

Year 10 Essential Information

Colchester County High School for Girls

2025-2026



Year 10 Essential Information

The Year 10 Tutor Team

Madame Ollite	10C	kollite@cchsg.com
Mr Fogarty	10O	pfogarty@cchsg.com
Ms Lawson	10L	klawson@cchsg.com
Miss Picciau	10H	spicciau@cchsg.com
Mrs Meadows	10E	ameadows@cchsg.com
Ms Box	10S	pbox@cchsg.com

The first point of contact is the Year 10 Tutor

Contacting us

Mrs Pye	Examinations Officer	exams@cchsg.com
Mrs Ward	Pastoral Assistant, Years 9, 10 & 11	jward@cchsg.com
Mrs Daniels	Year Leader Y10 & 11, SENCO & Associate to SLT	kdaniels@cchsg.com
Mrs Ashworth	Pastoral Support, Y10 & 11	sashworth@cchsg.com
Mrs Frost	Associate Principal - Pastoral	dfrost@cchsg.com
Mr Kidby	Associate to SLT, SENCO	kkidby@cchsg.com

Dates for your diary

November

7	Spanish Immersion Visit (until 10 November)
10	Progress Check 1 sent home
19 & 20	Centre for Computing History trip

January

28	Intermediate Maths Challenge
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March

5	Year 10 Parent Consultation Evening
16	Year 10 Examinations (until 20 March)
27	German Immersion Visit (until 31 March)

April

27	Exam results sent home
27	Work Experience week (until 1 May)

June

9	GCSE Geography Fieldwork Trip
15	Year 10 Reports sent home
16	GCSE Geography Fieldwork Trip
17	NEA Drama Performance
26	French Immersion Visit (until 29 June)

July

1	Activities Day
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Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Teamwork with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG introduced an anonymous online reporting system 'Whisper' to enable students to report more freely; This can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs Daniels kdaniels@cchsg.com

Deputy DSL:

Mrs Frost	dfrost@cchsg.com
Dr Parrott	sparrott@cchsg.com
Mrs Hughes	shughes@cchsg.com
Mr Kidby	kkidby@cchsg.com
Mrs Sharp	ksharp@cchsg.com
Mr Snow	ssnow@cchsg.com
Mr Maulkerson	dmaulkerson@cchsg.com
Mr Gordon	bgordon@cchsg.com
Mrs Ashworth	sashworth@cchsg.com

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance. The school target for attendance is 97%.
- ▶ We expect students to attend every day that the school is open. There is a direct link between attainment and attendance.
- ▶ Attendance for most students is actually between 98% -100%.
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Email** us at studentabsence@cchsg.com by 08:45 to tell us why your child is absent, and when you expect them to return.
- ▶ The school will only grant days at home for **genuine** illness (please see the guide next page).
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Help your child to catch up with missed work.

Please note that holidays taken in term time cannot be authorised.

Punctuality

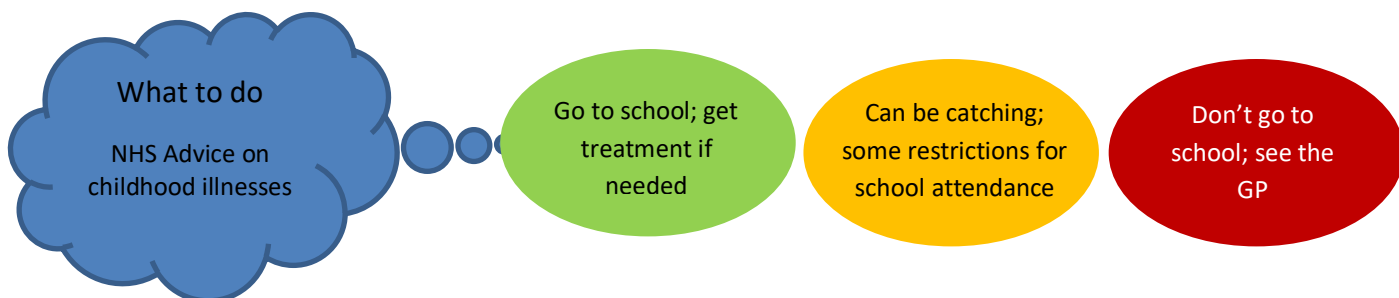
Daily lateness adds up:

- | | |
|-------------------|-------------------------------|
| ▶ 5 minutes late | 3 days lost per school year |
| ▶ 10 minutes late | 6.5 days lost per school year |
| ▶ 15 minutes late | 10 days lost per school year |
| ▶ 20 minutes late | 13 days lost per school year |
| ▶ 30 minutes late | 19 days lost per school year |

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with timetabled activities. In addition, students might also miss any announcements of importance to them.

