

Curriculum Booklet



Year 10 2026

Year 10 Curriculum Introduction

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 10 curriculum with our students' learning at the centre. Our curriculum provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNSB we are proud that our curriculum is taught by specialist teachers with a deep knowledge and passion for their subject. We want our students to be ambitious and resilient so that they know how to learn for themselves. While teachers encourage, support and guide students, we also expect them to take responsibility for their own learning and to be able to work both independently and collaboratively, to relish challenges and to persevere when they find things hard.

We are proud of the opportunities available to students at KNSB and we offer our students a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

This booklet is a guide to the curriculum your son will study during Year 10. It leads with some of the core principles that are at the heart of our curriculum, outlines assessment and homework strategies and includes detailed information, as well as an overview, for each of the subject areas. This will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school; we hope that you will find this useful.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'D Clayton', with a stylized, cursive script.

Mr D Clayton
Headteacher



Curriculum Pledge

Our school motto, *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the best quality education for our boys, as does the understanding that 'we are all learners'.

We believe that the most effective way of preparing our students for our rapidly changing world is to provide them with a holistic education, covering a wide range of disciplines and subjects. Our curriculum ensures that students follow a rigorous pathway that is balanced between traditional academic subjects and the more creative, practical subjects. Our provision at each Key Stage ensures that students are fully prepared for the next stage of their education and lives.

The curriculum is coherently planned and sequenced to facilitate the accumulation of sufficient knowledge and skills for future learning and employment, and it offers our boys excellent opportunities to develop as individuals, as well as learners. The acquisition of key skills, such as literacy, numeracy and oracy, is woven into our curriculum, and we continue to focus on developing consistency in these practices across the curriculum. Where some students require additional support to develop the skills needed to fully access the curriculum, we endeavour to provide this in a timely, appropriate manner. Our Curriculum Leaders regularly review their curricula and adapt their sequencing of lessons to ensure that all students are appropriately supported and challenged.

We require all students to gain a secure understanding of the knowledge and skills specified in the curriculum for each year, and we believe a three-year Key Stage 3 provides our students with the breadth and space to achieve this.

The KS3 curriculum offers a variety of subjects and learning opportunities to deepen students' educational experience and build a solid foundation of subject knowledge and skills. Boys study the full range of academic and creative subjects. English, maths and science are given a prominent share of curriculum time, with humanities and languages also studied by all. Computing, RE, music, art, technology (including food) and drama add further variety and challenge, and with two hours of active PE per week, boys have a rich, healthy and varied diet. Personal Development is integral to many curriculum areas across the year and is also delivered in a dedicated lesson for one hour per week for Years 7 and 8 and two hours weekly in Year 9. These lessons aim to prepare our students for life in a diverse, modern Britain.

Pathways are tailored and structured to meet the specific needs of our students; they continue to study core curriculum subjects (English, maths and science) but also choose four option subjects to study from the beginning of Year 10. Students and their parents are supported during the options process in Year 9 via a dedicated options evening and a parents'

consultation evening, with our options being structured to allow students maximum choice. Subjects offered continue the philosophy of providing a rigorous and meaningful curriculum for our students. We encourage our boys to study a range of subjects, including traditionally academic subjects and vocational courses, all of which feature on the DfE list of approved qualifications. This ensures that students leave KNSB with qualifications that will serve them well as they embark upon their next steps.

Students continue to enjoy regular active PE, assemblies and a Personal Development programme, all of which contribute to student well-being and help them prepare for life beyond secondary education.

Our intent is that our curriculum:

- is broad, rich and challenging, as well as being comprehensive and fully accessible to all our students, developing independent and aspirational learners
- builds on students' prior learning and offers an increasing level of challenge to maximise progress
- prioritises the teaching and use of disciplinary literacy to enable our students to perform like experts in their subject fields
- promotes the British Values of democracy, the rule of law, individual liberty and mutual respect for and an appreciation of our differences
- develops students' cultural capital by providing a range of intellectual and cultural opportunities
- enables high standards of academic achievement where outcomes empower students to progress to a range of Further Education opportunities
- equips all our students, regardless of their starting points, with fundamental, life-long, transferable skills, both academic and personal in nature
- prepares students for the responsibilities and challenges of adult life
- fosters a strength of character and resilience, both of which will help students to cope with choices and overcome the challenges they are likely to encounter in life
- develops kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience
- cultivates in our students a strong sense of pride and belonging in our school that enables them to make a positive contribution to their community.

Our Assessment and Feedback Strategy supports our Curriculum Intent by ensuring teachers can:

- accurately assess students' subject knowledge and understanding
- provide timely feedback to students
- identify errors and misconceptions and ensure that these are swiftly addressed.

The United Nations Convention on the Rights of the Child (UNCRC) Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.



Curriculum Pledge: Equality, Diversity and Inclusion

We pledge to ensure that Equality, Diversity and Inclusion (EDI) is central to our curriculum offer, and that our curriculum is quality assured to ensure that *every* student is provided with the conditions to allow them to thrive, academically and personally.

King Edward VI Trust, of which our school is a part, is committed to 'removing or minimising disadvantages suffered by people which are connected to a particular characteristic', 'taking steps to meet different needs of people who have a protected characteristic' and 'encouraging participation when it is disproportionately low', as well as 'including aspects within the curriculum which promote tolerance and friendship'. Our commitment to echo every one of the pledges is clear in our approach to curriculum design and delivery.

We are committed to developing the language of equality in our classrooms and around school, and to ensure this, our Continued Professional Development (CPD) programme for teaching and support staff has EDI principles at its core.

We work hard to ensure that there are elements of our curriculum in which all students can see versions of themselves and recognise aspects of the world in which *they* live. It is important to us that our curriculum is diverse in its breadth, offers equality in its content and allows all students the opportunities to achieve success.

To ensure this, our curriculum is continually reviewed to ensure that content and delivery methods are adapted to meet the needs of students with a wide range of backgrounds and needs. Fostering a sense of belonging through the curriculum is a pledge that we take very seriously and one that we are committed to improving ongoing.



Curriculum Pledge: Cultural Capital

We pledge to ensure that every student across Key Stages 3 and 4 leaves our school with the foundational knowledge, experience and cultural confidence they need to achieve personally, feel they belong and thrive academically, socially and civically

Our commitment is rooted in our vision: 'Striving for all of our boys to reach their full potential in a high performing school'. Cultural capital will be planned, taught and monitored as an essential part of a coherent and sequenced curriculum. Through the detailed acquisition of knowledge, skills and experiences, we aim to eradicate inequalities and develop well-informed young men who can contribute positively to and thrive within society.

Through precise curriculum design, cultural capital is woven into schemes of learning for every subject from Year 7-11. We recognise that the curriculum is the first line of inclusion, therefore, we ensure that complex cultural concepts are carefully broken down and taught explicitly over time so that *all* students can develop their cultural capital and successfully access ambitious learning.

Subject-specific vocabulary, contexts and background knowledge are prioritised to ensure students can access the full curriculum confidently. We understand that if a student cannot read the language of a subject, they cannot fully participate in it. Therefore, teachers explicitly teach high-leverage vocabulary, model expert thinking and help students connect learning to real-world contexts and their own lives.

We pledge to make cultural capital an integral element of curriculum planning and to ensure teachers have the necessary expertise to recognise and develop opportunities for cultural capital within everyday classroom practice. Central to this is providing inclusive, high-quality universal provision in lessons; classroom teaching remains the first line of development for cultural knowledge. For vulnerable and disadvantaged students, we commit to identifying barriers precisely, adapting teaching effectively and evaluating the impact of those adaptations so that all students can access equitable experiences and outcomes.

Cultural capital is a curriculum entitlement. We aim for *every* student in Years 7–11 to acquire the knowledge, experiences and confidence needed to access the full curriculum, contribute meaningfully to community life and be able to seize future opportunities.



Curriculum Pledge: Learning Outside the Classroom

We pledge to ensure that every student at King Edward VI King's Norton School for Boys benefits from high-quality, curriculum-linked Learning Outside the Classroom (LOTC) that deepens knowledge, develops practical and interpersonal skills and strengthens their cultural capital and resilience. Our key STRIVE values of Self-discipline, Teamwork, Initiative, Resilience, Vision and Endeavour are central to our offer.

LOTC experiences will be carefully planned into schemes of learning so that students can experience learning in a range of different environments and return to their classrooms with a broader perspective and better prepared to make progress.

Opportunities to learn outside the classroom will be used to secure knowledge, address misconceptions and build transferable skills (including teamwork, resilience, initiative and leadership) that can support classroom learning and develop our students personally.

LOTC is open to all. Our programme of activities, woven across the academic year, ensures equitable access for students; we are committed to making opportunities available for all. Our provision will be inclusive; barriers for disadvantaged students, for those who are most vulnerable and students with a Special Education Need or Disability (SEND) will be anticipated and mitigated so all students can participate fully.

Our school commitment is to ensure that LOTC experiences will be available to every student in every year group across the school year, and we aim to build upon this, year on year. Curriculum-linked LOTC might include a theatre visit, fieldwork or a trip abroad. But it might also include science on the school field or chatting to pensioners at a local care home. The possibilities are endless...



Curriculum Pledge: Homework

At KNSB, we recognise the significant contribution that homework plays in students' academic success; it is an integral part of effective learning. Good practice is promoted through homework which is set regularly across all departments, within the context of agreed whole school and departmental strategies and timetables.

Our homework strategy acknowledges the importance of learning beyond the classroom, and it recognises that homework should consolidate, reinforce or extend the learning that takes place in the classroom to enable our students to be successful. It encourages independent learning, self-discipline, personal organisation and responsibility, and it nurtures our home/school partnership. Homework is set on Satchel One, and students and parents have log in details to allow them to access this.

As part of our ongoing review of the Homework Strategy and following the success over time of Sparx Maths and Sparx Reader, last year we added Sparx Science to our suite of core subject online homework for students in Years 7-9. Each platform allows students to reinforce key skills and consolidate concepts and knowledge that underpin success in these subjects across Key Stage 3. Tasks are set weekly, and progress is monitored by class teachers, as well as centrally across core departments. Furthermore, as the EEF reports that '*studies involving digital technology typically have greater impact (+ 6 months)*', embedding this across our core subjects at KS3 supports students' engagement and gives them the best possible chance of success in subjects that underpin their access to all subjects across the curriculum.

We very much embody the ethos that quality over quantity is key; homework should be meaningful and designed to enhance learning rather than simply serve as busywork. It is with this in mind that we have designed four key categories of homework tasks, and the use of these terms to identify homework tasks will help to communicate their purpose to students, so that over time we develop a shared language around homework:

Preparation: students undertake preparatory learning tasks related to subsequent lessons; **Consolidation:** students demonstrate and secure their learning from a lesson or series of lessons; **Extension:** students extend their learning by applying knowledge and skills to new contexts; **Revision:** these tasks will help students to embed knowledge and skills over time in preparation for assessments and exams.

We also recognise the role that homework plays in helping students to embed the words and phrases that allow them to demonstrate their knowledge and skills effectively in individual subject areas, for example, to 'speak like a geographer' or 'write like a historian'. As part of our whole-school drive to improve students' literacy, we encourage staff to include and signpost these in homework tasks wherever possible.



Curriculum Pledge: The Super-Curriculum

What is the Super-Curriculum?

The prefix 'super' originates from Latin, where it meant 'above,' 'over,' or 'beyond'; our 'Super Curriculum' offers students learning that goes 'beyond' our regular curriculum and gives them the opportunity to delve into their favourite subjects a little deeper.

The Super-Curriculum is a feature of all subject areas. We have introduced this because we want all students, regardless of their starting points, to develop a thirst for learning and have high aspirations. The Super-Curriculum signposts students to materials outside of class-based learning that will open their minds and challenge their thinking in each subject area. There is a variety of resources that students can interact with in a range of ways, and we hope their engagement with these will develop their curiosity, start conversations and inspire a lifelong learning habit.

How to Use the Super Curriculum

We have included broadly one idea to support each half term of learning in most subjects, and where there are clear curricular links within the topics being taught, teachers will make these known to students. They are designed to support, extend and inspire further learning within individual subject areas and across the curriculum. While there are only six per full-time subject to begin with, if students enjoy exploring these Super-Curricular activities, teachers will be more than happy to recommend more!

Students completing these tasks and showing evidence of their engagement with them will be rewarded accordingly, but there is no pressure for them to do so. Where students have a particular interest in one or more subjects, they might start with these to begin with and as their interest grows, they may wish to branch out.



Curriculum Pledge: Assessment and Feedback

Our motto: *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the highest quality education for the boys we serve, as does our understanding that 'we are all learners'.

At KNSB we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. The aims of our Assessment and Feedback Strategy are:

- establish a consistent, cohesive approach to assessment and feedback
- provide clear guidelines on our approach to Diagnostic, Within-Module and End-of-Module assessments to identify misconceptions, adapt teaching and support progress
- ensure that through high-quality assessment and feedback, students know what they are successful at and what they need to do to progress further
- allow meaningful tracking of students' progress towards end of key stage expectations and establish a coherent approach to recording assessment outcomes and reporting to parents.

