



Year 10 Autumn Curriculum Overview 2025

Form Tutors: Mrs Smith and Mr Yuill

English Mrs Roche	English Language IGCSE We will be studying for the English Language IGCSE alongside our Literature work this term, building on all the work that students did in KS3. In particular we will be looking at students' understanding and response to what they hear, read and experience, and their ability to communicate that in an effective, accurate and confident manner. Students will be encouraged to enjoy and appreciate a variety of language in a range of texts and environments, and to develop an understanding of themselves and others. English Literature IGCSE This term we will be beginning our study of the novel <i>Hullabaloo in the Guava Orchard</i> by Kiran Desai, which will be our main prose text for the IGCSE. We will be working to understand and have detailed knowledge of the text, to explore the novel beyond surface meanings, to recognise and appreciate ways in which the author uses language, structure and form to create and shape meaning and effects and also to communicate a sensitive and informed personal response to the novel. This will be interspersed with the study of a selection of the poems which are required for the course and which are from <i>Songs of Ourselves</i>.
Maths Mrs Hilton-Taylor	The students will continue with topics by revising their knowledge and skills gained in Key Stage 3 to secure the Foundation Tier learning objectives. Some students will then extend their understanding by progressing through the Higher Tier objectives (H). Trigonometry Students will: • extend and formalise their knowledge of ratio and proportion, including trigonometric ratios • apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right-angled triangles (and where possible, general triangles) in two and three (H) dimensional figures • know and apply the Sine Rule (H) and the Cosine Rule (H)

- know and apply the Area Rule **(H)** developing their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems

Congruence, Similarity and Enlargement

Students will:

- extend and formalise their knowledge of ratio and proportion in working with measures and geometry
- compare lengths, areas and volumes using ratio notation and/or scale factors; make links to similarity
- interpret and use fractional (and negative **(H)**) scale factors for enlargements
- apply the concepts of congruence and similarity, including the relationships between lengths, areas **(H)** and volumes **(H)** in similar figures
- develop their mathematical knowledge, in part through solving problems, including multi-step problems

Equations and Inequalities

Students will:

- consolidate their algebraic skills from Key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions
- translate simple situations into algebraic expressions or formulae; derive an equation, solve the equation, and interpret the solution
- select appropriate concepts, methods, and techniques to apply to the unfamiliar; interpret their solution in the context of the given problem
- recognise, sketch, and interpret graphs of linear functions,
- factorise quadratic expressions of the form $x^2 + bx + c$, $ax^2 + bx + c$ **(H)**
- solve quadratic equations algebraically by factorising, the quadratic formula **(H)** and completing the square **(H)**
- solve linear inequalities in one variable and quadratic inequalities **(H)**

Simultaneous Equations

Students will:

- translate simple situations into algebraic expressions or formulae; derive an equation (or two simultaneous equations), solve the equations and interpret the solution
- solve two simultaneous equations in two variables (linear/linear or linear/quadratic **(H)**) algebraically
- recognise, sketch, and interpret graphs of linear functions and quadratic functions

Biology Mr O'Hare	Edexcel International GCSE Biology and Edexcel International Science (Double Award) We will cover: The structure and functions in living organisms • Biological molecules • Movement of substances into and out of cells • Nutrition - flowering plants and humans • Respiration Homework will be set every week to consolidate learning
Physics Mrs Jones	Edexcel International Science GCSE Physics Double and Triple We will cover the topic of Energy.
Physics Mr Baldwin	Edexcel International GCSE Physics In Physics, the introductory topic of Experimental Techniques will provide the opportunity to develop their skills in making accurate and reliable measurements. They will continue to practise these skills as part of their study on Motion where students will revise their work on speed and link this to distance/time and speed/time graphs. In the second unit, Matter and Forces, students will build on their knowledge of pressure and density to investigate Hooke's Law and the relationship between force, mass and acceleration.
Chemistry Mrs Jones	Edexcel International Chemistry Double and Triple We will study the following Topics - Atomic Structure and Bonding - Separation Techniques and the particle model Homework will be set weekly but ongoing review and revision of topics is a requirement at this level.
Sport Ms Seabourne	Now that the students are in Key Stage 4, we are introducing a variety of new sports for them to experience and enjoy with their peers. These include table tennis, squash, pickleball, Eton Fives, and basketball. Students will also have access to the gym, where they will be shown how to use the cardio and weight machines, as well as free weights. Qualified instructors will guide them in planning their sessions to ensure effective training. For the first couple of weeks, we will remain at Fulbourn Recreation Ground to participate in tag rugby, football, dodgeball, and other games and fitness activities. After this initial period, we will move to the University Sports Centre, Philippa Fawcett Drive, CB3 0AS. We will leave school at 13:30 to begin activities at 14:00, returning to school around 15:30–15:45. Students will then have the remainder of their lunch break, supervised by myself.

