

Grade 10 curriculum offer (<i>subject to change</i>)				
Art and Design	Drama	English First Language	History	Languages Dutch or Foreign Language (electives), French Spanish German Chinese
Business Studies	Economics	English as a second Language	Geography	
International Maths	Music	PE	Co-ordinated Science	RISS Reach
			Environmental Management	
ICT	Enterprise	Computer Science	World Literature	Heritage Language (private study)

Topic: Art	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In their final year of the IGCSE Art & Design course, Grade 10 students complete and refine the coursework portfolio begun in Grade 9, demonstrating a clear development of ideas from initial research to resolved two- and three-dimensional outcomes. They focus on deepening technical skill, personal expression, and conceptual understanding. From January onward, students prepare for Paper 2, an externally assessed assignment based on a selected theme, culminating in an 8-hour final exam where they produce a finished artwork under exam conditions. Throughout the year, students reflect on the role of art in culture and society, enhance their visual communication skills, and build a cohesive body of work that is digitally submitted for IGCSE assessment.		

Curriculum	Coursework Project 2	The Mock Exam Project	The Exam Project
Concepts	Form, Perspectives		
ASSESSMENT	Portfolios, Reflections		

Topic: Business Studies	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Term 1, students develop a clear understanding of how businesses produce goods and services efficiently. They explore the key elements of operations management, including productivity, lean production, economies of scale, and quality assurance. Students learn how production decisions affect costs, competitiveness, and customer satisfaction. In Term 2, students develop essential financial literacy and begin to interpret the financial health of a business. They learn how to calculate, analyse, and understand core accounting concepts such as revenue, costs, profit, break-even analysis, cash flow forecasting, and final accounts. Students also explore why accurate financial information is vital for business decision-making and stakeholder confidence. By working with financial data, students strengthen numeracy skills and learn to make informed judgements about business performance. In Term 3, students examine how external factors shape business activity and influence decisions. They explore the impact of economic conditions, government policy, environmental forces, social trends, and globalisation. Students analyse how interest rates, inflation, exchange rates, and taxation affect business costs, demand, and competitiveness. They also consider the importance of ethical behaviour and environmental responsibility in modern business.		
Curriculum	<i>Operations management</i>	<i>Financial information and decisions</i>	<i>External influences on business activity</i>

Concepts	Change, Ethics, Sustainability and Creativity.
ASSESSMENT	-Paper 1 (1 hour 30 minutes), Short Answer and Data Response 50% [80 marks] -Paper 2 (1 hour 30 minutes) Case Study 50% [80 marks] -Research and presentations, -Socratic seminars

Topic: Computer Science	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Theory (Paper1)- The internet and its uses Software Automated and emerging technologies Practical (Paper 2)- Programming (Python) Boolean logic Databases After covering these topics, students will gain a comprehensive understanding of how modern technology operates and evolves. They will explore the structure and function of the internet, including its services, security concerns, and ethical implications. In studying software, students will learn about different types of software, their roles, and the software development process. They will also examine automated and emerging technologies such as AI, robotics, and their impact on society. On the practical side, students will enhance their Python programming skills, apply Boolean logic in decision-making processes, and develop a foundational understanding of databases, including data storage, retrieval, and basic SQL commands. This blend of theory and hands-on experience will prepare students to engage thoughtfully and effectively with current and future technologies.		

Curriculum	Programming Software	The internet and Cyber Security Databases	Automated and emerging technologies Boolean logic
Concepts	Thinking Skills: Critical Thinking - Analyzing ethical implications of AI and robotics.Evaluating internet privacy and security risks. Debugging Boolean logic and SQL queries. Creative Thinking : Design innovative programs using Python.Create database structures for real-world use cases Reflection: Self-assessing problem-solving strategies in programming.Evaluating one's growth in coding proficiency Research Skills - -Avoiding plagiarism in code. -Citing tech sources and articles in presentations or reports Organization - Planning multi-step Python/database projects		
ASSESSMENT	Term 1: Project work on programming. Test on Software. Term 2: Written Test on The internet and Cyber Security. Quiz on Databases Term 3: Test on Automated and emerging technologies Boolean logic Exam Skills		