We recognise the importance of assessment for promoting and supporting learning alongside developing a shared culture of ongoing student progression.

Our assessment cycle:

- informs teaching, planning and promotes swift progress
- is both formative and summative
- uses appropriate and diverse strategies to meet the needs of *all* students
- allows teachers to swiftly identify learning gaps or misconceptions, especially in key student groups
- recognises *all* students' progress and achievement
- develops the capacity for peer- and self-assessment
- fosters a shared involvement and responsibility between school and home.

The assessment cycle is embedded across the curriculum, and it continues to support student progress. Within this, 'in the moment' checking of student learning remains a priority, to ensure that opportunities for learning are maximised and misconceptions are addressed swiftly.

KNSB minimum assessment offer:

Curriculum leaders have the autonomy to execute their assessments when they feel is most appropriate to assess student learning, in line with their long-term plans and the school's minimum offer. Each module must include the following:

- Diagnostic Assessment: this is a form of pre-assessment that evaluates students' relevant prior knowledge and skills, and identifies any misconceptions that can then be swiftly addressed
- Within-Module Milestones: these assessments will be robust enough to allow teachers to determine where students' strengths and areas for development are, and they will receive Whole Class Feedback (WCF) to close any learning gaps or correct the most common misconceptions
- End of Module Milestones: these more thorough assessments allow students to evidence their learning over time - a percentage score will be awarded, and students will be provided with an individual Strength (S) and Target (T) and will be required to do an individual Response (R) to demonstrate that they can make progress towards their target
- End of Module Reviews: Students will reflect upon the knowledge and skills that they have learnt in a module, completing a RAG assessment of their level of knowledge/skill acquisition. Students will also reflect upon the progress they are making over time through reviewing their percentage scores across the year. This will help them and their teachers to identify any individual learning gaps that need to be addressed ongoing.
- Ongoing formative assessment opportunities: these allow teachers to make short term, 'in the moment' assessment of how well individuals and the whole class are meeting the lesson learning intentions and the longer-term subject intentions. These are part of the learning; they do not require a percentage score or a formal feedback sheet. Examples might include questioning, multiple choice quizzes, key words/subject terminology quizzes, self-assessment, peer-assessment, practical tasks or 'live' marking.

Registration and Form Time

Every school, by law, must register students twice a day, which is the reason we have two form periods, one at the start and one at the end of the day. However, form time is about much more than registration; it is a key part of pastoral engagement at King's Norton School for Boys. Those 100 minutes a week are used to give all students a positive, settled start to the day, to make sure they are prepared, focussed and ready to learn.

Form Time Activities

Assembly

The purpose of assembly at KNSB is to facilitate the year group meeting collectively. Assemblies are based around topics which are generally outside of the academic school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect and think about themselves and their place in the world around them.

Striving for Success

This is an opportunity for staff to showcase examples of success from our students. Heads of Year will choose students who have displayed fantastic STRIVE skills each fortnight and use them as an example to the rest of the year group.

Reflection Task

Our reflection tasks are based around their key Self Discipline for Learning (SDfL) data. There will be an opportunity for reflection and target setting using their 9-week block data.

Current Affairs and Careers

Students are given an opportunity to watch a weekly news update and to discuss the stories they hear as a class. The update will be age appropriate and will either be from Newsround or BBC World News. Students also watch a careers video on various job roles with tutors, acting as facilitators of conversations.

Word of the Week

Word of the Week expands students' acquisition and understanding of vocabulary; it demands students to contextualise new and existing words in different scenarios across the curriculum, enabling them to make links with new words in different situations and in everyday life.

Weekly Attendance News

Attendance is important to us, and keeping students up to date with their current attendance percentage allows them to monitor how they are doing in comparison to others in the school and as a form and year group.

Self-Discipline for Learning (SDfL) Points, Uniform and Equipment

It is important that students are prepared for learning by regularly checking their uniform and equipment. Students are informed daily how many commendations they have achieved and whether they have lost SDfL points and the reasons behind them.

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

Our **STRIVE** skills are the essential qualities we want to develop in our students. They form the key principles of everything we do in school and are the bedrock of our academic and pastoral systems. These skills are Self-Discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.

Self-Discipline is the ability you have to control and motivate yourself, stay on track and do what is right. All our students are encouraged to meet the shared expectations of a King's Norton boy. These expectations are the key actions for all our students and explain what should be done in the classroom, around school, how their uniform should look and how to manage their behaviour. They have been put together in partnership with the School Council. Posters with our expectations on are displayed around the school to remind students.

Teamwork is the willingness of a group of people to work together to achieve a common aim. When your son starts at KNSB, he will become a part of a number of teams. His Head of Year will lead the year team, and he will also be a part of his form team, led by his Form Tutor. As a part of his form, he will participate in interform competitions. Our form names are Austin, Chamberlain, Lloyd, Regis, Tolkien, and Varley. There will be many inter-form competitions throughout the year such as sports, cooking and art.

Resilience means knowing how to cope in spite of setbacks or barriers or limited resources. We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his Form Tutor to support him, but he will also have Miss Boyce and other Student Support staff who can offer support and guidance, as well as access to a variety of support packages and mentoring programmes, as deemed appropriate.

Initiative is a personal quality that shows a willingness to get things done and take responsibility. Initiative is a skill that is developed over time, and students will be given lots of support for this. During registration they will be assisted by their Form Tutor in getting themselves ready for the school day by checking their uniform and equipment, making sure they have all their books and any pieces of homework.

Vision is the ability to think about or plan for the future with imagination or wisdom. Student input on the school is very important to us, and it is through our School Council that change and improvement is made. All students are given the opportunity to represent their forms on the School Council. In addition, students are also given plenty of time to reflect on what they want for their own future; this will be done with their Form Tutor but also through their Personal Development lessons.

Endeavour means to make a strenuous effort towards any goal and to try hard. Our Outdoor Adventure programme is a real strength of our school. It allows students to try activities they have not previously had the opportunity to experience. Led by a dedicated Outdoor Adventure Lead, students are taken out of their comfort zone and are required to put effort and energy into a new skill. Additionally, they are awarded commendations for good work, outstanding attendance and good behaviour in school. Furthermore, students can also be part of our Elite, Gold and Silver awards categories for their behaviour and effort.



Curriculum Pledge: Special Educational Needs and/or Disabilities (SEND)

We recognise that students with SEND may require adaptations to support them being able to fully access our curriculum. These students can expect to receive this support through high quality and adaptive teaching, that is tailored to meet their individual needs. This may be done in several ways; the list below is not exhaustive.

For more complex needs, we use bespoke One-Page Profiles to inform teachers about how they can best support a student, and these profiles are reviewed annually to ensure they reflect a student's needs.

Seating plans may be adapted to suit students' learning needs, for example:

- seated away from a window to avoid distractions
- seated next to/avoiding specific students
- seated next to a door to reduce anxiety
- seated at the front of the class or near a teacher for swift support.

Learning resources may be differentiated to suit students' learning needs, for example:

- larger/different font
- different coloured paper or overlays
- modelling is used to demonstrate expectations and scaffold extended tasks
- writing frames are provided to support students with structuring longer responses
- fill-the-gap exercises are used to guide understanding and build confidence before independent work
- learning is broken down into smaller, manageable chunks to reduce cognitive overload
- use of pictorial representations and dual coding to reinforce understanding
- glossaries are shared ahead of lessons to introduce key terminology, enabling students to access more challenging content and revisit vocabulary as required
- explicit teaching of higher-tier vocabulary, revisited regularly to secure knowledge
- assistive technology is provided on a needs basis such as laptop or reader pens.

Teacher intervention is implemented where necessary to support students' individual learning needs and ensure progress within lessons. This may include:

Assessment for Understanding

- targeted questioning to check students' understanding and identify misconceptions
- regular monitoring of progress during the lesson to adjust support in real time

Adaptive Teaching

- re-explaining tasks in simpler terms or using alternative approaches to improve accessibility
- providing differentiated outcomes or additional time to enable all students to achieve success

Scaffolding and Modelling

- live modelling to demonstrate the thinking process and expectations for tasks
- breaking down responses and processes to support student comprehension

Feedback and Progress

- live marking within lessons to give immediate, actionable feedback
- personalised learning targets and feedback, including for STRs and other summative assessments, to guide improvement.

Additional Support in Practical Subjects; adaptive approaches are used to ensure all students can access learning and make progress. Examples include:

Physical Education (PE)

- students are grouped by physical ability to promote fair competition and enable progress for all
- use of specialist equipment to support the development of new skills
- flexible arrangements for changing facilities to meet individual student needs
- adaptation of kit on personal basis.

Food Technology

- carefully planned peer support, pairing students to encourage skill development and confidence.
- recipes broken down into smaller, manageable steps to support understanding and independence.

Drama

- access to a safe or quiet space if the studio environment becomes overwhelming
- pre-coaching of routines and expectations (e.g. 'shoes off' rule) to prepare students for the learning environment
- flexible approaches to learning, such as not always relying on scripts, to support students with lower literacy levels
- whole-class exploration of character emotions to develop understanding, empathy, and engagement.

Student Leadership 2026-27

'It is in your hands, to make a better world for all who live in it.' - Nelson Mandela

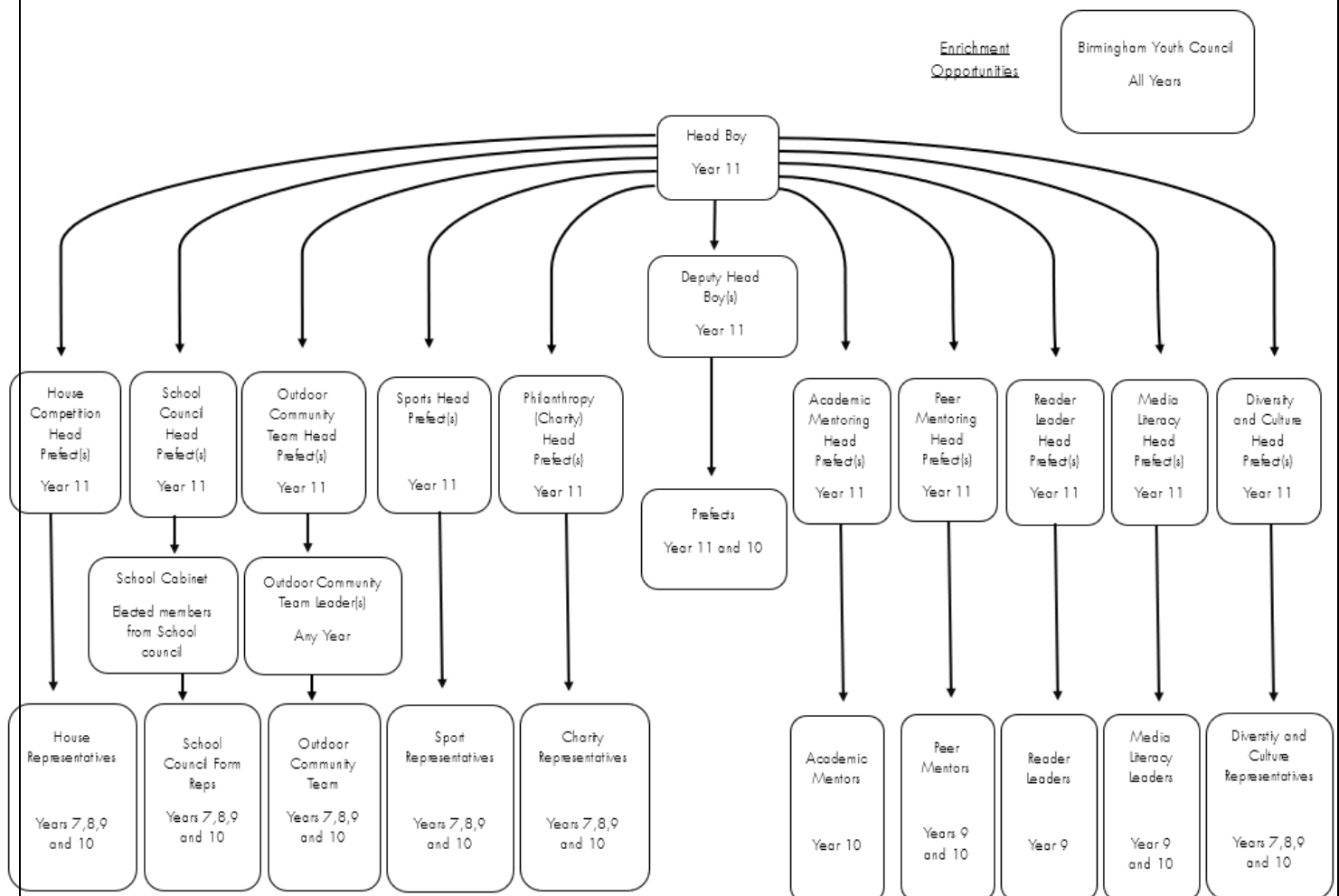
Student Leadership Opportunities

KNSB students are given the opportunity to lead on many areas within our school community. By experiencing a leadership position and working together as part of specific teams, students will be well equipped to take on and flourish in leadership roles once they leave our school. The creation of different leadership pathways also contributes to the successful school environment, as students can play a direct role in the decision making on different projects and issues around the school.

