

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2025-26 – Subject										
Date	Wk	Week	Units Studied & Learning Outcomes		Key Concepts & Assessment					
8 weeks (?? Lessons) (38Days)										
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<ul style="list-style-type: none">Overview of Unit/No. lessonsLesson Sequence of Content: Lesson 1 Lesson 2 Lesson 3 etcUnit Learning Outcomes: GW BI EW <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)				<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links? Parent and Carers month/Black History month World afro day International day of sign languages world mental health day world teachers day World cerebral palsy dayAssessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
8-Sep	B	2								
15-Sep (INSET Friday)	A	3								
22-Sep	B	4								
29-Sep	A	5								
6-Oct	B	6								
13-Oct	A	7								
20-Oct	B	8								
Half-Term 7 weeks (?? lessons) (35 Days)										
3-Nov	A	9	<ul style="list-style-type: none">Overview of Unit/No. lessonsLesson Sequence of Content: Lesson 1 Lesson 2 Lesson 3 etcUnit Learning Outcomes: GW BI EW <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)				<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links? Mens health awareness month/disability confident month Diwali Remembrance Sunday Transgender awareness week World Diabetes Day World AIDS day Christmas DayAssessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
10-Nov	B	10								
17-Nov	A	11								
24-Nov	B	12								
1-Dec	A	13								
8-Dec	B	14								
15-Dec	A	15								
Christmas Holiday 6 weeks (?? lessons) (30 Days)										
5-Jan	B	16	<ul style="list-style-type: none">Overview of Unit/No. lessonsLesson Sequence of Content: Lesson 1 Lesson 2 Lesson 3 etc	<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links? LGBT+ History month						
12-Jan	A	17								
19-Jan	B	18								
26-Jan	A	19								
2-Feb	B	20								

9-Feb	A	21	<ul style="list-style-type: none"><u>Unit Learning Outcomes:</u> GW BI EW <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)				<p><i>Holocaust memorial day</i></p> <p><i>World Hijab Day</i></p> <p><i>Children's mental health week.</i></p> <p><i>Safer internet day</i></p> <p><i>Chinese New Year</i></p> <p>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Half-Term6 weeks (?? lessons) (28 Days)										
23-Feb	B	22	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u><u>Lesson Sequence of Content:</u> Lesson 1 Lesson 2 Lesson 3 etc<u>Unit Learning Outcomes:</u> GW BI EW <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)				<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links? <p><i>Women's history month</i></p> <p><i>Ramadhan begins</i></p> <p><i>World Down Syndrome day</i></p> <p><i>Transgender day of visibility</i></p> <p>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
2-Mar	A	23								
9-Mar	B	24								
16-Mar	A	25								
23-Mar	B	26								
30-Mar (finish Wednesday 1 st April)	A	ST1								
Easter Holiday5 weeks (?? lessons) (24 Days)										
20-Apr	B	ST1	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u><u>Lesson Sequence of Content:</u> Lesson 1 Lesson 2 Lesson 3 etc<u>Unit Learning Outcomes:</u> GW BI EW	<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links? <p><i>Good Friday</i></p> <p><i>Easter Sunday</i></p> <p><i>Autism and stress awareness month.</i></p> <p><i>World Malaria Day</i></p>						
27-Apr	A	29								
4-May (Bank holiday Mon)	B	30								
11-May	A	31								
18-May	B	32								

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Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Half-Term			7 weeks (?? lessons) (35 Days)							
1-Jun	A	33	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u><u>Lesson Sequence of Content:</u> Lesson 1 Lesson 2 Lesson 3 etc<u>Unit Learning Outcomes:</u> GW BI EW <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)				<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers links<i>Equality Diversity and Inclusion (EDI) links?</i> <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i> <p>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</p>
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
9-Jun	B	34								
16-Jun	A	35								
23-Jun	B	36								
30-Jun	A	37*								
7-Jul	B	38*								
14-Jul										
	A	39*								
(Total: 190 Days)										

*Weeks 37-39 are likely to be impacted by college visits, year rewards trip, sports day and work experience week.

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?