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What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters		Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands		GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)		GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)		Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.		GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.		GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.		GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.		GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.		Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.		Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat		Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.		GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Wellbeing Support and Early Help

Pastoral Team – Form Tutor, Year Leader and Pastoral Assistant 1:1 meetings and monitoring.

MHST Team (previously WARMS) – Appointments by Year Leader referral. Drop-in sessions are also available.

YES – Appointments by Year Leader referral.

e-Safety - Who you can turn to:

All students receive e-Safety guidance both in lessons and assemblies and the school utilises filtering and monitoring software. However, we strongly encourage parents to take an active role in monitoring their child's on-line and social media activity to ensure they are safe. You can find more helpful information on the e-Safety section of the CCHSG website or alternatively access the websites below. If you have a specific e-Safety concern regarding one of our students then please do not hesitate to contact the school safeguarding lead, Mrs Daniels, or a member of the pastoral team. There is a weekly e-Safety update in the parent and student bulletin and there will be e-Safety events taking place during the school year.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Mr Nachman (cnachman@cchsg.com) – CCHSG e-Safety coordinator

Mobile phones must remain turned off during the school day.

CCHSG Curriculum Intent

The curriculum at Colchester County High School for Girls is designed to enable students to:

- develop a depth of knowledge
- have a richness of experience
- develop their strength of character

Year 10 PSHCE Curriculum Intent

The aims of the PSHCE curriculum are:

- To equip young people with knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- To develop young people's capacity to make sound decisions when facing risks
- To support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Key Themes:

Health Education	Relationships and Sex Education (RSE)	Living in the Wider World	Careers
• Preparing for exams and alleviating stress • Physical and emotional health • Great expectations • Self Harm • Social media and self esteem • Mental health • Binge drinking	• Sharing sexual images • Identifying unhealthy relationships • Pressure, persuasion and coercion • Sextortion • Coppa Feel (Breast Health)	• Managing finances • Parenting • Extremism • Gangs and County Lines • Jack Petchey Speak Out Challenge	• Apprenticeship talks • Researching possible placements

Subject Examination Board Specification	Text book	Website
Art & Design Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html http://www.bbc.co.uk/schools/gcsebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
Biology Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes GCSE Edexcel Biology (for grade 9-1 course) - New version Published by CPG	Website with full specification: https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/gcse-biology-spec.pdf Useful revision sites: http://www.docbrown.info/gcsebiology.htm https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f https://www.physicsandmathstutor.com/biology-revision/ Required practical videos: https://www.youtube.com/watch?v=SX6mo-w1AExI&list=PLAd0MSIZBSsHv1pioWRdg-pZCWTo84cdP (core practicals)
Chemistry Edexcel 1CH0	Chemistry for You by Lawrie Ryan <u>GCSE Chemistry Edexcel: Revision Bundle CGP Books</u>	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf Useful revision sites: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/ Edexcel GCSE Chemistry 2018 Save My Exams Core practical video links: GCSE Science video links sheet.pdf (pearson.com)
Computer Science OCR J277	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote Online resources Teach-ICT Username: co33us Password: python1 GoCodelt Seneca Learning ISAAC Computer Science	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ http://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://student.craigndave.org/ https://www.gocodeit.online/

Drama WJECeduqas 601/8420/6 C690QS	Not applicable	http://www.eduqas.co.uk/
English Language AQA 8700	CGP GCSE AQA English Language (For exams in 2026 and beyond) Revision Guide ISBN: 9781782943693	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
English Literature AQA 8702	Not applicable -a range of texts are used: An Inspector Calls Romeo & Juliet Poetry Anthology Pride And Prejudice	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
French AQA 8652	GCSE French Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login. AQA GCSE French Higher Student Book Publisher: Oxford University Press ISBN 978 1382045780	https://www.aqa.org.uk/subjects/languages/gcse/french-8658 www.tv5.org http://www.languagesonline.org.uk/
Geography AQA 8035	AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922 GCSE Geography AQA Student Book 2nd Edition Publisher: Oxford University Press ISBN-13: 9781382029124 GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632 GCSE Geography AQA Complete Revision & Practice ISBN: 9781782946137	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc https://www.coolgeography.co.uk/