Our 'STRIVE' values underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year. We strive to have a leadership programme here at our school that is run by students, for the students.

Head Boy Team

Our Head Boy Team is made up of Year 11 students who are outstanding role models and want to contribute to the life of their school. The Head Boy Team is made up of a Head Boy, alongside Deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area, including Sports, Philanthropy (charity), Peer Mentoring, Academic Mentoring, and many more. The Head Prefects help run these programmes in school. The whole team meets once a half term and has a presence at anything whole-school related.



Prefect Team

Our Prefect Team is made up of Year 10 and Year 11 students who volunteer to help with whole school community events, such as: guiding tours at open evenings; helping and guiding parents at parent and transition evenings; being present at remembrance services; helping show visitors and guests around the school; and helping run whole-school events such as charity and sports-day.

Student Council

The School Council is democratically chosen from each tutor group to represent students' ideas and thoughts on their school. Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNSB student as enjoyable and productive as possible. These discussions and actions are then taken to the School Cabinet meetings to discuss further.

School Cabinet

The School Cabinet is also chosen democratically from within the student School Council. At the start of the year, the School Council elect a treasurer, secretary and communications officer. Two School Council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within their school and help implement positive changes around the school.

Sports

Representatives

Sports Reps are chosen democratically within each form group. Their role is to promote sporting extra-curricular activities and report any results of fixtures back to their form. The Sports Reps work together with the nominated House Rep to organise and contribute to the success of our House Games programme. Sports Reps meet half termly to discuss all the extra-curricular provision of sports at their school.

Philanthropy Representatives

Philanthropy reps are chosen democratically within each form group. Their role is to work as a team to decide on a chosen charity for the school to support during the academic year. They meet on a half termly basis to decide on philanthropy events throughout the year, ending in our Charity Day at the end of the summer term.

House Representatives

House Representatives are chosen democratically within each form group. Their role is to speak to members of their form and fairly allocate different people to represent their house at all house competitions. House Reps work with the nominated Sports Reps for sport-based house competitions.

Academic Mentoring

Our Academic Mentors are Year 10 students who are chosen to be trained to become a King's Norton academic mentor. The Academic Mentors use the skills they acquire from their training programme to mentor students who require extra support in English, maths and science.

Peer Mentoring

Our Peer Mentors are made up of Year 9 and 10 students who wish to help other students in school. Our Peer Mentors are there to support new Year 7 students transitioning to secondary school, as well as aid any other student who may require help in school.

Reader Leader Team

Our Reader Leaders are Year 9 students who want to help younger students improve their reading fluency. Reader Leaders meet on a weekly basis with their readers

Birmingham Youth Council

The Birmingham Youth City Board works with Birmingham City Council and other partners to make sure that the voices of young people are reflected in policy development and service delivery.

Outdoor Community Team

The Outdoor Community Team is split into three parts – eco, travel and outdoor reps. Every year the Outdoor Community Teamwork works towards two accreditations - The Eco Schools Green Flag and Mode Shift Stars accreditation (Birmingham City Council's safer travel to and from school initiative). In addition to this, the team oversees the maintenance of the outdoor equipment and the outdoor learning areas here in school. The Outdoor Community Team is open to all students and is led by the nominated Outdoor Community Team leader(s).

Media Literacy Ambassadors

Our Media Literacy Ambassadors are made up from Year 9/10 students who co-deliver 'Fake or Real' sessions. Media Literacy Ambassadors teach younger students during their Personal Development curriculum time how to trust different online platforms and news. Ambassadors work alongside the other Leadership Teams to assist with election processes.

Core Subject Information

The English Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The English curriculum, in Year 10, will build on your introduction to GCSE in Year 9 and introduce you to the requirements of both the English Language and Literature GCSEs. The contents of Year 10 will simultaneously develop skills for both areas of English, so that you are able to see how the skills required are interchangeable for both Language and Literature.

What Students Will Learn

Within this year's topics, we will explore society at different times and places as well as other cultural ideal/issues such as tragedy, moral choices and values, racism and gang life; these will enrich your knowledge of society and your ability to connect the contexts with the relevant set texts.

Unit 1 *Macbeth* by William Shakespeare

In Year 10, students begin reading and examining *Macbeth*, applying their understanding of the Greek Tragedy concepts learnt in Year 9. Shakespeare's methods and stagecraft are analysed, to help students in forming relevant responses to exam style questions drawing from across the entire text. Specialist vocabulary is defined as we read the play, while revisiting the Greek Tragedy terms learnt in Year 9. Each act and scene is examined in depth, ensuring that students have a confident understanding of the plot and key quotations.

Unit 2 English Language

The common structures for English Language, Paper One are taught and practised. Teachers will model how to write successfully for each exam question, providing the opportunity for students to write in timed conditions, using mark schemes and exemplars to support students.

Unit 3 *A Christmas Carol* by Charles Dickens

Students learn about Victorian society and Dickens' life as part of their novella study. This is read in its entirety, analysing Dickens' ideas, presentation of themes and characters, while exploring his social and political critique of Victorian society. Students learn about a range of contextual factors that influenced and are reflected in the text.

Unit 4 *Pigeon English* by Stephen Kelman

Pigeon English explores issues like gang life, racism, violence, knife crime and toxic relationships, themes similar to those studied in Year 9 in *My Name is Leon*. Context, particularly knife crime and gangs in London, is researched in detail, and applied to the text as we read. The context of Damilola Taylor, Broken Britain and Broken Window Theory are explored.



CURRICULUM ROADMAP English Year 10

Macbeth

Students study *Macbeth* by William Shakespeare analysing how key themes, characters and stagecraft are presented, examining the use of writer's methods and structure. Building on what you learnt in year nine when reading *Oedipus Rex*.

Autumn 1

Macbeth & Language Paper 1

There will be revision of *Macbeth* and exam practice for Literature, Paper One. In addition, students will be learning the common structures for each question and practising exam questions for Language.

Autumn 2

A Christmas Carol

Students study *A Christmas Carol*, a novella, by Charles Dickens. Key extracts are explored while linking across the whole text, in preparation for the English Literature, Paper One exam, building on the exam practices learnt in *Macbeth*.

Spring 1

A Christmas Carol

Here, there will be consolidation of characters and themes from *A Christmas Carol* and creating effective revision resources and analysing exemplars.

Spring 2

Pigeon English

Students study *Pigeon English* by Stephan Kelman, analysing the writer's methods and exploring societal issues like those in *My Name is Leon*, that we read in year nine. This prepares students for English Literature, Paper Two.

Summer 1

Pigeon English & PPE Preparation

Students will practise exam questions in readiness of their PPEs and Literature, Paper Two. Language, Paper One will be built upon, using milestone feedback, to develop students' progress further.

Summer 2

Time to STRIVE for success!

The English Year Ten Super-Curriculum

	Super-Curricular Activity
1	<i>Macbeth</i> – Feminist Play or Supporting the Patriarchy? Was Shakespeare a feminist? - BBC Teach Read the article that discusses Shakespeare's plays through a feminist lens. With reference to <i>Macbeth</i>, do you think this is a valid reading, and why?
2	Scrooge – Victim of his Childhood? A psychoanalysis of 'A Christmas Carol' - Counselling Directory Read the article on <i>A Christmas Carol</i>. Is this valid when studying the novella, and does it apply to the character of Scrooge?
3	<i>Pigeon English</i> as Social Commentary Watch the <i>Black Sheep</i> short documentary film which can be found online. How does this mirror the issues in <i>Pigeon English</i>?

The Mathematics Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The Mathematics curriculum in Year 10 provides a broad, coherent, satisfying and worthwhile course of study. Students will develop skills learnt in KS3, as well as experiencing new topics that will develop their mathematical knowledge and understanding.

It encourages students to develop confidence in, and a positive attitude towards mathematics, and to recognise its importance in their own lives and to society.

What Students Will Learn

In Year 10, students will follow a Foundation or Higher tier pathway that best meets their current learning needs, with flexibility for movement between pathways where appropriate. All students will explore a broad range of topics across the six strands of the Mathematics Curriculum.

Number

Strengthen understanding of numerical structure and calculations, and use this to explore fractions, decimals, percentages, measures and accuracy.

Algebra

Strengthen understanding of Algebraic notation and manipulation, and use this to explore Graphs, Equations, Inequalities, Sequences and proof.

Ratio and Proportion

Use and apply ratio notation in context, and solve problems involving direct/inverse proportion and a range of compound measures.

Geometry and Measures

Strengthen understanding of angles and shapes, mensuration, constructions, vectors, congruence and similarity.

Probability

Strengthen understanding of concepts in Probability using a range of diagrams and representations.

Statistics

Continue to interpret and construct tables, charts and diagrams and analyse and compare measures of central tendency and spread within data sets



CURRICULUM ROADMAP Mathematics Foundation Year 10

Mastering Core Algebra and Number

Students secure fluency in number and algebra through calculations, number properties and algebraic manipulation before applying these skills to forming and solving equations.

Autumn 1

Autumn 2

Applying Proportional Reasoning

Students strengthen their understanding of fractions, percentages and ratio while applying geometric reasoning to angle problems in a range of familiar and unfamiliar contexts.

Probability and Number Representation

Students develop confidence in probability and Venn diagrams while extending numerical understanding through indices and standard form.

Spring 1

Spring 2

Geometry, Statistics and Equations

Students apply mathematical reasoning to simultaneous equations, statistical analysis and geometric measures including area, volume and surface area.

Developing GCSE Problem Solving

Students combine algebraic, numerical and geometric skills to solve increasingly complex multi-step problems with greater confidence and independence.

Summer 1

Summer 2

Securing Foundation GCSE Skills

Students consolidate and apply the key mathematical methods required for Foundation Tier GCSE success, strengthening fluency, reasoning and exam readiness.

Time to STRIVE for success!



CURRICULUM ROADMAP Mathematics Higher Year 10

Algebra Fluency and Equation Solving

Students strengthen core algebra skills, extending KS3 knowledge to confidently expand, factorise and rearrange expressions. This culminates in solving quadratic and simultaneous equations, forming a key foundation for Higher Tier success and future algebraic problem solving.

Autumn 1

Graphs, Inequalities and Probability

Students apply algebra to graphical contexts, developing understanding of straight-line graphs and inequalities. Probability is revisited using formal methods such as Venn diagrams, supporting clear reasoning and interpretation across GCSE exam questions.

Autumn 2

Proportional Reasoning and Geometric Relationships

Students deepen proportional reasoning, applying it to growth, scale and geometric contexts. Work on similarity, congruence and bounds develops precision and logical reasoning, key for solving multi-step problems at Higher Tier.

Spring 1

Trigonometry and Statistical Representation

Students extend trigonometry to more complex contexts while developing skills in representing and interpreting data through graphs such as histograms and cumulative frequency. Focus is placed on accurate interpretation and comparison.

Spring 2

Advanced Algebra and Mathematical Proof

Students build on prior algebra to work with algebraic fractions, functions and proof. Circle theorems introduce formal reasoning, with an increasing focus on constructing clear, justified mathematical arguments.

Summer 1

Advanced Geometry, Graphs and Iteration

Students apply their learning to advanced topics including vectors, trigonometric graphs and iteration. Emphasis is placed on problem solving and linking concepts, reflecting the demands of higher-grade GCSE questions.

Summer 2

Time to STRIVE for success!

The Mathematics Year 10

Super-Curriculum

	Super-Curricular Activity
1	<u>Suggested Video / Article / Podcast</u> <i>Imaginary Numbers Are Real</i> – Veritasium (YouTube) <u>Explore Further</u> Quadratic equations appear throughout physics, engineering and computer graphics. How do mathematicians use algebra to model and solve real-world problems?
2	<u>Suggested Video / Article / Podcast</u> <i>The Monty Hall Problem</i> – Numberphile (YouTube) <u>Explore Further</u> Probability can often seem counterintuitive. Why do humans struggle to judge probability accurately, and how can mathematics help us make better decisions?
3	<u>Suggested Video / Article / Podcast</u> <i>How Big Is Infinity?</i> – TED-Ed (YouTube) <u>Explore Further</u> Ratio, scale and growth are essential in science and geography. How do mathematicians use proportional reasoning to model population growth, maps and scientific change?
4	<u>Suggested Video / Article / Podcast</u> <i>How Data Can Be Misleading</i> – BBC Sounds / More or Less Podcast <u>Explore Further</u> Histograms, cumulative frequency graphs and statistical diagrams are used to communicate trends and patterns. How can the presentation of data influence the conclusions people draw?
5	<u>Suggested Video / Article / Podcast</u> <i>The Beauty of Mathematical Proof</i> – Numberphile (YouTube) <u>Explore Further</u> Proof allows mathematicians to show that ideas are always true, not just true sometimes. Why is proof so important in mathematics, and how does it differ from simply checking examples?
6	<u>Suggested Video / Article / Podcast</u> <i>What Is Iteration?</i> – Khan Academy (YouTube) <u>Explore Further</u> Iteration is used to approximate solutions to problems that cannot easily be solved exactly. Where might iterative methods be used in science, computing or engineering?

