

# Year 10: Spring

| Year 10 | Spring 1   | Spring 2   |
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| English | <p>This term, Year 10 students will study <i>The Boy Who Harnessed the Wind</i>, a powerful memoir exploring resilience, innovation and the impact of education. Through close reading and creative responses, students will develop a range of reading, writing and oracy skills, strengthening their ability to analyse texts, express ideas clearly, and communicate confidently. The unit also offers strong cross-curricular links to science, geography and sustainability, encouraging students to explore environmental issues, renewable energy and global challenges through literature.</p> |  |
| Maths   | <b>GCSE</b>  |  |
|         | <b>Geometry</b>  | <b>Proportions and Proportional Change</b>   |
|         | Angles and Bearings<br>Working with circles<br>Vectors   | Probability<br>Ratio and Fractions<br>Percentages and Interest   |
|         | <b>Functional</b>  |  |
|         | <b>Proportion and Ratio</b> – scaling and sharing in a ratio<br><b>Scale drawing</b> – drawing to scale and actual size<br><b>Probability</b> – expressing probability in words/figures<br>Problem solving using money   | <b>Number</b><br>Decimals<br>Percentage Applications<br>Data Handling<br>Measures of Average   |
| Science | <b>Preventing, Treating and Curing Disease</b>   | <b>Rates of Reaction &amp; Radiation and Risk</b>  |
|         | <ul style="list-style-type: none"> <li>• Spread of communicable diseases</li> <li>• Viral Diseases</li> <li>• Bacterial Diseases</li> </ul>  | <ul style="list-style-type: none"> <li>• What are chemical reactions?</li> <li>• Progress of a reaction</li> <li>• Calculating rate</li> </ul> |

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|           |   | <ul style="list-style-type: none"> <li>Defence against disease</li> <li>The human immune system</li> <li>Vaccination</li> <li>Medicines</li> <li>Testing new drugs</li> <li>Genetic engineering</li> <li>Stem Cells</li> </ul>  | <ul style="list-style-type: none"> <li>Effect of temperature</li> <li>Effect of concentration</li> <li>Effect of surface area</li> <li>Collision theory</li> <li>Activation energy</li> <li>Bond breaking and bond formation</li> <li>Catalysts</li> <li>Enzymes</li> <li>Reversible reactions</li> <li>Equilibrium</li> <li>Energy level of atoms</li> <li>Radioisotopes</li> <li>Half life</li> <li>Radioactivity</li> <li>The risks of radiation</li> </ul> |
| Computing | Word Processing   |   | Presentations  |
|           | ICDL  |   | ICDL   |
|           | Online safety message   |   |  |
|           | <ul style="list-style-type: none"> <li>Safer Internet day 10/2/26</li> <li>Smart tech, safe choices – Exploring the safe and responsible use of AI</li> </ul> |   |  |
| Options   | Art   | Component 1 – Internally Set Assignment   | Component 1 continued  |
|           |   | <p>Learners will choose a starting point and produce a personal response.</p> <p>Learners will produce a body of creative work that will begin at researching other artists work to gain inspiration, through to creating their own to initial ideas. At the final stage of the project, they will create their own personal and meaningful response to their chosen theme.</p> | <p>Learners will continue with their chosen theme from the previous half term and will work towards completing their personal and meaningful response.</p> <p>Their work will be marked according to how well you have shown evidence of:</p>  |

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|  |              |   | <ul style="list-style-type: none"> <li>• Developing ideas through investigations, demonstrating critical understanding of sources.</li> <li>• Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• Recording ideas, observations and insights relevant to your intentions as work progresses.</li> <li>• Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> |
|  |              | <b>Henry VIII and his ministers Part 1</b>  | <b>Henry VIII and his ministers Part 2</b>   |
|  | History      | Students are beginning their Paper 2 content on Henry VIII and his ministers. They will research in depth into Thomas Wolsey and discuss his failures and accomplishments as Henry's minister. Then religion will be the core theme, learning how Henry became the head of the Church of England and why he broke away from the Catholic church and Rome.   | Following on from the previous half term, students will learn about Thomas Cromwell and his success as a chancellor and Henry VIII most trusted confidant. Also, discussing how their relationship changes over time and the impact this has on Henry's reign. Then considering Henry deals with opposition from the Catholic church and the rebellions in his own country.  |
|  |              | <b>Advanced carpentry and assessment</b>  | <b>Internal Decorating</b>   |
|  | Construction | <ul style="list-style-type: none"> <li>• Cabinet making</li> <li>• Internal carpentry operations</li> </ul>   | <ul style="list-style-type: none"> <li>• Masking off, cutting in</li> <li>• Tiling</li> <li>• Repairing wall damage</li> <li>• Wall painting</li> <li>• Wallpapering</li> </ul>  |
|  |              | <b>Unit 1: Introducing the Hospitality Industry</b>   |  |
|  | Hospitality  | This unit explores different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides. It further explores how these products and services are offered in a range of settings to meet the requirements of different hospitality areas. Another area of investigation is how hospitality interacts with other industries, gaining knowledge and understanding of these important business relationships. Finally, investigation into the trends and issues that affect how hospitality businesses function. Here you will explore the significance of a range of distinct factors affecting business operations, discovering how the hospitality industry responds and manages the impact of these influences. |  |

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|  | Business | <b>Unit 1: Introduction to Business</b><br><br>What is a business and what does it do? The term ‘business’ can cover anything from a sole trader in a local market to a multinational corporation selling products to millions of people all over the world. This unit introduces you to the language and terminology used in business. You will explore different types of business ownership and how they relate to the size and scale of a business. You will also explore how the type of ownership impacts on the responsibilities of the owners of a business. By combining all this with looking at different types of business model, you will begin to understand how diverse the world of business is. You will use your understanding of business language to investigate what businesses do. You will examine their aims and objectives; how important it is that they know their market and their understanding of the influence of their stakeholders. You will gain an understanding of how and why businesses carry out market research to gain a better understanding of the market. You will have the opportunity to review the marketing mix of a selected business and make suggestions for improvement. | <b>Unit 2: Finance for Business</b><br><br>All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. In this unit, you will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running the business. You will then explore the ways in which the sale of products and services generates revenue, so that you can develop your understanding of profit. Next, you will examine how businesses plan for success and learn about the techniques used to assist the planning process. In particular, you will learn how to calculate the breakeven point – the point at which sales equal costs (fixed and variable). All sales over the breakeven point produce profits, while any drop-in sales below that point will produce losses. You will be introduced to the benefits of breakeven analysis to ensure that a business knows how and when to prevent losses. |
|  | PSHE     | <b>Work Experience</b><br><br>Students will learn; <ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>  | <b>Exploring Influence</b><br><br>Students will learn; <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media’s impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>   |