Topic: Drama	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of the students' IGCSE Drama journey this school year, students will complete both their Coursework(3 performance pieces) and preparation for Component 1(Paper 1 - based on the study of two plays) In December we will complete recording 2 pieces of Coursework (Monologues and the Group Scripted piece), and complete the final piece of Coursework(Group Devised Piece) in February. After the Mock Exams, we will study the second of the two prescribed plays which prepares students for Section B of Paper 1. Through the study of the plays students will have studied the extract and explored it as practical theatre, investigating performing and staging opportunities.		

Curriculum	Component 1 - Paper 1	Coursework	Prescribed Plays
Concepts	Identity, Representation, Process, Power, Transformation, Relationships		
ASSESSMENT	Paper 1, Performance, Group Devised Piece.		

Topic: English as First Language	Term 1	Term 2	Term 3
Curriculum Intent / overview.	This year, students will review techniques for responding to reading comprehension questions. This includes making inferences about characters/content and using context clues to re-phrase complex vocabulary/phrases. Students will further develop descriptive writing skills by creating vivid imagery using sensory imagery as well as developing characters and setting. These skills will also be incorporated into practicing narrative writing, which will require character and plot development as well as writing dialogue. In addition, students will continue to practice writing letters, reports, articles, and reviews. Understanding different text types will be reinforced as will understanding and employing argumentative/persuasive techniques and structures.		
Curriculum	Can communication ever be 100% effective?	Writers' Workshop	Revision
Concepts	Communication, Perspectives, Communication, Creativity, Form		
ASSESSMENT	Paper 1 - Reading Comprehension and Persuasive Writing Paper 2 - Descriptive, Narrative and Persuasive Writing		

Topic: English and a Second Language	Term 1	Term 2	Term 3
Curriculum Intent / overview.	By the end of the students' IGCSE ESL journey, students will complete an oral exam, Paper 1 (Reading and Writing) and a Paper 2 (Listening). Students will continue to practice the four skills of Reading, Writing, Listening and Speaking throughout the year by reviewing all the text types, planning for their writing and creating listening practice for their peers (using, for example, CNN 10). Mock exams take place in December (Listening and Speaking) and January (Reading and Writing).		
Curriculum	Term 1 - Review of Reading and Writing, Plus Listening	Term 2, Review of text types	Term 3 - Exam period
Concepts	Identity, Relationships, Aesthetics, Communication, Creativity, Form		
ASSESSMENT	Formative Assessments: Quizzes Summative Assessments: Past paper practice, Reading and Writing, Listening and Oral Exams		

Topic: EAL 10	Term 1	Term 2	Term 3
Curriculum Intent / overview.	This is the second year of the skills-based course which aims to enhance students' grammar by focusing on specific grammar structures and using writing assignments to practice those skills in an authentic way. There is additional focus on report writing skills. Students read the book Tuesdays with Morrie, by Mitch Albom, which serves as a springboard for a reflective writing project using This I Believe from National Public Radio.		
Curriculum	Food and Health	Planet Earth, Novel Study	Written Project: This I Believe
Concepts	Community, Connections, Culture, Identity		

ASSESSMENT	Formative: in-class discussions, written examples, presentations Summative: Unit Quizzes, Final Written project
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Topic:Economics	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Building upon the foundations of year 1, students in Grade 10 continue to explore economic topics at a global stage. In Term 1, International Trade topics like protectionism, balance of trade and exchange rates are discussed. Students have to apply skills learned in grade 9 with regards to price system and macroeconomic issues to international trade topics. Topics studied in Grade 9 should be linked with international topics and students should be able to express their knowledge in well written structured essays. In Term 2 we focus on revising Grade 9 and Grade 10 Term 1 topics and practice exam writing skills. From term 3 onwards we will treat Economic Development topics. At the end of Grade 10 students should be able to make holistic informed judgements after discussing comprehensive economic concepts from different perspectives.		
Curriculum	International Trade	Economic Development	
Concepts	Macroeconomics, Protectionism, Choice, Efficiency, Standard of Living, Economic Development, Population, Trade,		
ASSESSMENT	Formative Assessments like quizzes, verbal questions and students showing diagrams on the whiteboard Summative Assessments like structured writing assessments		