The Science Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

During Year 10, students make rapid progress through the GCSE programme of study, completing all of the content from Paper 1 by the time we reach the spring half term break. Students then begin to work through the content tested on Paper 2 so that students are already more than 50% of the way through the content by the time they start Year 11, leaving them ideally placed to prepare for the final GCSE exams.

What Students Will Learn

Throughout Year 10, students will study a broad range of topics building on prior learning and introducing new concepts. The skills of practical investigation and working scientifically are woven throughout the curriculum and students complete many of the mandatory 'required practicals' that form part of the GCSE syllabus, with experiments carried out relating to motion, electrolysis, acids and electricity.

Biology

Students learn how plants and animals develop from single cells into complex organisms made of many different types of cells. Students learn how these cells divide through mitosis, how cells become specialised and the significance of stem cells. Students go on to learn about how nerves and the nervous system allow us to control our bodies.

Students learn how our DNA code determines many of our features. They learn about the structure of DNA, how it can be extracted from plant materials as well as how genetic information is passed from parent to offspring.

Students will learn how the theory of evolution explains why organisms have changed over long periods of time by considering the mechanisms and evidence that can be found in the world around us. They will also learn how organisms are classified as well as how new breeds and varieties can be developed through selective breeding and genetic engineering.

Students learn about the importance of photosynthesis and examine the factors that influence how quickly it takes place. Students examine the structure of leaves to identify how they are adapted to maximise photosynthesis.

Chemistry

Students explore the nature of acidic and alkaline solutions, investigating their most important reactions, properties and uses.

Students learn about the processes of electrolysis and displacement and how these can be used to extract and purify metals. They will learn about the properties and uses of common metals and will look at reactions that can be reversed.

Students learn how to make calculations based on the quantities of different chemicals used in reactions in a number of different contexts.

Physics

Students learn about nuclear radiation, linking this to the structure of atomic nuclei. Students compare different types of nuclear radiation, consider its dangers and look at how we can model decay.

Students learn how electricity behaves in a range of different electrical circuits and components, analysing each in terms of current, potential difference, resistance and power. Students also learn about how electricity is transmitted through grid so that it can be used safely in homes and workplaces.

Students learn more about how forces can transfer energy. They also learn about force fields and how vector diagrams can be used to calculate resultant forces.

Separate Award Science

Students working towards the separate award science course learn all of the content in the topics listed above as well as additional content to enable the award of separate GCSEs in Biology, Chemistry and Physics. During Year 10 Biology lessons, separate award students also learn about the brain and spinal cord, the eye, protein synthesis, tissue culture, plant diseases and defences, monoclonal antibodies, and plant hormones and adaptations. In Chemistry, lessons also cover transition metals, corrosion and electroplating, alloying, fertiliser production and chemical and fuel cells. In Physics students learn about the ear, seismic waves, lenses, the uses of nuclear radiation, nuclear reactors and complete a module on astronomy.



CURRICULUM ROADMAP Combined Science Year 10 - Biology

Cells and Control

In this topic, boys will develop an understanding about cell division and growth. They will be introduced to mitosis, growth in plants and animals and compare different stem cells with their uses. Boys will also consider how the Central Nervous System operates and is adapted for its function.

Autumn 1

Genetics

Students will evaluate the process of meiosis and compare this with mitosis. They will learn about DNA molecules and practically investigate DNA extraction. Boys will also acquire knowledge on inheritance and variation, completing genetic diagrams. In the latter stage of the module, students will consider how mutations can affect the genome of individuals.

Autumn 2

Natural Selection and Genetic Modification

Students will evaluate Darwins' theory of natural selection and consider how this links to evolution over time. Boys will also learn about how genetic modification occurs and consider why this can be important for research and medicine.

Spring 1

See Chemistry and Physics Topics

Spring 2

Plants

This module enhances knowledge on the structure of plants, their transport systems and photosynthesis. Students will learn about factors affecting photosynthesis and practically investigate how light intensity can affect photosynthesis.

Summer 1

Ecological Relationships

During this topic students will learn about biodiversity and communities among organisms and consider why some ecosystems are more diverse than others. They will then learn about the carbon, water and nitrogen cycle linking to the atmosphere and the outdoors. This module provides a seamless cross curricular link with geography.

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Combined Science Year 10 - Chemistry

Acids and Alkalis

In this topic, boys will develop an understanding about the pH scale, several indicators, and the differences between dilute and concentrated acids and alkalis. Students will gain and develop several practical skills and practice using apparatus safely as well as evaluating how soluble and insoluble salts can be prepared in a laboratory.

Autumn 1

Bonding Recap

Students will consider how ionic and covalent bonding are different from each other and discuss the formation and properties of ions. They will use knowledge of the periodic table to further develop understanding on electronic configuration, ionic lattices and covalent compounds. They will also consider what metallic bonding is and how it is different from ionic/covalent bonding.

Autumn 2

Electrolysis, Metals and Reversible Reactions

Students will evaluate what electrolysis is and how it works in practice. They will learn about the practical set up of electrolysis and safely use scientific apparatus. Information about metals, extracting metals, recycling and the Haber process will be gained, higher tier students will become familiar with writing half ionic equations.

Spring 1

See Biology and Physics Topics

Spring 2

Calculations involving masses

Students will develop their knowledge on chemical symbols and equations and learn how to use relative atomic mass, to calculate relative formula mass. They will challenge their maths skills in learning how to work out empirical/molecular formulae and calculate mass of reactants and products in chemical reactions. Higher tier students will use Avogadro's constant to perform moles calculations.

Summer 1

See Biology and Physics Topics

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Combined Science Year 10 - Physics

Forces and Motion - Recap

Recap of skills needed to evaluate motion using velocity time graphs including acceleration and distance travelled. Introduction of the concept of momentum and its application to simple problems as well as its links to Newton's laws of motion.

Autumn 1

Autumn 2

Students learn the sources, properties, dangers, and ways of measuring nuclear radiation. They also look in more detail at the internal structure and behaviour of atoms and consider some of work done to discover this knowledge.

Radioactivity

See Biology and Chemistry Topics

Spring 1

Spring 2

Students learn how to evaluate simple series and parallel circuits both practically and theoretically. They also learn about how electricity is used supply energy to our homes in a safe yet useful manner.

Electricity and Circuits

Energy and Forces Doing Work

Students learn how forces can transfer energy and how vector diagrams can be used to evaluate situations where multiple forces act on an object.

Summer 1

Summer 2

See Biology and Chemistry Topics

Time to STRIVE for success!

The Science Year 10 Super-Curriculum

	Super-Curricular Activity
1	Building Independence with Sparx Use the independent learning function of SparX Science to recap the prior learning needed for this term's work. Focus on the work you have already covered on cells (Y9), acids and alkalis (Y7) and atomic structure (Y9).
2	Write Like a Scientist Research and then write a short essay on the properties and uses of an 'interesting' metal. Suitable options are titanium, tungsten, rhodium, plutonium or palladium.
3	Building Independence with Sparx Use the independent learning function of SparX Science to recap the prior learning needed for this term's work. Focus on the work you have already covered on inheritance (Y8), metals (Y8) and electricity (Y8).
4	Natural History Exploration If possible, try to visit the Oxford Museum of Natural History (this museum is free to enter). Many of the displays in this museum give excellent, practical examples of evolution and natural selection that will enhance your biological understanding.
5	Building Independence with Sparx Use the independent learning function of SparX Science to recap the prior learning needed for this term's work. Focus on the work you have already covered on forces (Y9) and electricity (Y8).
6	Grow Your own! Carry out a plant growth study – plant a simple seed, such as a sunflower, and record its growth over the next 28 days. Measure its height each day or two and either make notes or take photographs of its development. At the end of the month, carefully remove the plant from the soil or compost it is in and see if you can identify root hair cells in its root and stomata in its leaves.

Non-Core Subject Information

The Art Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The AQA GCSE in Art, Craft and Design offers our students a vibrant and flexible course that encourages the development of a personal portfolio of work across multiple disciplines and many artist/cultural inspirations. It supports creativity and imaginative thinking while developing skills in problem-solving, research, and practical making.

What Students Will Learn

The specification is designed to build on their learning in Key Stage 3, inspire students to explore and communicate personal ideas, preparing them for further study or a career in the creative industries.

Controlled Assessment (CA): Experiment

Students will refine and develop knowledge gained in Key Stage 3 using artists and designer quality materials. They will experiment with a very wide range of materials for their Controlled Assessment portfolio (worth 60%) creating artwork on their chosen theme. Students will choose from the themes, 'Scapes, Portraits, Skulls, Animals and Nature'. Students will use a wide range of drawing techniques such as continuous line, freehand and grid drawing method throughout their experiment work.

CA: Artist/Cultural Links

Students will further refine and develop knowledge gained previously using artists and designer quality materials. Students will create artwork for their CA portfolio ensuring their artwork is on their chosen theme and inspired by Artist, designers and cultures they have independently researched. Students will create some artist response artwork that is based on a product as if they are designers in industry.

CA: Intentions

Students will further refine and develop knowledge gained in the Autumn and Spring terms using artists and designer quality materials. They will refine ideas and formulate intentions for their final outcome. This will be on their chosen theme with a clear artist link. Some students will start on their final piece, based on their intentions, theme and artists studied.



CURRICULUM ROADMAP Art Year 10

AO2 Experiment

Students will choose a theme for their Controlled Assessment portfolio which is worth 60% of the course. They will build on their prior learning in KS3, experimenting with advanced techniques and professional artist quality materials.

Autumn 1

Autumn 2

Students will continue to build on their prior learning in KS3, experimenting with additional advanced techniques, professional artist quality materials and composition ideas.

AO2 Experiment

AO1 Artist Links

Student will build on their Art history knowledge acquired in KS3 to create artist research boards and personal responses in the style of their chosen artist based on their chosen theme.

Spring 1

Spring 2

Student will continue to build on their Art history knowledge acquired in KS3 to create additional artist research boards and personal responses in the style of their chosen artist and chosen theme.

AO1 Artist Links

AO3 Intentions

Students will generate ideas for their final outcome in 2D or 3D, ensuring the artwork has clear links to prior learning in AO1 and AO2.

Summer 1

Summer 2

AO3 Intentions & AO4 Final Outcome

Students will finish off ideas for their final outcome in 2D or 3D, ensuring the artwork has clear links to prior learning in AO1 and AO2. Students will annotate their CA portfolio to ensure their journey is clear. They will begin their AO4 final outcome.

Time to STRIVE for success!

The Art Year 10 Super-Curriculum

	Super-Curricular Activity
1	Check out the Midlands Arts Centre (MAC) Located right in Cannon Hill Park, this hub features free changing exhibitions and hundreds of hands-on creative classes spanning ceramics, painting, and printmaking.
2	Visit RBSA Gallery Located in the historic Jewellery Quarter, this artist-led gallery hosts regular exhibitions, portrait prizes, and affordable contemporary craft.
3	Create and Experiment Create a series of artwork where you explore different patterns and textures from observation to add depth to your artwork. Practice drawing brick walls, wood grain, fur, scales, and other textures using various shading and mark-making techniques.
4	Bob Ross – Legend! Watch some Bob Ross videos and create your own landscape based on his style. Do you have to use paint? Can you technology? Propmakers to create a modern version?
5	Explore the Archive Browse through local British creations and worldwide designs on the official Google Doodles directory of entries to past Doodle for Google competitions. This may give you some inspiration for quirky lettering you could add to your own artwork...
6	Galleries Galore! Research and visit a local or national art gallery that looks engaging to you. Take photos of the artwork by artists who inspire you ready to maybe include in your new portfolio in January of Year 11.

The Business Studies Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

In Key Stage 3, we introduce core principles into the business way of thinking. Students will have completed several tasks throughout Years 7, 8 and 9, where they look at existing products and relate these to the audience's needs and the design aspects associated with them. In Year 9, students will have completed a business unit of work. This will have allowed them to investigate existing marketing strategies implemented by national companies. Students will use these new skills as a foundation to their Business Studies course. Their analytical and evaluation skills will be vital to their everyday lessons.

What Students Will Learn

Throughout Year 10 students will study how businesses are organised and set up and how they use marketing strategies to promote their brand. Students build upon knowledge learnt from product design in Computing and Design and Technology and begin to link how these are developed from a business perspective.

Nature of Business Activity

Students will examine the everyday running and structure of existing businesses, from micro to large. They will analyse the difference between private and public sectors. Aims and objectives will be investigated into how they impact businesses daily.

Business Growth and Globalisation

Students will explore the advantages and disadvantages of international trade and how current factors impact this. They will investigate real life situations such as Brexit, and the impact these have on global markets.

Market Research and Marketing Strategies

Students learn the key concepts of various marketing strategies taken by businesses. They will evaluate ethical and legal considerations.

Sales and Legislation

Students will identify and explain consumer laws, trade descriptors, product quality and fitness for purpose. They will use case studies to create a portfolio for class discussion.