	If you would prefer your child to be picked up from the university or allowed to make their own way home, please email the school giving your permission. The only exception to this schedule is when we are doing table tennis, for which we will leave school at 14:00 and return at 16:00. Please ensure that all students bring a water bottle, have hair tied up, no jewellery, and wear appropriate sportswear on Tuesdays. Travel to the university takes approximately 30 minutes, during which students may quietly listen to music, but eating on the buses is not permitted.
History Ms Vidal	We will begin our CAIE IGCSE History course (Syllabus 0977 Option B) by focusing on the Versailles settlement of 1919 and the history of Germany 1918 - 1934. Key topics this term will be: • The Treaty of Versailles and its impact on Germany • The start of the Weimar Republic and the early challenges to the new government 1918 - 1923; the Stresemann Era 1924 - 1928; the Great Depression and the rise of Adolf Hitler and the Nazi Party 1933. Students will be encouraged to be well organised and consider how best to organise their notes so that in the Spring of 2027, they have a full set of notes and can feel confident in their preparation for the IGCSE exam. Good study skills and organisation are a key feature of our first term in Year 10. We will also start to look at the IGCSE assessment requirements and work on Paper 1 and Paper 4 skills.
Geography Mr Chan	Edexcel IGCSE Geography We will begin the year with the topic of Hazardous Environments. This topic contains different types of hazards: Earthquake, volcanic and tropical cyclone hazards. Also we will have a deep discussion in their impacts and the human response in the short-term and longer-term. In the second half of the term, we will start the topic of the Urban Environments. This is a fascinating topic, as we all live in and experience settlements in various forms (as well as the associated problems). We will cover a variety of sub-topics, such as: • Urban growth • Urban resources management • Sustainable urban change Throughout the topic we will be looking at real-life case studies and using a number of resources like OS Maps, GIS and documentaries to support the studies. There will be opportunities for independent research, presentations and debates. Students are encouraged to keep their notes and exercise books well organised, as they will form a vital part of their revision throughout the course.

PSHE Mrs Venables	At Landmark International School we follow the PSHE Association Programme of Study. Students cover two competencies each term. This term these are as follows: Autumn Term 1: Mental Health This term, students will be exploring Mental Health, focusing on understanding mental wellbeing, managing challenges, and promoting emotional health during periods of change or transition. Students will learn about: • Strategies to manage challenges during adolescence and reframe negative thinking. • Ways to promote mental health and emotional wellbeing • The signs of emotional or mental ill-health and how to access support and treatment. • The portrayal of mental health in the media, and how to challenge stigma, stereotypes, and misinformation. • Common types of mental ill-health, such as anxiety and depression. • How to critically evaluate the impact of their own actions or experiences on their own and others' mental health. • The benefits of physical exercise, time outdoors, community participation, and voluntary or service-based activities on wellbeing and happiness. This unit is designed to help students develop the knowledge, strategies, and resilience to maintain positive mental health and support others in doing the same. Autumn Term 2: Financial Decision Making This term, students will be exploring Financial Decision Making, focusing on the impact of financial choices, managing debt, understanding gambling, and recognising the influence of advertising. Students will learn about: • How to effectively budget and evaluate savings options. • How to prevent and manage debt, including understanding credit ratings and pay day lending. • How data is generated, collected, and shared, and the influence of targeted advertising. • How thinking errors, such as the gambler's fallacy, can increase susceptibility to gambling. • Strategies for managing influences related to gambling, including online. • The relationship between gambling and debt.
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	• The law and illegal financial activities, including fraud and cybercrime. • How to manage risk in relation to financial activities. This unit is designed to help students develop the knowledge and skills to make informed financial choices, understand potential risks, and manage money responsibly.
Art and Photography Mr Yuill	The aim of this scheme of work is to give students the opportunity to complete a piece or pieces of work supported by preparatory studies, showing the journey from first ideas to a finished outcome(s). Work should be produced in a centre-determined preparation period and in a 5-hour timed examination. Work should respond to the theme and cover all Assessment Objectives. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. To achieve this, students will be exploring the theme of 'Gathering' where they will have the opportunity to explore different artists that link to the theme, the artists that have been selected will cater for all abilities and will offer a variety of techniques to explore. Students will use the artists that they have selected to help them develop their own final outcome that links to the theme. Skills covered: · Drawing · Photography · Mixed Media · Painting
Certificate of Personal Social Effectiveness (ASDAN) Mrs Venables	ASDAN – Working with Others: Citizenship and Community This term, students will begin building their portfolios as part of the Level 1/2 ASDAN Certificate in Personal and Social Effectiveness. The focus of this unit is Working with Others, with a particular emphasis on Citizenship and Community.