German AQA 8662	GCSE German Higher (AQA) Students will have access to an electronic copy of the textbook and resources using an individual Kerboodle login. AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 9781382045896	http://www.aqa.org/ https://www.languagesonline.org.uk www.memrise.com/ https://learngerman.dw.com/en/learn-german/s-9528 https://www.bbc.co.uk/bitesize/subjects/z8j2tfr https://german.net/exercises/ Sharepoint: 0 - AA - ALL LISTENING GCSE Sharepoint: 0 - AA - ALL QUESTIONS READING
Graphic Communication Edexcel 1GC0	Not applicable Visiting Art and Design exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html http://www.bbc.co.uk/schools/gcsebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
History AQA 8145	Oxford AQA GCSE History; Germany 1890-1945 AQA GCSE History; Understanding the Modern World AQA GCSE History; Health and the People AQA GCSE History; Elizabethan England c1568-1603 Oxford AQA GCSE History; Thematic Studies c.790-Present Day Oxford AQA GCSE History; Conflict and Tension in Asia 1950-1975	http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources
Latin OCR J282	Own “in house” course following the GCSE specification. Resources: Latin Stories: A GCSE Reader Latin to GCSE 2	https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/ https://latinvocabularytester.com/

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Mathematics Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	http://www.edexcel.org.uk/ www.corbettmaths.com www.nrich.maths.org www.bbc.com/education www.mathsgenie.co.uk www.drfrostmaths.com
Music EDUQAS C660QS	WJEC/Eduqas GCSE Music Student Book: Revised Edition. Publisher: Illuminate Publishing. ISBN-13: 978-1912820696 OR GCSE WJEC/EDUQAS Complete Revision and Practice. Publisher Coordination Group Publications Ltd (CGP) ISBN-13: 978-1837740055	https://www.eduqas.co.uk
Physical Education AQA 8582	AQA GCSE (9-1) PE - Ross Howitt & Mike Murray Revise AQA GCSE (9-1) Physical Education Revision Guide – Jan Simister Revise AQA GCSE (9-1) Physical Education Revision Workbook – Jan Simister	GCSE Physical Education Specification Specification for first teaching in 2016 (aqa.org.uk) https://pages.theeverlearner.com/2024-aqa-gcse-pe-revision https://thepeclassroom.com/aqa-gcse-pe-revision-resources/
Physics Edexcel 1PH0	Physics for You by Keith Johnson	http://www.edexcel.com/ https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://senecalearning.com/en-GB/ https://isaacphysics.org/ https://cognitoedu.org/
Psychology Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain et al Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html

Religious Studies OCR J625	OCR GCSE (9-1) Religious Studies by Lorraine Abbott My Revision Notes OCR GCSE (9-1) Religious Studies by Lorraine Abbott OCR GCSE Religious Studies: Christianity, Islam and Religion, Philosophy and Ethics in the Modern World from a Christian Perspective by <u>Chris Eyre</u> (Author), <u>Julian Waterfield</u> (Author), <u>Waqar Ahmad Ahmedi</u> (Author)	https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/ <u>Useful revision sites:</u> <u>GCSE Religious Studies - OCR - BBC Bitesize</u> https://www.bbc.co.uk/bitesize/examspecs/zhwy7nb <u>Ben Wardle - YouTube</u>
Spanish AQA 8692	GCSE Spanish Higher (AQA) Students will have access to an electronic copy of the textbook and resources using an individual Kerboodle login. AQA GCSE Spanish Higher Student Book Publisher: Oxford University Press ISBN 9781382046008	AQA Spanish GCSE GCSE Spanish https://www.languagesonline.org.uk https://quizlet.com/user/Miss-Picciau/sets <u>GCSE Spanish - BBC Bitesize</u> https://conjuguemos.com/activities/spanish/verb/1

Please contact the Head of Department for subject specific queries

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Clayton (Head of Science)	aclayton@cchsg.com
Chemistry	Mr Garland	jgarland@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Miss Simcock	asimcock@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Swettenham	mswettenham@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Freeman	lfreeman@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Mrs Bridge	sbridge@cchsg.com
Religious Studies	Miss Clark	pclark@cchsg.com

Recording Progress in Year 10 2025-26

Students' attainment and progress will be measured using the GCSE Grades 9 to 1.