Topic: Enterprise	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In term One the focus shifts to writing the coursework, gathering evidence of the entrepreneurial skills they have demonstrated so far. Students will review their enterprise project so far and make changes to their project to reflect what they have learned so far. They will reflect on successes and failures in the first year and use this to help inform their decision making. This will be used to help students to begin the process of writing their final reflections,		

	focusing on critically evaluating the planning and implementation of their enterprise projects. Students will also set new goals and will try to focus on making improvements and developing their enterprise projects. They will challenge themselves and learn to develop ways of improving their projects further. . In term Two, the focus for students is on developing their written skills further, focusing on analysing and evaluating different arguments for enterprise actions and strategies that the students have chosen within their enterprise project. Students will practice using the Point, Link, How/Why structure to develop their written responses to questions, using their entrepreneurial experiences to guide their written responses. In term Three, students will learn to analyse and evaluate the information within the pre-seen case study and start to utilise prior knowledge and skills to enable them to develop a clear and comprehensive understanding of the case study. Students will then develop their writing skills further, focusing on building depth to their longer answer arguments.		
Curriculum	Monitoring and evaluating their enterprise project	Monitoring and evaluating their enterprise project	Exam skills
Concepts	Judgement		
ASSESSMENT	1. Report + exam skills test 2. Exam skills test and finalised report 3. Exam practice - focus on long answer questions		

Topic: Geography	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students build research skills by conducting formal geographic investigations and writing structured coursework. They are also encouraged to read geographic texts independently and watch documentaries to deepen their understanding and earn extra credit. Learners develop effective presentation techniques to clearly visualise and explain geographic data. Emphasis is placed on clarity, audience engagement, and the thoughtful use of visual tools and media. Students work collaboratively on coursework investigations and share responsibility for publishing		

	and presenting their data. This teamwork fosters cooperation, shared problem-solving, and collective accountability. Time management and organisational strategies for coursework are introduced and practiced in class. Students take ownership of their planning, deadlines, and personal progress throughout the investigation process.		
Curriculum	Changing ecosystems Climate change	Development Changing economies	Resource provision Exam Prep Revision (normally only a few weeks)
Concepts	Sustainability, Place, Space, Process, Power, Change		
ASSESSMENT	The year may begin with finishing the coursework if it was not finished before the summer break. Then, the focus of the year will be shifted to cover the remaining units within the physical geography theme, with summative assessments relating to the units in term 1 (namely projects/tests/quizzes). Before the mock exams in January, the skills needed for Paper 2 (e.g. map skills, graph and image analysis) will be practised in class in peers/groups.		

Topic: History	Term 1	Term 2	Term 3
Curriculum Intent / overview.	During grade 10 students will finalize their coursework in term 1. Students will continue to work through the final depth study topic. The focus is on reinforcing essay writing and source analysis skills. Topics will focus on the end of World War II and the start of the Cold War which allows us to draw connections to current affairs and the socio-political situation of the world nowadays. The start of term two includes Mock exams where students will complete both papers in full. The final grade 10 unit on the amount that the US contained communism ends up being in a flipped format to encourage writing and analysis skills. Students finish grade 10 history with revision and consolidation activities. Students are also encouraged to write up their question of the week.		
Curriculum	Depth Study World War II	Origins of the Cold War How far did the US contain communism?	How successful was the USSR at controlling Eastern Europe? Revision/ Exams
Concepts	Significance, Continuity, Change, Ideologies, perspectives, causation consequence.		