	Students will complete a range of formative A and B challenges to explore what makes a good citizen, understand politics and key political terms, and develop their communication and teamworking skills. The compulsory challenge for this unit is: ● WW/CC/B1: Work with others to raise money for a good cause The unit will culminate in a summative C challenge, which serves as the assessment for this topic. Students will apply the skills and knowledge they have developed throughout the term to successfully complete this final challenge. This unit is designed to help students develop practical teamwork skills, an understanding of their responsibilities as members of the community, and an awareness of citizenship in action.
Spanish Mrs Silvestro	This term students will start their IGCSE Spanish (0530) syllabus. To support their learning, they will use Cambridge IGCSE Spanish 3rd edition (each student has a copy of the textbook). They will also practise some CIE past papers. Our contents for this term will be: ● My home ● Life at home ● My eating habits ● Eating out Grammar: ● Adjectives/Prepositions ● Most common regular and irregular verbs in Present, Preterite, Future tense ● Interrogative pronouns ● Verbo gustar Culture: The “Spanglish” in Texas, a mix of Spanish and American cultures and language. <u>Homework</u> Set on Thursday; due on Wednesday.
French Mrs Smith	Students will begin their CIE IGCSE French course (7156) and we will be using the CIE textbook, which is supplemented by a grammar workbook, a study guide and other resources. This term we will be covering: <u>Language</u> Family, name and age, physical and character descriptions; relationships with others; free time at home; household chores; free time activities and hobbies; eating out; special occasions and festivals; going on holiday; countries and nationalities

	<u>Grammar</u> S'appeler and avoir; possessive adjectives; asking questions; revision of all three main tenses (perfect, present, future); adjectives; reflexive verbs; emphatic pronouns; negative expressions; giving opinions; expressions of quantity; prepositions; 'y' (there); the imperfect tense. <u>Homework</u> Homework will be set on Monday and due on Thursday. Students are expected to complete daily vocabulary work in addition. Little and often is the best method when learning a language. I would recommend 10-15 minutes per day on either Quizlet, Duolingo or self study using their vocab booklet.
Computer Science Mr Baldwin	This term we will begin by studying computer systems architecture including the CPU and then we will move on to study different types of computer memory and storage. We will also work on building programming skills in Python.
Music Mrs Wilson	Music GCSE is divided into 3 areas: performing, composing and appraising. During the term we will be working on each area simultaneously. Understanding Music • Reading treble and bass clefs • Key signatures and scales • Chords • Other types of scale: blues, pentatonic, modal • Duration, including time signatures, note values, ties, bars, rhythm dictation • The elements of music and how they will be used to analyse the set works • Introduction to the 8 set works • In depth study of Baroque music and one of Bach's Brandenburg Concertos • In depth study of one of Beethoven's piano sonatas and features of the classical and romantic periods of music Composition • Composition techniques including starting to write our own short musical themes • Harmonising with a bass line • Harmonising with chords and using inversions of chords • Adding interest in harmony • Composing to a brief and using the elements of music in our composition to achieve effects Performance • What makes a good performance? • Choosing the right piece • Evaluating your own performance

Sociology Mrs Wilson	We will start the term with a recap of key concepts in Sociology and a look at the structure of the course for the next two years. We will cover the main features of the major sociological theories of Functionalism, Marxism and Feminism as these will be used for analysis in all our subject topics, and we will begin the first of our areas of study. Sociology of Education We will analyse the development, place and role of education in society, particularly considering the following: • Types of educational provision • Roles and Functions of Education • The relationship between education and capitalism • Educational Achievement • Processes within schools As we look at these different areas, we will consider the research of key sociologists and look at the roles of gender, class and ethnicity in shaping an individual person's experience of education. Throughout, we will remember that sociology is a practical as well as theoretical subject and will make use of opportunities to develop our data analysis and presentation skills, and to consider research methods.
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