CURRICULUM ROADMAP Business Studies Year 11

HR and Business Operations

Students learn the importance of the HR department in the day to day running of a business. Links are made with Year 10 topics such business activity.

Autumn 1

Autumn 2

Students learn how to calculate and analyse a range of financial equations used to measure business performance. They then suggest ways businesses can improve performance through strategies such as marketing and changes to operations, building on knowledge from Year 10.

Finance

Influences in Business and Revision

At this stage, all topics are fully interleaved. Students revisit key influences such as technology and economic factors, while developing stronger connections across their understanding. Responses increasingly integrate knowledge from multiple areas, and application skills are further strengthened.

Spring 1

Spring 2

Students revisit and consolidate key topics from across Years 10 and 11, strengthening their application and exam techniques. Real-life case studies help students make links between topics and develop a deeper understanding of how businesses operate in practice.

Revision

Revision

Students revisit and consolidate key topics from across Years 10 and 11, strengthening their application and exam techniques. Real-life case studies help students make links between topics and develop a deeper understanding of how businesses operate in practice.

Summer 1

Time to STRIVE for success!

The Business Studies Year 10

Super-Curriculum

	Super-Curricular Activity
1	Follow business news weekly and summarise one story Use BBC News, business sections of newspapers, or apps. Task: Pick one business story per week. Summarise it in 3–5 sentences. Link it to a topic (e.g. inflation, competition, growth, marketing)
2	Mini business plan for a simple idea Task: Invent a small business (e.g. school snack stall, tutoring service, custom T-shirts) Include: • Target market • Pricing strategy • Start-up costs • Simple marketing idea
3	Pricing psychology field test Examine 3–5 real products/services. Then analyse: • Why prices differ between similar items • Whether branding affects pricing • What pricing strategy might be used (premium, penetration, etc.) Then conclude: Which business is using pricing most effectively and why?
4	Dragons' Den Pick 1–2 pitches per episode and evaluate: • What is the business idea? • Who is the target market? • What are the strengths and weaknesses of the pitch? • Why did the investors say yes/no?
5	Watch 'Undercover Boss' While watching, focus on one business and answer: • Is this business likely to be franchised or company-owned? What clues tell you? • Why might franchising be useful for this business's growth strategy? • What financial benefits does the business get from expanding this way? • What financial responsibilities or costs might be transferred to franchisees? • What risks does the business face if franchisees perform poorly?
6	Follow a real business on social media and track decisions Choose a brand like Tesco, Nike, or a local small business and: • Track posts over 1–2 weeks • Identify marketing methods (promotions, branding, pricing strategies) • Link posts to the marketing mix and segmentation

The Creative iMedia Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

In KS3, we develop key skills which are the foundation for this course. Students have previously created documents for a purpose, solved problems independently and developed skill to allow them to critique their own work. All these key skills are embedded in the new KS4 learning. This year students begin to develop the skills needed for a career using technology. We will begin to look at how industries use wide variety of devices, the design process behind such things as digital graphics, how web designers structure the most popular sites and so on. Each lesson gives students an insight into a possible design career in this sector.

What Students Will Learn

Coursework is worth 60% of this course. During this year students will complete one of their coursework units – 30%. They will then start to learn the content for the final exam which is taken at the end of Year 11.

R094: Visual Identity and Digital Graphics

Coursework

Students will work towards a client brief. They will need to research, plan and design a digital graphic using Adobe Photoshop. Students will need strong creativity, analytical and evaluation skills throughout.

R093: Creative iMedia in the industry

Exam Theory

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: the media industry, factors influencing product design, pre-production planning and distribution considerations.



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SCHOOL FOR BOYS

CURRICULUM ROADMAP Creative iMedia Year 10

Develop Visual Identity

Students develop and apply understanding of visual identity and develop a brand for the R093 assignment brief given by exam board.

Autumn 1

Plan and Create Digital Graphics for Products

Students build on the foundational skills developed in Year 9 and progress to more advanced Photoshop techniques, creating a digital graphic that aligns with their previously planned visual identity.

Autumn 2

The Media Industry

Students explore media sectors and products within industry contexts and connect their learning back to visual identity development.

Spring 1

Job Roles and Factors Influencing Design

Students learn about different job roles used in the creation of media products and the factors influencing product design.

Spring 2

Pre-Production Planning

Students refer back to pre-production documents created in the autumn coursework and develop their understanding of how they are applied in real-world contexts.

Summer 1

Distribution Considerations

Students explore distribution platforms and how media is delivered to different audiences, applying knowledge from the visual identity unit.

Summer 2

Time to STRIVE for success!

The Creative iMedia Year 10

Super-Curriculum

	Super-Curricular Activity
1	Brand teardown: Pick any well-known brand (e.g. Nike, Apple, McDonald's) and then analyse: • Logo design (shape, colour, typography) • Target audience • Brand message/values • How consistent the branding is across products/adverts Extension: redesign the logo and explain what they would change and why.
2	The Making of Fortnite: Focus on how design choices are made and why they matter and how they ensure brand identity.
3	Spot the design choices for an advert: Watch any advertisement (TV, YouTube, social media) and identify: • Target audience • Purpose of the advert • Use of colour, imagery, and layout • How it grabs attention Then answer: How effective is the design in achieving its purpose?
4	Mood board: Imagine you work for a luxury clothing brand. Create a mood board for a new marketing campaign. Create a mood board and include: • Colours • Fonts • Styles of imagery • Tone (luxury, fun, bold, etc.)
	Storyboard planning: Pick any short video idea (ad, trailer, TikTok-style promo), then plan: • 6–8 frames in sequence (mentally or on paper) • What happens in each shot • Camera angles and transitions • Text or audio used Then explain: How does the sequence help communicate the message?
6	Watch the <i>Stranger Things</i> - Making Documentary: Answer the questions below: • Who is the target audience and how is this shown? • What visual identity is used (colour, style, costumes, setting, fonts)? • Why was an 80s-inspired style chosen and what effect does it have? • What do we learn about planning and production before filming? • How important is visual identity to the success of the show? Justify your opinion.

The Computer Science Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

We understand that everyone's technical experiences and interests vary whilst in KS3, as well as the level of understanding gained in Year 9. With this in mind, we ensure that every student having made a choice to do Computer Science at KS4 is then supported fully, with the intention of being technically confident and independent by the end of the GCSE course.

What Students Will Learn

Students will be developing a deeper understanding of computational thinking concepts, tools and practices. We offer real life challenges (projects) to help advance students' knowledge and computer programming skills using Python. They will cover in-depth some theory of computer architecture, computer networks, software development, logic and data representation as well as looking at the impacts of digital technology. In order to advance their skills in GCSE Computer Science programming we embed some topics with a practical component through use of Python coding to provide solutions to given tasks.

Data Representation and Programming Basics

In this unit students will learn binary-denary- hexadecimal conversions, binary addition and binary shift. They will use pseudocode, flowcharts, trace tables, and Python coding to solve problems.

Systems Architecture

This unit will introduce types of computers and their suitability of use. This unit will build upon knowledge of computer systems focusing on John Von Neuman architecture computer systems. Students will learn about CPU parts, PCI slots, primary and secondary storage devices

Searching and Sorting Algorithms

Students learn how computers find and organise data using searching algorithms (such as linear and binary search) and sorting algorithms (such as bubble, merge, and insertion sort). They compare the efficiency of these methods and understand when each is most suitable.

Boolean logic

Students learn how computers use Boolean logic to make decisions using the values TRUE and FALSE. They use logical operators such as AND, OR, and NOT, and interpret logic tables and logic diagrams.

Secondary Storage

Students learn how data is stored on secondary storage devices and compare different types, including magnetic, optical, and solid-state storage. They explore the advantages, disadvantages, and suitable uses of each storage method.



CURRICULUM ROADMAP Computer Science Year 10

Data Representation and Programming 1

Students build on their understanding of the way the computer stores data using binary, focusing on three main number systems and storing bitmap images. In addition, they will strengthen their programming skills, learning to use functions, data types, selection and iteration.

Autumn 1

Data Representation and Programming 2

Students continue to build on their understanding of the way the computer stores data using binary, focusing the storage of sound and characters; as well as compression of files. In addition, they will strengthen their programming skills, learning to use arrays and lists, as well as arithmetic and Boolean operators.

Autumn 2

Systems Architecture

In this topic, students will be focused on the way the computer works, looking at the architecture of the CPU, CPU performance and embedded systems. They will use their understanding of the computer's use of binary to explore how data is passed around the computer's hardware.

Spring 1

Searching and Sorting Algorithms

Here students will learn how computers sort and search for data, learning to understand the main steps of five algorithms and applying those algorithms to a data set. This is the first of the enrichment activities - students will be using stop-motion animation to demonstrate their knowledge.

Spring 2

Boolean Logic

Computers are made up of thousands of logic gates, and in this topic, students will become familiar with the three basic gates - AND, OR, and NOT. Using their understanding of binary from Autumn 1, they will learn to build truth tables for each of the gates, as well as using the symbols for the gates to create logic diagrams.

Summer 1

Memory and Storage - Secondary Storage

Students explore how artificial intelligence is becoming a powerful global tool, alongside its opportunities and challenges. They investigate the environmental impact of technology and consider how digital access varies across different groups, examining the social and cultural digital divide.

Summer 2

Time to STRIVE for success!

The Computer Science Year 10

Super-Curriculum

	Super-Curricular Activity
1	Crack the Binary Challenge: Research how text, images and sound are stored in binary. Create a digital poster or presentation explaining how the same image changes when saved at different resolutions and colour depths. Include calculations showing the file size of at least two versions of the image and explain the trade-offs between quality and storage space.
2	Design a Revision App: Use Python (or another suitable language) to create a quiz program that tests users on a topic of your choice. Include score tracking, multiple questions, and feedback for correct/incorrect answers. Challenge yourself to add a leaderboard or randomised questions. Write a short evaluation of how you improved the program.
3	Build a Computer Museum Exhibit: Investigate how processors have evolved from early computers to modern smartphones. Create a timeline featuring at least five significant CPU developments. Explain how factors such as clock speed, cores, cache memory and instruction sets have improved performance over time.
4	Algorithm Race: Research linear search, binary search, bubble sort and merge sort. Create a video, infographic or presentation comparing how they work. Use a deck of playing cards or numbered cards to demonstrate each algorithm in action. Explain which algorithms are most efficient and why.
5	Logic Detective: Investigate how Boolean logic is used in real-world systems such as security alarms, traffic lights, automatic doors or online searches. Design a logical system using at least three inputs and represent it using logic gates, a truth table and a written explanation of how it works.
6	Choose the Best Storage Solution: Imagine you are advising a school, a photographer and a gamer on which type of storage to buy. Research HDDs, SSDs, optical storage and cloud storage. Produce a recommendation report comparing capacity, speed, reliability, portability, cost and environmental impact, justifying the best choice for each user.

The Design and Technology Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The study of Design and Technology for GCSE seeks to prepare students to participate confidently and successfully in an increasingly technological world and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

What Students Will Learn

The GCSE course in design and technology enables students to understand and continue to apply iterative design processes through which they explore, create and evaluate a range of outcomes. Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Architecture Project

Students explore and create a prototype of a desktop product inspired by architecture. To include annotated sketches, model making and complete a functioning 3D prototype from chosen materials.

Passive Amplifier Product

Students use a selection of recycled timber to design and create a mini beast environment to be used in the garden to attract wildlife. This is more a focal practical task demonstrating higher level techniques and processes.

Body Adornment

Students explore existing body adornment and design and develop, using CAD and CAM, a functioning product combining Hot Pewter casting and acrylic inserts. This needs to be created for client so appropriate feedback can be obtained.



CURRICULUM ROADMAP Design and Technology Year 10

Desktop Product

Students investigate the work of other architects, building on investigation techniques they did in Year 8. This is for NEA section A. They then create a brief for their customer for NEA section B. Students produce sketches and CAD designs building upon CAD work from Years 7, 8 and 9 for NEA section C. Students then develop prototypes and realise their designs using modelling techniques and materials for NEA section D.

Autumn 1

Autumn 2

Designing Products Theory

Students study theory aspects for the topics of Research and Investigate, Briefs and Specifications, Developing Ideas, Communication Techniques, Computer Based Tools and Prototype Development.

Passive Amplifier

Students investigate the work of other small-scale designers, building on investigations they did in autumn term. They produce a specification for their product using technical data found online and they realise their designs using timber materials alongside being introduced to more technical equipment for NEA section D. They complete this by analysing and testing their final product for NEA section E.

Spring 1

Spring 2

Energy and Mechanism Theory

Here students examine the theory aspects for the topics of Energy Generation and Storage and Mechanical Systems 1 and 2.

Silver Pewter Jewellery Design

Students develop ideas using CAD and existing products, as well as using skills and knowledge from the autumn and spring terms. They create plywood and acrylic designs which are laser cut and cast into a pewter mould. They study theory aspects for the topic of Approaches to Design.

Summer 1

Summer 2

Non-Examined Assessment

Students complete NEA Section A: Identifying and investigating possibilities and Section B: Producing a design brief and specification.