ASSESSMENT	Coursework; Test on Paper 1 skills; Term 2: Mocks – formative assessments and question of the weeks; in class assessments and self marking on past paper questions. Paper 2 Skills test

Topic: Languages Dutch beginner	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In grade 10, students in the Dutch Beginners program receive three hours of Dutch per week. Lessons are aimed at providing students with the basic skills to communicate in the language of the country they are currently making their home in. Themes such as ‘Kennismaken en afspreken’, ‘Boodschappen doen en winkelen’, and ‘Op reis door Nederland’ will provide students the vocabulary to introduce themselves in conversation with native speakers, and to communicate with staff members in shops. Apart from listening and speaking, students will also practice their reading and writing skills, helping them to understand and provide information in their daily lives.		
Curriculum	Kennismaken en afspreken, feesten en familie	Boodschappen en winkelen	Op reis door Nederland
Concepts	Audience, form, function, meaning, message, patterns, pronunciation, word choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch intermediate	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	In grade 10, students in the Dutch Intermediates program receive three hours of Dutch per week. Lessons are built around engaging themes such as ‘de toekomst’, ‘Nederland’, and ‘Vakantie’. Students develop core skills in reading and listening comprehension, writing, speaking, vocabulary acquisition, spelling, and a mastery of various intermediate-level grammar topics such as the past tense. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in the IGCSE, and IB program.		
Curriculum	Geld en werk, de toekomst	Nederland	Vakantie
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch advanced	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The two-year Dutch Advanced course supports students in strengthening their command of the Dutch language while also developing critical thinking and communication skills. Throughout the program, students learn to express themselves clearly, accurately, and purposefully in both spoken and written Dutch. They gain confidence using a wide range of vocabulary and grammatical structures, learn to adapt their tone and style to different audiences, and explore how language is used in various contexts—both literary and non-literary. Students are assessed formatively and summatively across all four skills: reading, writing, listening, and speaking. By engaging with a broad variety of media and text types, they not only become more effective communicators but also gain insight into the role of language in shaping meaning and culture. In Grade 10, students build on the skills developed in the foundation year and begin working more directly towards the school’s Dutch language exams. Reading and listening activities become more complex, and students practise		

	writing longer, more structured texts such as formal and informal emails, articles, or descriptive reports. Grammar instruction continues, now with increased focus on accuracy, style, and text coherence. Students continue reading Dutch-language books and develop their ability to analyse characters, themes, and language use. They also explore how language functions in different domains, such as the workplace, education, and international contexts. For example, they may prepare presentations about career ambitions, write about future plans, or discuss cultural differences based on case studies or news events. Throughout Grade 10, students work towards becoming precise, thoughtful users of Dutch, capable of expressing opinions, analysing texts, and responding appropriately to a variety of tasks. The year ends with targeted revision and school-based exams, allowing students to demonstrate their progress across all four skills.		
Curriculum	De wereld van werk	De (internationale) wereld	Exam prep
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch first	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In the two year program students will build on their knowledge and understanding of the Dutch language, by gaining lifelong skills including: the ability to communicate clearly, accurately and effectively in writing / the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation / a personal style and an awareness of the audience being addressed / develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively. In this course, students study a range non-literary and literary texts in a variety of media. They will explore the crucial role language plays in communication and shaping the world. Students will also learn about their own roles		

	as producers of language and develop their productive skills. Assessment (formative and summative) is based on analysing and producing literary and non-literary texts in a written and spoken format. Grade 10 focuses on further refining students' language abilities and preparing them for final school exams. The program continues to emphasise the analysis of Dutch literature and non-literary texts while encouraging creative and critical writing. Students explore more complex topics, including politics and environmental issues, often expressing their opinions through speeches, reflective essays and creative writing. Oral skills are strengthened by preparing and recording speeches, and stylistic devices are explicitly taught to enhance their writing and presentations. Grammar and spelling instruction becomes more advanced, aligning with the increased demands of the exam year.		
Curriculum	Term 1 - Waarheid en Retoriek - Politiek maak jezelf	Term 2 - Consequenties - De strijd tegen het water	NA
Concepts	Communication, Perspective, Connections, Creativity, Culture, Global Interaction, Relationships, Identiteit		
ASSESSMENT	Throughout the two years, students' progress is assessed through a combination of formative and summative tasks, including written exams, oral presentations, and creative projects. This holistic approach prepares students not only for academic success but also for confident and independent use of Dutch in real-world contexts.		