In Year 9 each student was issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point, but also took into consideration progress in Years 7 and 8.

Progress Checks and School Reports issued during Year 10 will provide a Working at Measure (GCSE Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **may achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

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School Mock Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 10 Mock Examinations in the spring term.

Attitude to Learning

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

The Attitude to Learning descriptors are as follows:

<u>Outstanding</u> 1	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
<u>Good</u> 2	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
<u>Requires improvement</u> 3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
<u>Poor</u> 4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

Year 10 Information Evening
Year 10 Curriculum Outline 2025/26

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design (GCSE): Fine Art Pearson Edexcel 1FA0	TOPIC: THEMATIC COMPONENT Reconnection with drawing - Key Skills: objective observation, media & annotation –mark making inc. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation. • Generating ideas, visual research, developing & refining original source material • linking contextual studies • extending and refining ideas • meeting assessment objectives • experimenting with different materials and techniques • resolving problems • realising ideas / presenting final work	TOPIC: THEMATIC COMPONENT AND YEAR 10 MOCK EXAM Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria. • how to generate interesting/original ideas • understanding controlled assessment • impact/presentation • preparation studies for mock examination • gallery visit / contextual links • reflection for progression • personal outcome(s)	TOPIC: THEMATIC COMPONENT Key Skills: media selection/ critical reflection/contextual/cultural understanding/sculpture/3D construction or animation. • portfolio development • printmaking • Sculpture • Stop frame animation • preparing for end of year assessment and maximising impact and presentation • Vanitas/memento mori Introduction of the thematic summer project (The Human Condition) summer project development
Art and Design (GCSE): Graphic Communications. Pearson Edexcel 1GC0	THEMATIC COMPONENT: Packaging Harry Potter Visit (Film Graphics Workshop) Key Skills: objective observation, packaging design and net creation, typography, photography, 3D rendering where relevant. • Generating ideas, visual research, developing & refining original material • meeting assessment objectives	COMPLETION OF THE THEMATIC COMPONENT AND YEAR 10 MOCK EXAM Refining outcomes towards a conclusion for the thematic component MOCK EXAM PROJECT: Delivered to produce evidence evenly across AO1, AO2, AO3 and AO4. Key Skills: Research and development, contextual understanding with focus on history of Royal Mail and the British	THEMATIC COMPONENT: SELF-DIRECTED Key Skills: Design for good, observational, media & annotation, digital illustration, typography, design for publication, photography and computer aided image manipulation. • Generating ideas, visual research, developing & refining original source • linking contextual studies • extending and refining ideas • meeting assessment objectives

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	experimenting with materials and techniques Careers in creative industries. Realising of intermediary ideas and refining plans towards an outcome.	postal service, development of own ideas from a personal starting point.	experimenting with different materials and techniques
Biology (GCSE) Pearson Edexcel 1B10	- Osmoregulation - Plants	- Plants (cont'd) - Ecosystems	- DNA, variation and inheritance - Cell division and genetic modification
Chemistry (GCSE) Pearson Edexcel 1CH0	- Basic concepts - Separating and purifying - Acids - Mole calculations - Structure and bonding	- Gases - Earth and the atmosphere (recap) - Exam Revision - Organic chemistry 1 (Hydrocarbons) - Organic chemistry 2 (Fuels)	- Ionic equations and precipitation - Electrolysis - Reactivity series and metals
Computer Science (GCSE) OCR – (9-1) - J277	2.3 Producing robust programmes 1.3 Computer networks, connections, and protocols - Practical programming lessons	1.4 Network Security 1.2 Memory and storage (part 2) – - Exam preparation - Year 10 Examination	1.6 Ethical, legal, cultural, and environmental impacts of digital technology - Practical Programming Project - Programming days x2 (Matrix Days)
Drama (GCSE) WJEC Eduqas 3690QS	An introduction to the course. Practitioners and Genres: Stanislavski - Realism Brecht – Alienation, didactic theatre and gestus Physical Theatre Musical Theatre Student led practitioner/genre research: Emma Rice – Finding new ways to produce popular works Berkoff and Subverting theatrical convention Artaud and Theatre of Cruelty Craig and pure emotion/arrested development Boal – Theatre of the Oppressed Grotowski – Poor Theatre Maeterlinck – Theatre of Symbolism	Revision of Set Text Launch of NEA – Component One, Devising Theatre Year 10 Examination Section B – Review writing	Rehearsal and development of Devised Theatre piece. Performance, completion of portfolio and evaluation in timed conditions. Launch of performance from a text unit

