Post-16 options • Financial literacy – payslips, tax and National Insurance • Citizenship • Online safety – fake news • Health and prevention – organ donation • Water and Rail safety • Sun safety 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Use the advice on Save the Student for how to template an application form - How to fill out a job application form - Save the Student • Use the NHS website to discuss organ and blood donation - Home - NHS Organ Donation, Home - NHS Blood Donation • Use the NHS website to discuss sun safety with your daughter - Sunscreen and sun safety - NHS 		
Keywords	contract zero hours fixed term notice period holiday entitlement sick leave background checks DBS induction probation appraisal promotion redundancy dismissal health and safety state pension workplace pension	authority party government totalitarianism freedom fake news misinformation disinformation content AI clickbait cold water shock CPR defibrillator choking head injury concussion	RICE third rail sunbeds melanoma ABCDE of moles Prime Minister President democracy dictatorship communism government organ donation living non-living opt out opt in