Time to STRIVE for success!

The Design and Technology Year 10

Super-Curriculum

	Super-Curricular Activity
1	Dezeen Investigate famous global architects and use the link to Dezeen online magazine to look at the latest from everything in the world of architecture. Dezeen architecture and design magazine
2	Makercase Start a free online account for Makercase and experiment with making cases which can be laser cut or 3D printed. MakerCase
3	Onshape Setup a free Onshape student account and use your imagination to design 3D printable objects. Onshape Product Development Platform
4	Bambu Explore the Bambu design platform and see how you could 3D print your Onshape designs. Software Bambu Studio Bambu Lab
5	Organise a trip to the Design Museum in London which is free to enter and not far from Marylebone Station. Home - Design Museum
6	The Jewellery Quarter To inspire you with your silver pewter jewellery project, visit the museum. Museum of the Jewellery Quarter Birmingham Museums Look at the work of local jewellery designers: Independent Fine Jewellers James Newman Jewellery Maybe also check out acrylic designers: Original Jewellery Handmade in the UK Tatty Devine London
7	Get the Family Involved! Discuss with friends and family who will be your client for your NEA; ask if they have any problems relating to the three contexts and how you can use your critical thinking skills to come up with an amazing product.

The Drama Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The Year 10 will develop the practical, creative and written skills needed for success across the course. Students will build on the fundamental performance and analytical skills developed throughout Key Stage 3, including characterisation, voice, movement, proxemics, collaboration, interpretation of text and evaluation of live and performed work. This first year of GCSE study will focus on developing the skills required to create successful devised performances, with a focus Component 2: Devising Drama. In line with the AQA specification, students will learn how to create and develop ideas to communicate meaning in a devised performance. They will carry out research, explore stimuli, develop original ideas, collaborate with others, rehearse, refine and amend their work, and analyse and evaluate their own contribution to the devising process. Overall, Year 10 will help students become more confident, reflective and independent performers, theatre-makers and writers, preparing them for both the practical and written demands of AQA comp 1 and 3 GCSE Drama.

What Students Will Learn

Students will work towards creating a group devised performance and an accompanying written devising log, which documents the development of their ideas, rehearsal process, performance choices and final evaluation. They will consider how performers use vocal and physical skills to realise artistic intentions and communicate meaning to an audience.

Stimulus

Students conduct an in-depth study and practical exploration of images and how they can be used to create meaning and performances. This is both written and practically explored, challenging the students to think deeply about artistic meaning. They will choose one stimulus to help inspire their performance.

Devising log

Students will complete a devising log to document and evaluate their creative process, explaining how they explored the stimulus, developed ideas, contributed to rehearsals, refined performance choices, and assessed the success of their final devised piece. This is a reflective process which encourages the boys to analyse their own performance and that of their ensemble.

Practitioners

Students take part in practitioner workshops to explore a range of theatrical styles, techniques and approaches, helping them understand how theatre-makers create meaning and enabling them to apply these methods to shape, develop and refine their own devised and scripted performances for AQA GCSE Drama. This is an extension of what the students have learnt in Year 8, and we take a more in-depth, sophisticated approach.



CURRICULUM ROADMAP Drama Year 10

Blood Brothers 1

Students work through a written and practical exploration of Blood Brothers Act 1. Lessons develop their understanding of the characters, relationships, themes and key moments within the play, while also giving students opportunities to explore these practically through performance. This is directly linked to the expectations of AQA GCSE Drama Component 1, where students must demonstrate understanding of how a play can be interpreted and realised in performance.

Autumn 1

Practitioner Workshops

Through these workshops, students develop a wider practical toolkit that they can draw upon when creating their own devised work for AQA Component 2. They explore approaches such as naturalism, physical theatre, breaking the fourth wall, direct address, exaggerated movement, ensemble work and audience interaction, considering how different techniques can communicate meaning and intentions.

Autumn 2

Devising/Stimulus

Students explore a range of stimuli as starting points for creating original devised performances, directly supporting the requirements of AQA GCSE Drama Component 2. Stimuli may include images, music, text, objects, themes, news stories or quotations, with students considering the different ideas, characters, themes and performance possibilities that each stimulus could inspire. Alongside this, they will complete a devising log, evaluating their creative process (section 1 and 2).

Spring 1

Rehearsal/Devising Log 1 & 2

Students develop and rehearse their devised performance for Component 2, building on ideas generated from their chosen stimulus. Through practical rehearsal, they shape characters, refine scenes, develop structure and experiment with performance techniques, staging, movement, vocal skills and practitioner influences. Alongside the practical work, students complete their Devising Log, which forms an important part of Component 2.

Spring 2

Devising Log 3

Students work towards the final assessed performance for AQA GCSE Drama Component 2: Devising Drama, bringing together the ideas, techniques and performance skills developed throughout the devising process. Students are given dedicated rehearsal time, including a day off timetable, to allow them to work intensively on their devised piece.

Summer 1

Reflection

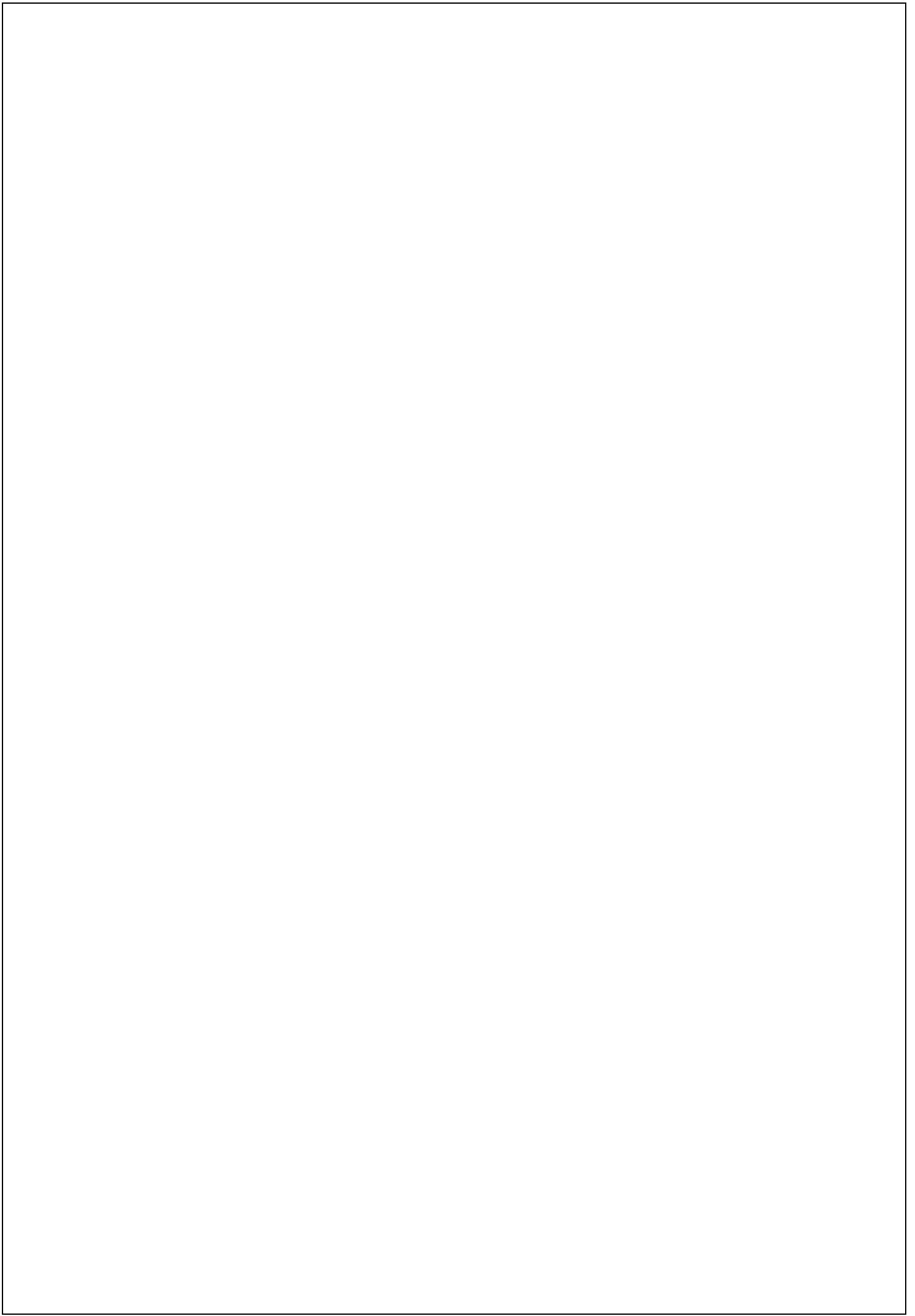
This final written reflection allows students to make clear links between the devising process and the completed performance. It also gives them the opportunity to demonstrate their understanding of how their ideas developed from the original stimulus through rehearsal, refinement and performance, before formally completing AQA GCSE Drama Component 2.

Summer 2

Time to STRIVE for success!

The Drama Year 10 Super-Curriculum

	Super-Curricular Activity
1	Live theatre: Watching age-appropriate theatre productions, documentaries or interviews can help students understand different acting styles, design choices and theatre-maker roles. Visit a local theatre – Birmingham REP, Hippodrome, Old REP, Wolverhampton Grande Theatre, RSC. Please share the experiences that you have and what you learn from them.
2	Rehearsal: Students should rehearse lines, monologues or scenes aloud, focusing on projection, pace, pause, tone, facial expression, body language, gesture and movement. Parents can help by listening to rehearsals, asking questions about character motivation, themes and performance choices, and giving supportive feedback on clarity, confidence and communication. Have a go with other characters and monologues – there are loads available free online.
3	Local Theatre Groups: Joining a local theatre group will only enhance students' opportunity to grow as a performer. There are plenty to choose from locally, including: Stagecoach and Stirchley Players.
4	Devising Log: Practise explaining the work you are doing in your devised piece, what role you play, what changes you have made and how your performance has improved over time. Keeping a reflective performance and progress diary that you can fill in at home will really help with this – reflection is key for improvement. Students could also rehearse sections at home, practise lines or movement, research themes linked to their stimulus, look at practitioner influences, and collect useful notes, images or articles that support their ideas.
5	Costume and Props: Gathering simple props or costume items can help understand characters and the world of the drama piece. Although props and costume are not directly marked in the AQA Drama performance assessment, they can help students get into role, make clearer character choices and create a stronger sense of realism, style and confidence in rehearsal. Charity shops are great source for costumes.
6	More Devising Log - Analysis and evaluation section. Useful questions include: What was your intention for the audience? What did your character need to communicate? Which vocal skills did you use? Which physical skills did you use? How did your group use space, proxemics, levels, movement or stillness? What worked well? What would you improve? Students should avoid simply describing what they did and instead explain why they made choices and how effectively those choices communicated meaning. These questions will really help to deepen understanding of creating drama.



The French Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The new AQA GCSE French course encourages students to develop a passion for language learning by studying contemporary topics, aimed at the young people of today. It focuses on the development of key skills, (listening, speaking, reading and writing) and students are encouraged to communicate effectively in the target language through the authentic Speaking and Listening context.

What Students Will Learn

Throughout Year 10, students will study a range of topics, including identity and relationships, healthy living and lifestyle, education and work, free-time activities, and customs, festivals and celebrations. They will also explore aspects of French-speaking cultures and traditions through a variety of authentic contexts. Students learn to express and justify their own opinions in speech and in writing, building on the fluency and spontaneity developed in Key Stage 3. Linguistic and cognitive demands will increase at GCSE allowing students to make progress. The skill of translation will also be developed.

Identity and relationships with others Family, friends and relationships Grammar: Present tense (-er/-re/-ir); adjective agreement; reflexive verbs; comparative adjectives; future tense; present participles; impersonal verbs Phonics: Silent final -e, qui, -aille/-ail, -ille, Culture: Family life in the francophone world	Healthy living and lifestyle Diet, fitness and life choices Grammar: Negative structures; adverbs; near future; perfect tense; indirect object pronouns; present and future; avant de and infinitive Phonics: qu. soft g/hard g/gn Culture: Health and wellbeing in the francophone world
Education and work School life and post 16 education Grammar: Pouvoir; devoir; conditional; superlatives; il y a/il y aura; être en train de; venir de Phonics: tion, c/ç, s, Culture: French school system	Free time activities Leisure, hobbies and sport Grammar: Imperfect tense; perfect tense; opinions; three time frames Phonics: u/ou, oi/oy Culture: Popular culture, sport and leisure
Customs, festivals and celebrations Celebrations and Festivals Grammar: Past; present and future references; complex opinions Phonics: qu, th Culture: Francophone customs and festivals	PPE Revision Speaking, writing, reading and listening exam prep Grammar: Revision of key GCSE grammar and translation skills Phonics: Revision of all Year 10 phonics Culture: Revision of all Year 10 cultures



CURRICULUM ROADMAP French Year 10

Identity and Relationships with Others

Students build on their knowledge and understanding of the units on self and family from KS3. They apply grammatical knowledge of adjectives, regular irregular verbs and reflexive verbs in both present and future tenses and go on to describe the relationships that they have with their family and friends.