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	Meyerhold – Non naturalism in a realistic play Peter Brook – Empty Theatre T.I.E Using stimulus material to create theatre Mock devising unit – performance, portfolio and evaluation		
English (GCSE) Language AQA 8700 Literature AQA 8702	• <i>An Inspector Calls</i> preparation for Literature Paper 2. • Romeo and Juliet – preparation for Literature Paper 1.	• Unseen poetry – preparation for Literature Paper 2. • Non-fiction texts plus non-fiction writing – preparation for Language Paper 2 (Year 10 Examination).	• Fiction extracts and creative writing – preparation for English Language Paper 1. • Power and Conflict Poetry – preparation for Literature Paper 2.
French (GCSE) AQA 8652	Revision, consolidation and extension of grammar Theme 1: People and Lifestyle Unit 3: Education and Work Unit 4: Free-time activities Vocabulary tests, Translations, Essays, Dictations, Role Play, Photo card, Conversations End of Topic Assessment Cultural Capital: • Musique Francophone • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA	Revision, consolidation and extension of grammar Theme 2: Popular Culture Unit 5: Customs, festivals and celebrations Unit 6: Celebrity Culture Year 10 Examinations Vocabulary tests, Translations, Essays, Dictations, Role Play, Photo card, Conversations End of Topic Assessment Cultural Capital: • Musique Francophone • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA	Revision, consolidation and extension of grammar Practice Exam questions Vocabulary tests, Translations, Essays, Dictations, Role Play, Photo card, Conversations End of Topic Assessment Cultural Capital: • Musique Francophone • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA
Geography	Urban Issues & Challenges • Urban development in an LIC/NEE	Physical Landscapes in the UK –	Geographical Applications • Geographical Fieldwork

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(GCSE) AQA 8035	• Urban development in an HIC • Urban sustainability	• Coastal processes and geomorphology • Coastal management • Rivers processes and geomorphology • Flood risk and river management	
German (GCSE) AQA 8662 German Higher text book OUP Foundation pages for all topic	Revision of grammar from Years 7, 8 and 9 Theme 1 – People and Lifestyle • Present Tense • Reflexive Verbs • Perfect Tense • Imperfect Tense • Verb as second idea • Family • Hobbies • Education and work	Theme 2 – Popular Culture • Future tense with werden • Modal verbs • Adjective endings • Question words • Word order – Time, manner, place • Free time • Customs, festivals and celebrations • Celebrity culture	Theme 3 – Communication and the world around us • Indefinite and indirect pronouns • Consolidation of tenses • Accusative vs Dative Case • Consolidation of modal verbs • Travel and tourism • Media and technology • The environment and where people live
History (GCSE) AQA 8145	Escalation of conflict in Vietnam ○ The end of French colonial rule and the emergence of the Viet Cong ○ The nature of and reasons for US involvement in Vietnam ○ President Johnson's escalation of the war and: tactics used by both sides and why the Tet Offensive was a turning point in the conflict. The ending of the conflict in Vietnam ○ The war under President Nixon and how he tried to de-escalate US involvement ○ Opposition to war and the reasons why the media coverage of the conflict is so controversial ○ The end of the war and the reasons why the USA lost the conflict	Britain: Health and the People (Paper Two) • Context for Medieval Period ○ Prehistoric ○ Ancient Egyptians ○ Ancient Greece ○ Ancient Rome • Medicine stands still ○ Medieval medicine ○ Medical progress ○ Public health in the Middle Ages	The beginnings of change ○ The impact of the Renaissance on Britain ○ Dealing with disease ○ Prevention of disease A revolution in medicine ○ Advances in medical science in nineteenth century Britain ○ Improvements in public health

Year 10 Essential Information

Latin (GCSE) OCR J282	• Revision of grammatical points • New Grammar [Ablative Absolute, Gerundive; Accusative and Infinitive] • Translation exercises	• Translation exercises • Finish GCSE Grammar and Revision • Begin Literature Prose Set Text	• Translation exercises and comprehensions • Finish Prose Set Text
Mathematics (GCSE) Pearson Edexcel 1MA1	8) transformations and constructions 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations 8.5 Bearings and scale drawings 8.6 Constructions 1 8.7 Constructions 2 8.8 Loci 9) Equations and inequalities 9.1 Solving quadratic equations 1 9.2 Solving quadratic equations 2 9.3 Completing the square 9.4 Solving simple simultaneous equations 9.5 More simultaneous equations 9.6 Solving linear and quadratic simultaneous equations 9.7 Solving linear inequalities 10) Probability 10.1 Combined events 10.2 Mutually exclusive events 10.3 Experimental probability 10.4 Independent events and tree diagrams 10.5 Conditional probability 10.6 Venn diagrams and set notation	11) Multiplicative reasoning 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion 12) Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids 13) More trigonometry 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2	14) Further statistics 14.1 Sampling 14.2 Cumulative frequency 14.3 Box plots 14.4 Drawing histograms 14.5 Interpreting histograms 14.6 Comparing and describing populations 15) Equations and graphs 15.1 Solving simultaneous equations graphically 15.2 Representing inequalities graphically 15.3 Graphs of quadratic functions 15.4 Solving quadratic equations graphically 15.5 Graphs of cubic functions 16) Circle theorems 16.1 Radii and chords 16.2 Tangents 16.3 Angles in circles 1 16.4 Angles in circles 2 16.5 Applying circle theorems

Year 10 Essential Information

Music (GCSE) EDUQAS C660QS	Component 1: Mock solo performance Component 2: Compositional tasks in relation to the AoS AoS3 Film Music	Component 1: Mock ensemble performance Component 2: Compositional tasks in relation to the AoS AoS1 Musical Forms and Devices Set Work: <i>Badinerie by Bach</i>	Component 1: Tea-time concert and performance of the set work Component 2: NEA Free composition AoS4 Popular Music Set Work: <i>Africa by Toto</i> End of Year Listening Assessment
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Physical Education (Core)	All students cover a range of team games and individual sports on a rotation. These can include: • Netball • Swimming (waterpolo) • Gym • Dance • Basketball • Football • Rugby • Table Tennis • Cross Country • Orienteering • Socio-cultural sports tasters			• Socio Cultural Sport Tasters (Ultimate Frisbee, Tchoukball, Goalball, Volleyball) • “Athletics and Rounders World Cup” - competition where students are split into even teams and compete in events to win points for their team		
	Theory focus: • Recapping basic muscles and bones • Recapping Importance of the warm up and cool down • Axis of rotation (gymnastics) • Leadership of warm up and cool down		Theory focus: • Applying components of fitness to sports (fitness testing) • Revisit GOAL Setting • Revisit Motivation • Revisit Heart Rate and Training Zones • Leadership roles in sport		Theory focus: • Socio-Cultural Factors effecting sport • Sportsmanship and team cohesion	
Physical Education (GCSE) AQA 8582	Theory	Practical	Theory	Practical	Theory	Practical
	• Goal Setting	• Netball • Cross country/athletics	• Skill and Ability • Arousal	• Netball • Cross country • Badminton	• Social Groups • Commercialisation of Sport	• Athletics • Swimming • Badminton