Autumn 1

Healthy Living and Lifestyle

Students build on their knowledge and understanding of the units on food, sports and healthy living from KS3. They apply grammatical knowledge of negatives, modal verbs, impersonal verbs and the past tenses. and also learn to discuss whether or not they lead a healthy life.

Autumn 2

Education

Students build on their previous knowledge and understanding of the units on school. They learn to apply grammatical knowledge of present tense of regular and irregular verbs, modal verbs and the conditional tense. They use this knowledge to justify the positive and negative aspects of their school, their uniform and their subjects.

Spring 1

Work

Students build on their knowledge and understanding of the units on jobs and places of work from KS3. They then apply grammatical knowledge of imperfect, simple future and near future tenses and use these when they learn to discuss their future plans.

Spring 2

Freetime

Students build on their knowledge and understanding of the units on sports and hobbies from KS3. They learn to apply grammatical knowledge of stem changing irregular verbs and preterite (past) tense of regular and irregular verbs and use this learning when they describe their hobbies and interests.

Summer 1

Festivals in France

Students build on their knowledge and understanding of the units on French festivals and countries from KS3. They consolidate grammatical knowledge of interrogatives, two tenses together (past and near future), tense and infinitive phrases. and use all this learning to discuss their festival preferences and compare differences between French and English culture.

Summer 2

Time to STRIVE for success!

The French Year 10 Super-Curriculum

	Super-Curricular Activity
1	Future Career Project: Research a career that interests you and investigate qualifications, salary expectations, language requirements, international opportunities and employability skills. Evaluate how French could support your future education and career pathway. <i>Outcome: Develop an understanding of the value of languages in education, employment and the global workplace.</i>
2	Healthy Living Investigation: Research healthy eating habits and lifestyle choices in France and compare them with those in the UK. Consider diet, exercise, wellbeing and attitudes towards health. Present your findings through a report, poster or presentation. <i>Outcome: Understand how lifestyle choices influence health and wellbeing in different cultures and evaluate similarities and differences between countries.</i>
3	French Media Challenge: Watch a French television programme, news report, documentary or online video and produce a review analysing the language, themes, audience and cultural references. <i>Outcome: Develop listening skills and confidence in understanding authentic French-language media while recognising cultural perspectives.</i>
4	French Film Studies Project: Watch a French film or documentary extract and evaluate its themes, characters, messages and cultural significance. Support your ideas with evidence from the film. <i>Outcome: Develop analytical and evaluative skills through authentic French cinema and gain a deeper appreciation of French-speaking cultures.</i>
5	Food and Lifestyle Investigation: Research a traditional French dish and investigate how food habits vary across French-speaking countries. Explore how geography, history and culture influence cuisine. <i>Outcome: Understand how food reflects culture, traditions, identity and lifestyle in the Francophone world.</i>
6	French Festivals and Traditions Project: Research a French-speaking festival such as La Fête de la Musique, Le Festival de Cannes, Le Carnaval de Nice or Mardi Gras. Explore its origins, traditions, cultural significance and relevance today. <i>Outcome: Develop an understanding of how festivals and traditions reflect cultural values, heritage and national identity.</i>

The Geography Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The GCSE curriculum will develop a broader and deeper understanding of locational contexts, including a greater awareness of the importance of scale and the concept of global introduced at KS3. Students will gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography. Running parallel to this, students will be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. The intention is to continue to stimulate the boys to think even more deeply about their place in the world, their values and their rights and responsibilities to other people and the environment.

What Students Will Learn

Throughout Year 10, students will study a variety of physical and human geography concepts, with content being drawn from KS3 Geography and deepening their understanding of the processes, places and skills they have learnt previously. There will also be an element of fieldwork in the summer term.

Topic 1: Hazardous Earth: A study of the global circulation of the atmosphere and changing climate. Also, two in-depth studies of an extreme weather hazard (Tropical Storms: Hurricane Katrina and Typhoon Haiyan.)

Topic 2: Development Dynamics: An understanding of the scale of global inequality. Plus, an in-depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world.

Topic 3: The UK's Evolving Physical Landscapes (Geology and Rivers): An overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus, an in-depth study of a river landscape.

Topic 4: The UK's Evolving Physical Landscapes (Coasts): A detailed study of a coastal landscape looking at change and conflict.

Topic 5: Physical Fieldwork (River study): Cardingmill Valley fieldwork follow-up: Assessing flood risk along the valley. The fieldwork will generate both qualitative and quantitative data that will be presented, analysed and conclusions drawn back in the classroom.

Topic 6: The UK's Evolving Human Landscape: An overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. A case study of a major UK city (Birmingham).



CURRICULUM ROADMAP Geography Year 10

Hazardous Earth 1

An understanding of the global circulation of the atmosphere and changing climate. Plus, two depth studies of an extreme weather hazard (tropical cyclones) at contrasting locations.

Autumn 1

Autumn 2

Hazardous Earth 2

An understanding of the earth's structure and the causes, impacts and responses to tectonic hazards (earthquakes and volcanoes). Plus, two depth studies of tectonic hazards (earthquakes) at contrasting locations.

Development Dynamics (India Case Study)

An understanding of the scale of global inequality. Plus, a depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world.

Spring 1

Spring 2

UK's Evolving Physical Landscape

An overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus, one depth studies of distinctive landscapes – River processes and pressures (River Severn)

River Fieldwork

Students undertake an investigation, including fieldwork and research, carried out at Ashbrook River, Cardingmill Valley. They examine an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Students also examine in-depth studies of distinctive landscapes – Coastal change and conflict.

Summer 1

Summer 2

UK's Evolving Physical Landscape (Birmingham)

Students are given an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, they examine a case study of a major UK city - Dynamic UK cities (Birmingham).

Time to STRIVE for success!

The Geography Year 10 Super-Curriculum

	Super-Curricular Activity
1	Fieldwork Investigation Visit a local river, coastline, or urban area and collect data such as traffic counts, beach profiles, or river velocity measurements. <i>Outcome: Develop practical fieldwork skills and improve understanding of geographical enquiry methods required for GCSE assessments.</i>
2	Geography Documentary Watch documentaries such as Planet Earth, Climate Change: The Facts, or natural hazard case studies and make summary notes. <i>Outcome: Strengthen knowledge of physical geography processes and real-world examples.</i>
3	News Tracking Journal Follow geography-related stories in newspapers or online news sites each week and create a case study scrapbook. <i>Outcome: Improve awareness of current geographical issues and build up-to-date case study knowledge.</i>
4	OS Map Skills Practice Use Ordnance Survey maps to practise grid references, contour interpretation, and route planning during walks or hikes. <i>Outcome: Increase confidence with map skills and interpretation needed for exams.</i>
5	Weather Observation Project Keep a daily weather diary recording temperature, rainfall, cloud cover, and wind direction over a month. <i>Outcome: Build understanding of weather patterns, data collection, and presentation techniques.</i>
6	RGS: Young Geographer of the Year Competition The Young Geographer of the Year is our annual geography competition for students, recognising the outstanding work of the next generation of geographers. https://www.rgs.org/schools/competitions/young-geographer-of-the-year <i>Outcome: Prize given by RGS</i>

The History Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The GCSE topics are designed to help students understand change, causation, consequence, significance, and interpretations through different periods of history, both within Britain and worldwide. This will ensure they have an understanding of the world they live in today.

What Students Will Learn

The History curriculum in Year 10 will focus on two AQA GCSE modules. The first module studied is Britain: Health and the People, c1000-Present Day. This thematic study focuses on how medicine and public health has developed over a long period of time. Students will consider the scale, nature and consequences of events that took place, using the skills honed from Year 7-9 to form significant judgements and forming links on how developments occur. The second module studied will be the module 'Norman England 1066-1100'. This unit is a depth study focussing on examining the impact the Norman conquest had on England. Alongside this, students are expected to complete regular homework on AQA's Conflict and Tension: The First World War to consolidate their Year 9 learning.

Health and the People c.1000 - Present Day

Students will take a thematic study approach to understanding how developments in medicine have occurred across a thousand-year period. Students will analyse how some areas of medicine have been hindered and how these problems have been overcome.

Norman England, c1066-1100

Students will examine the social, economic and political impact that the Norman conquest had upon England from 1066, analysing change and continuity within England as well as looking at how the Norman Church and Monasticism influenced religious practices.



CURRICULUM ROADMAP History Year 10

Britain: Health and the People 1

Students build on their KS3 learning about the influence of monarchy and religious institutions to support the KS4 content. They undertake a thematic study of the developments within medicine c.1100 to present day, focusing on causes and treatments over time for Paper 2.

Autumn 1

Britain: Health and the People 2

Students apply their knowledge of continuity and change and continue their Thematic Study, now focusing on Surgery and Anatomy over time for Paper 2. Students apply their critical source analysis skills exploring a range of academic extracts.

Autumn 2

Britain: Health and the People 3

Students begin applying knowledge of continuity and change while they continue their Thematic Study, now focusing on Public Health over time for Paper 2. Students apply their critical writing skills exploring the context of the theme and how this developed over time.

Spring 1

Norman England c.1066 - 1100 1

Students apply their critical interpretation analysis skills exploring the Norman conquest and the establishment of control over England.

Spring 2

Norman England c.1066 - 1100 2

Students continue to apply knowledge of continuity and change. They continue their British Depth Study, now focusing on the social, economic and political impacts that the Normans had on England.

Summer 1

GCSE Review and PPE Preparation

Students engage in structured reflection on their learning, drawing upon analysis of their skills through RAG evaluations. Through both teacher feedback and self-assessment, they are able to identify areas for development and implement targeted improvements. This process supports students in effectively accessing their PPEs and prepares them for progression into the next academic year.

Summer 2

Time to STRIVE for success!

The History Year 10 Super-Curriculum

	Super-Curricular Activity
1	BBC documentaries- Pain, Pus and Poison: The Search for Modern Medicines Task: watch the documentary and look at how doctors went from searching for antidotes, to using poison as a treatment. Answer: How has medicine evolved? Are there areas of continuity over time?
2	The Butchering Art by Lindsey Fitzharris Task: Read the book to gain a deeper understanding and learn about case studies in medicine from 19 th century London.
3	School History Project: Females within Medicine. Task: An independent research piece of your choice. Consider: Why was this female key individual significant? How can this link to the male key individuals studied within the topic?
4	The Rest is History Podcast – WW1 series. Task: Listen to the history debate into the myth that weapons caused a stalemate. Answer: How far did the inventions of new weapons contribute to the stalemate?
5	A Time Travellers Guide to Medieval History by Ian Mortimer Task: Create a time traveller survivor guide. Consider: Where to live, what to eat and drink, what to wear, how society is organised, work and daily life, religion and beliefs, dangers to avoid and entertainment and leisure.

The Music Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

In Year 10, students follow the Eduqas GCSE Music specification. They will build on their KS3 musical experience through the development of performance, composition and listening skills. Students will learn how to create and develop musical ideas, refine their performance skills and deepen their understanding of music theory, the elements of music and key terminology.

What Students Will Learn

Throughout Year 10, students will develop their disciplinary literacy, build key compositional skills, and refine their performance, listening and analytical skills.

Theory of Music

Students will revisit key music theory concepts, including traditional notation, chords, key signatures and intervals, to ensure a secure understanding of the fundamentals of music theory. They will then explore the elements of music in greater depth, developing their analytical skills and expanding their use of specialist musical vocabulary. This knowledge underpins all Areas of Study and supports both listening and composition work throughout the course.

NEA: Performance

Students will continuously develop their performance skills, building confidence as performers and receiving ongoing feedback on their accuracy, technical control, interpretation and expression in line with exam board criteria, in preparation for their NEA solo and ensemble performances in Year 11.

NEA: Composition

Students will explore a range of compositional techniques and learn how to create, develop and refine their own musical ideas. Using music technology, they will build skills in writing melodies, chord sequences, accompaniments, and in structuring compositions effectively. This will then lead to students preparing for their NEA free composition in a genre of their choice.

AoS3: Film Music

Students will explore the film music industry, examining how composers use musical devices and the elements of music to create effective scores that establish appropriate atmosphere and support visual storytelling.

AoS4: Popular Music

Students will examine the musical idioms and techniques associated with a range of popular music styles, with a particular focus on rock, pop, fusion and Bhangra. They will also study the context and analyse in depth the key musical features of the set work *Africa* by Toto.



CURRICULUM ROADMAP Music Year 10

Music Theory and Elements of Music/NEA: Performance

Students examine standard notation and elements of music in depth, learning key vocabulary and applying this to different genres and musical history. In preparation for their Performance recordings, students develop their performance skills on chosen instrument, improving accuracy, fluency, technical control & expression.

Autumn 1

Film Music and NEA: Free Composition

Students build on their prior knowledge of film music and elements of music, by learning key vocabulary specific to film music and developing understanding of composers' use of music to enhance mood, character and narrative. Students begin applying compositional skills to NEA Free Composition and create a piece in a genre and ensemble of their choice, building on their strengths, often by writing for their own instrument. Through this process, they produce a more sophisticated composition that integrates the elements of music.