Year 10 Essential Information

	• Basic Information Processing • Guidance and Feedback	• Badminton • Table Tennis	• Stress Management • Aggression and Personality • Motivation	• Swimming	• Technology in sport • Prohibited substances • NEA – Coursework (component of fitness strength and weaknesses and skill strength and weaknesses, then action plans).	
Physics (GCSE) Pearson Edexcel 1BH0	• Space and the Universe • DC Electricity		• Static Electricity • Magnetism		• AC and Magnetism	
PSHCE	• Recovering your physical and emotional health • Great Expectations • Mental Health 1 • Social Media, Self Esteem/Body Image • Careers 1 • Finance Lesson 1 • Finance Lesson 2 • Self-harm		• Preparing for exams and alleviating stress • Coppa Feel (Breast health) • Identifying Unhealthy Relationships • Pressure, Persuasion and Coercion • Sharing Sexual Images • Sextortion • Careers 2		• Parenting • Extremism • Gangs and County Lines • Binge Drinking • Careers 3 • Mental Health 2	
Psychology (GCSE) Pearson Edexcel 1PS0	Core Topic 5: Social influence – How do others affect you? • The key features of obedience, conformity, deindividuation, bystander effect • The factors affecting bystander intervention, • including: personal factors + situational factors • Conformity to majority influence and factors		Core Topic 4: The brain and neuropsychology – How does your brain affect you? • The structure and function of the brain, including – temporal, occipital, frontal, parietal lobes and the cerebellum. • Knowledge of the lateralisation of function in the hemispheres, e.g. role of the left hemispheres • The Strengths and weaknesses of lateralisation as an explanation of sex differences between males and females		Option Topic 8: Perception – How do you interpret the world around you? • Knowledge, examples of, and the reasons for, monocular and binocular depth cues: • visual cues for example - superimposition • Knowledge, examples of, and the reasons for, visual constancies, to include; shape, colour, size • The Direct Theory of Perception (Gibson, 1996) including; sensory input, optic flow, invariants and affordances and the strengths and weaknesses of Gibson. • Constructivist Theory of Perception (Gregory,	

Year 10 Essential Information

	• affecting conformity to majority influence, including: personality and situation • Obedience to authority and factors affecting • obedience to authority figures, including personality and situation • The behaviour of crowds and the individuals • within them and the effect of collective behaviour, including pro- and anti-social behaviour • The possible ways to prevent blind obedience to authority figures • Possible practical activity	• The function of neurons and synapses including how neurons and synapses interact • The role of the central nervous system • The impact of neurological damage on cognitions and behaviour, including: 'visual agnosia' and 'prosopagnosia' and their symptoms • The impact of damage to the pre-frontal cortex • The key studies of Damasio et al (1994) The Return of Phineas Gage: Clues • About the Brain from the Skull of a Famous Patient and Sperry (1968) Hemisphere Deconnection and Unity in •	• 1970) including sensory input, perceptual hypothesis, inferences, prior knowledge and the strengths and weaknesses of Gregory. • The effects of motivation, expectation, emotion and culture on perceptual set The key studies of Haber and Levin (2001) and Carmichael, Hogan and Walter (1932)
Religious Studies (GCSE) OCR J625	Paper 3 Religion, philosophy and ethics in the modern world from a Christian perspective continued: The existence of God, gods and ultimate reality.	Paper 3 Religion, philosophy and ethics in the modern world from a Christian perspective continued: Religion, peace and conflict.	Paper 3 Religion, philosophy and ethics in the modern world from a Christian perspective continued: Dialogue between religious and non-religious beliefs and attitudes.
Spanish (GCSE) AQA 8698 Spanish Higher textbook OUP F (foundation) pages for all topics.	Revision, consolidation and extension of grammar and vocabulary from Year 9. Theme 1: People and lifestyle Topic 1: Identity and relationships with others Topic 2: Healthy living and lifestyle Topic 3: Education and work	Theme 2: Popular culture Topic 1: Free time activities Topic 2: Customs, festivals and celebrations Topic 3: Celebrity culture	Theme 3: Communication and the world around us Topic 1: Travel, tourism, including places of interest Topic 2: Media and technology Topic 3: The environment and where people live

Year 10 Essential Information

Year 10 Homework Timetable 2025-26

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	Block B Art (MSA), Computing (AGU), French (KOL), Geography (JKI), History (SSA), Psychology (KPH), Religious Studies (PCL), Spanish (LZA)	Maths (All)		Block A Graphics (KCR), German (SPG), Geography (MHO), History (SPI), Music (FJE), PE (LFN), Psychology (SBI), Spanish (SPC)	Maths (All)
		Block D Graphics (KCR), Computing (CNA), Drama (MCU), French (SSN), Geography (NKE), History (IPZ), Psychology (SBI)		Block C Art (MSA), Computing (AGU), German (GAR), Geography (JKI), History (KKI), Latin (MSW), Psychology (SBI), Spanish (SPC)	
AA	English		Chemistry, English		Biology, Physics
BB	English		Biology, Physics		Chemistry, English
CC	English	Biology	Physics, English		Chemistry
DD	English	Biology	Physics, Chemistry		English
EE	English	Biology	Physics, English		Chemistry
FF	Physics	Biology	Chemistry, English		English
GG	Chemistry	Biology	English, Physics		English

Year 10 Essential Information

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	Block B Art (MSA), Computing (AGU), French (KOL), Geography (JKI), History (SSA), Psychology (KPH), Religious Studies (PCL), Spanish (LZA)	Maths (All)	Block D Graphics (KCR), Computing (CNA), Drama (MCU), French (SSN), Geography (NKE), History (IPZ), Psychology (SBI)	Block A Graphics (KCR), German (SPG), Geography (MHO), History (SPI), Music (FJE), PE (LFN), Psychology (SBI), Spanish (SPC)	Maths (All)
		Block C Art (MSA), Computing (AGU), German (GAR), Geography (JKI), History (KKI), Latin (MSW), Psychology (SBI), Spanish (SPC)			
AA	Chemistry, Biology		English	English	Physics
BB	English, Biology		English	Chemistry	Physics
CC	English, Biology		Physics	English	Chemistry
DD	English		Chemistry, Physics	English	Biology
EE	Physics	English	Biology	English	Chemistry
FF	Chemistry	Physics	Biology, English		English
GG	English, Physics		Chemistry	English	Biology

PRACTICAL ADVICE FOR TEENAGERS

NUTRITION	Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!
WATER	Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.
SLEEP	Your body needs rest. Have a good bedtime routine: • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.
BAD HABITS/PROPS	Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.
SHARE	Talk. Talk to someone about your problems - don't bottle up your feelings.
PRACTICAL ACTIVITIES	Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed: • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME.

Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Childline www.childline.org.uk Tel: 0800 1111
- Samaritans www.samaritans.org/how-we-can-help-you/contact-us Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over

Student Pastoral Support

Kooth and Mental Health Essex

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via www.kooth.com

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>



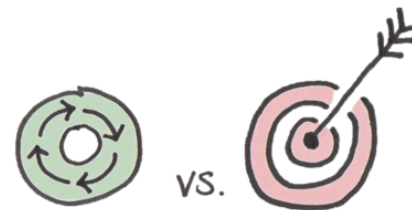
Create an effective revision system

Why create an effective system?

In Atomic Habits, James Clear states that “Goals are good for setting a direction, but systems are best for making progress” but what does he mean?

Whilst it is important to have clear goals for your exam results, having these goals are not enough, it is the systems you set up which enable you to achieve your goals and improve over a lifetime.

Therefore to maximise your chance of success, you need to create an effective revision system, using these tips.



Revision Spaces

We know that your working memory can only hold a small amount of information at once. Therefore in order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed. One way that you can free up space in your working memory is by working in an environment which is free from distractions – therefore creating an effective revision space is essential.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

Put the phone away

Whilst phones are a brilliant invention, research has found they have a negative impact on revision and learning.



Having your phone out reduces concentration, impacting working memory



It impacts on your sleep, especially the bright lights & distractions.



It produces FOMO (Fear of Missing Out) which reduces your motivation to revise



Having revision apps on your phone increases the chance of going on others

Sleep your way to success.

Whilst we encourage you to work hard before your exams, sleep is equally as important, and it is essential you get enough sleep. Research shows that sleep duration and quality improves memory and recall, helps your concentration, aids creativity, allows you to think clearer and helps your immune system. So it makes sense to prioritise good sleep!



- **Have regular bed time** – This keeps your body clock in a routine, aim for 8-10 hours a night.
- **Help sleep arrive** – Tire yourself out by exercising, put away your phone, stop gaming or watching TV 30 minutes before bed, don't drink coffee/energy drinks in the evening & make your room dark
- **Can't sleep?** – Don't go on your phone but read a book or something that occupies your brain

Your daily routine