Autumn 2

Composition and Film Music

Students build on their composition skills by analysing a wider range of compositional techniques in greater depth and prior knowledge through focused practical tasks. Students learn key vocabulary specific to film music and develop their understanding of composers. They also learn how to structure 10-mark responses, demonstrating their listening and analytical skills

Spring 1

Popular Music

Students build on their prior knowledge of popular music from KS3 and further build and develop on their understanding of the elements of music. They learn key vocabulary specific to popular music and develop their understanding of how these elements are used across styles including rock, pop, hip-hop, fusion, and bhangra music. This module prepares them for the appraising examination.

Spring 2

Set work: Africa - Toto 1

Students develop a detailed analytical understanding of Africa by Toto, exploring how it represents features of popular music within AOS4. They listen critically and apply their knowledge of the elements of music to explain how the piece is constructed and develops, using appropriate key vocabulary. This deepens their understanding of the wider popular music context and strengthens their skills in notation and score reading. Students are also required to answer questions on this set work in the appraising examination.

Summer 1

Set work: Africa - Toto 2

Students develop a detailed analytical understanding of Africa by Toto, exploring how it represents features of popular music within AOS4. They listen critically and apply their knowledge of the elements of music to explain how the piece is constructed and develops, using appropriate key vocabulary. This deepens their understanding of the wider popular music context and strengthens their skills in notation and score reading. Students are also required to answer questions on this set work in the appraising examination.

Summer 2

Time to STRIVE for success!

The Music Year 10 Super-Curriculum

	Super-Curricular Activity
1	Music Theory If you enjoy learning about music theory and want to learn more about notation, key signatures and musical vocabulary; work your way through the ABRSM Theory of Music books. There are also graded examination papers you can take once you have finished each book to see how much you have understood.
2	Orchestral Live Watch a live orchestral performance at Birmingham Symphony Hall and write a review about it. Has this inspired you to go and watch more classical music?
3	Compose for Fun Explore the use of music software to write arrangements and compose. You can get free and student versions of most software including Dorico, MuseScore, GarageBand and Logic. (There are many more!) all with lots of tutorials you can watch on YouTube to get more familiar with the software and enhance your skills!
4	Go to a Concert Watch a live popular music concert at one of Birmingham's venues e.g. Utilita Area or watch performances on YouTube and write a review about it. Was it as good as you expected? Can you compare it to any other popular music concert you may have seen recently?
5	Composer Masterclass Watch masterclasses and interviews on YouTube from some of the best film music composers – John Williams, Danny Elfman and Hans Zimmer. This will help you learn about film score writing and hopefully inspire you with some ideas for your free composition/composition to a brief coursework.
6	Toto If you enjoy the set work Africa by Toto, you could listen to Toto's albums on Spotify (or other music platform) to broaden your music listening and potentially gain inspiration for your free composition/composition to a brief coursework.

The Personal Development **Year 10 Curriculum**

Curriculum Intentions and Building on Prior Learning

In Year 10, the curriculum reflects the realities of adolescence, future employment, adult relationships and wider societal influence.

What Students Will Learn

Independence, Health and Wellbeing

This unit prepares students for the increasing independence of Key Stage 4. They will develop effective study skills, learn how to make informed choices about their health and lifestyle, explore ways to maintain positive wellbeing and understand the influences that can affect the decisions they make.

Navigating the Online World

Students will develop a balanced understanding of artificial intelligence and its growing influence on everyday life. They will explore how AI shapes the information they see, understand the limitations of generative AI, consider how it can affect their understanding of the world and examine the potential risks of AI chatbots, including their impact on relationships and wellbeing.

Friendship, Diversity and Challenging Extremism

This unit helps students build positive, respectful relationships while celebrating diversity and inclusion. They will learn to recognise and challenge bullying behaviours, understand how people can be drawn into extremism and develop the confidence to challenge extremist ideas and promote respectful communities.

Study, Work and Careers

Students will be prepared for the world of work by helping them understand what to expect during work experience and make the most of the opportunity. They will reflect on the skills they have developed, learn how to write an effective CV and begin preparing for their next steps after school, including further education, training or employment.

Exploring Consent, Abuse and Healthy Relationships

Students will develop the knowledge and confidence to build safe and respectful relationships. They will deepen their understanding of consent, recognise the signs of abusive behaviours, explore the impact pornography can have on attitudes and relationships and learn practical strategies to manage pressure, persuasion and coercion.

The Personal Development

Year 10 Super-Curriculum

	Super-Curricular Activity
1	Independence, Health and Wellbeing Suggested Video/Article/Podcast How to Stay Calm Under Pressure – TED-Ed (YouTube) Explore Further Young people face increasing pressure and responsibility as they become more independent. What habits and strategies help people maintain positive physical and mental wellbeing during stressful periods?
2	Navigating the Online World Suggested Video/Article/Podcast How False News Can Spread – BBC Ideas (YouTube) Explore Further Online information can shape opinions, behaviours and beliefs. How can young people critically evaluate whether online content is trustworthy, biased or manipulative?
3	Friendship, Diversity and Challenging Extremism Suggested Video/Article/Podcast The Danger of a Single Story – TED Talk by Chimamanda Ngozi Adichie (YouTube) Explore Further Stereotypes and prejudice can influence how individuals and groups are treated in society. Why is it important to challenge discrimination, intolerance and extremist narratives?
4	Consent, Abuse and Healthy Relationships Suggested Video/Article/Podcast Tea and Consent – Thames Valley Police (YouTube) Explore Further Healthy relationships rely on respect, communication and equality. Why is understanding consent and recognising coercive or abusive behaviours important in modern society?
5	Study, Work and Careers Suggested Video/Article/Podcast What Employers Really Look For – BBC Bitesize Careers Explore Further Employers increasingly value communication, resilience and adaptability alongside qualifications. What skills and qualities are most important for future success in education and employment?

The Sports Studies Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The music curriculum in Year 8 will build on students' prior knowledge of music from Year 7 and prepare them for future musical experiences by continuing to further develop their understanding and use of the musical elements in a combination of performing, composing, listening, theory and evaluating activities. In music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into becoming well-rounded musicians.

What Students Will Learn

Throughout Year 8, students continue to explore music through a broad range of performing, composing, and listening activities, developing key musical skills and understanding of the elements of music. The curriculum builds upon knowledge and skills built in Year 7 and continues a strong foundation for success in Key Stage 3 Music.

Western Classical Music

Students explore the Theme and Variations form by creating their own arrangement of Mozart's Ah vous dirai-je, Maman. They use the elements of music to develop and transform the theme. Students also study significant composers from different musical eras and learn a selected Western Classical work on keyboard, developing their notation reading, music literacy, and performance skills.

Development of the Blues

Students explore the cultural context, key features, and development of Blues music. They perform and record a Blues piece using techniques such as the 12-bar blues and walking bass lines, and improvise melodies using the Blues scale. Students then examine the influence of Blues on Rock and Roll, identifying shared musical features, before sequencing a classic Rock and Roll song using music software.

Music and Rhythms of the World

Students explore the cultural context and musical features of styles and rhythms from around the world. Through a range of independent, small-group, and whole-class activities, they develop both individual and ensemble performance skills. Students strengthen their musical literacy through performing and understanding rhythmic concepts such as polyrhythms and key djembe drumming techniques, while also developing their ability to perform and arrange music in a range of styles.



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP Sports Studies Year 10

Increasing Awareness of Outdoor and Adventurous Activities (OAA) 1

Students will learn the different types of OAA activities in task and understand local, regional and national opportunities. They will also identify National Governing Bodies (NGBs) and their role.

Autumn 1

Increasing Awareness of Outdoor and Adventurous Activities 2

Students will learn the different types of OAA activities in task and understand local, regional and national opportunities. They will also identify National Governing Bodies (NGBs) and their role. They will be able to explain factors affecting participation in OAA and the facilities available as well as the appropriate equipment and clothing for different activities.

Autumn 2

Increasing Awareness of Outdoor and Adventurous Activities 3

Students explain the physical benefits of OAA and complete practical exam. They understand how OAA can support personal development and complete a risk assessment for a chosen activity.

Spring 1

Increasing Awareness of Outdoor and Adventurous Activities 4

Students design a plan on a chosen OAA activity and design this event. They evaluate their OAA activity and identify strengths and weaknesses of personal performance whilst referring to the environment, terrain and climate.

Spring 2

Performance and Leadership in Sporting Activities 1

Students will demonstrate skills and techniques in two sporting activities, applying tactics and showing effective performance under pressure. They will also plan a sports activity session and consider the safety requirements of this and the objectives needed to meet the group needs.

Summer 1

Performance and Leadership in Sporting Activities 2

Students will demonstrate skills and techniques in two sporting activities, applying tactics and showing effective performance under pressure. They will deliver a sport activity session, leading this and evaluate their leadership and performance.

Summer 2

Time to STRIVE for success!

The Sports Studies Year 10

Super-Curriculum

	Super-Curricular Activity
1	Learn to play some new classical music songs from: Really Easy Piano: Classical Greats 9781849385879. Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! What do you like about classical music?
2	See an orchestral performance at Birmingham Symphony Hall and write a review of the performance. How did the location enhance the performance and your experience?
3	Learn to play some new Blues music on piano: Really Easy Piano: Blues 9781780382418 Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! Who is your favourite Blues musician, and why?
4	Learn to improvise with instruments using BBC Bitesize: Improvisation - with instruments - KS3 Music - BBC Bitesize What do you like most about improvising, and why?
5	Try some Samba body percussion play-along tracks on YouTube, such as: https://www.youtube.com/watch?v=L_G97WiWqHs Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! What do you like most about improvising, and why?
6	Create your own junk percussion https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z4msnrd This is a really fun activity to do alone or with friends. Are you brave enough to video your junk percussion experiments and share them with your teacher?

The GCSE PE Year 10 Curriculum

Curriculum Intentions and Building on Prior Learning

The music curriculum in Year 8 will build on students' prior knowledge of music from Year 7 and prepare them for future musical experiences by continuing to further develop their understanding and use of the musical elements in a combination of performing, composing, listening, theory and evaluating activities. In music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into becoming well-rounded musicians.

What Students Will Learn

Throughout Year 8, students continue to explore music through a broad range of performing, composing, and listening activities, developing key musical skills and understanding of the elements of music. The curriculum builds upon knowledge and skills built in Year 7 and continues a strong foundation for success in Key Stage 3 Music.

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Music and Rhythms of the World

Students explore the cultural context and musical features of styles and rhythms from around the world. Through a range of independent, small-group, and whole-class activities, they develop both individual and ensemble performance skills. Students strengthen their musical literacy through performing and understanding rhythmic concepts such as polyrhythms and key djembe drumming techniques, while also developing their ability to perform and arrange music in a range of styles.



CURRICULUM ROADMAP GCSE PE Year 10

Anatomy and Physiology

Students will develop knowledge and understanding of the structure and function of the skeletal, muscular, cardiovascular, and respiratory systems and their impact on performance in physical activity and sport. They will apply this knowledge to analyse movement, performance, and the effects of exercise and training on the body.

Autumn 1

Anatomy and Physiology

Students will develop knowledge and understanding of the structure and function of the skeletal, muscular, cardiovascular, and respiratory systems and their impact on performance in physical activity and sport. They will apply this knowledge to analyse movement, performance, and the effects of exercise and training on the body.

Autumn 2

Physical Training

Students will understand the components of fitness, principles of training, and methods of training used to improve performance and maintain a healthy active lifestyle. They will apply training principles to practical activities, evaluate fitness data, and design appropriate training programmes.

Spring 1

Physical Training

Students will understand the components of fitness, principles of training, and methods of training used to improve performance and maintain a healthy active lifestyle. They will apply training principles to practical activities, evaluate fitness data, and design appropriate training programmes.

Spring 2

Practical Performance in Physical Activity and Sport

Students will demonstrate advanced skills, techniques, and tactical awareness across a range of practical activities while applying rules and strategies effectively in competitive situations. They will evaluate performance, identify strengths and areas for development, and apply feedback to improve overall effectiveness.

Summer 1

Performance Analysis and Evaluation

Students will analyse and evaluate their own and others' performances to identify strengths, weaknesses, and areas for improvement. They will apply knowledge of skill development, fitness, tactics, and training methods to create effective action plans for progression.

Summer 2

Time to STRIVE for success!

The GCSE PE Year 10 Super-Curriculum

	Super-Curricular Activity
1	Learn to play some new classical music songs from: Really Easy Piano: Classical Greats 9781849385879. Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! What do you like about classical music?
2	See an orchestral performance at Birmingham Symphony Hall and write a review of the performance. How did the location enhance the performance and your experience?
3	Learn to play some new Blues music on piano: Really Easy Piano: Blues 9781780382418 Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! Who is your favourite Blues musician, and why?
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6	Create your own junk percussion https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z4msnrd This is a really fun activity to do alone or with friends. Are you brave enough to video your junk percussion experiments and share them with your teacher?