Topic: Languages French	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 10 French, students complete their preparation for the Cambridge IGCSE French exam. They continue to develop their listening, speaking, reading, and writing skills through targeted practice and exposure to authentic French.		

	The class completes the second half of the IGCSE syllabus, covering topics such as future plans, environment, health, media, and global issues. Students review key grammar, refine their vocabulary, and strengthen their ability to understand and produce longer, more detailed texts. In January, students sit a mock exam under exam conditions to experience the format and expectations of the real IGCSE. This helps identify areas for improvement and prepare them both academically and mentally. Throughout the year, students work regularly with past papers and exam-style tasks, building confidence and accuracy in all four components of the exam. By the end of Grade 10, they are expected to express themselves clearly and accurately on a variety of topics, both in writing and in speech, and to demonstrate strong comprehension skills in listening and reading.		
Curriculum	L'environnement, les études supérieures -le monde du travail.	Communiquer - les nouvelles technologies.	Les voyages - Les défis d'aujourd'hui.
Concepts	Identity, systems, change, globalisation, development, communication, culture, connection, global interaction.		
ASSESSMENT	Student Portfolio, standardized test, written test, interactive oral		

Topic: Languages Spanish	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In the second and final year of the Cambridge IGCSE Spanish course, students will further develop their language skills through more complex topics including where I live, local environment and weather, study and future work. They will build on their grammatical knowledge by consolidating the present, past and future tenses and adding the conditional, as well as using a wide range of connectors and expressions to express opinions and ideas. Mock		

	exams will be held in January and cover all four skills: listening, reading, writing and speaking. The year concludes in April, followed by the official Cambridge exams in May. Due to the early end to lessons, the final term is dedicated to revision and exam preparation.		
Curriculum	The world around us	Mocks!	Exams!
Concepts	Changes, globalisation, strategy, place, possibility, consequence, causation, patterns, space		
ASSESSMENT	Student Portfolio, standardised test, written test, interactive oral		

Topic: Languages German	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 10, students will complete the final year of the IGCSE German course, with a strong focus on refining their skills in preparation for the final exam. Students will deepen their abilities in listening, reading, speaking, and writing through a variety of engaging themes such as the environment, future plans, and global citizenship. They will work with authentic texts and audio-visual materials to enhance comprehension and develop more sophisticated language use. In term 2, students will complete mock exams in all four skills to build exam technique, confidence, and time management. Formative and summative assessments will continue to guide progress, with emphasis on accuracy, communication, and a greater range of vocabulary and grammar.		
Curriculum	The world around us	Mocks!	Exams!
Concepts	Communication, Community, Culture, Global interaction, Identities, Relationship, Time and place		

ASSESSMENT	Written test, standardised tests, interactive orals
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Topic: Languages Chinese	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In the Grade 10 Chinese IGCSE course, students complete the IGCSE curriculum and strengthen their listening, speaking, reading, and writing skills through targeted practice. In the Term 1, students study the themes <i>'Personal and Social Life'</i> and <i>'Everyday Activities and Health'</i>, consolidating grammar, expanding vocabulary, and improving reading and speaking skills. In the Term 2, students will review and reinforce the themes <i>'The World Around Us'</i> and <i>'Further Education and the World of Work'</i>. During this period, students will also take mock exams covering all four components—listening, speaking, reading, and writing. These exam-focused practices help students become familiar with the exam format and requirements, identify areas for improvement, and develop exam techniques. Additionally, students will regularly work through past papers to enhance test-taking skills, time management, and exam confidence. Throughout the year, students not only improve their language abilities but also deepen their understanding of Chinese culture, fostering interest and supporting further independent learning.		
Curriculum	<i>Personal and Social Life, Everyday Activities and Health,</i>	Mocks The world around us, <i>Further Education and the World of Work</i>	Exams
Concepts	Identity, systems, change, globalisation, development , communication, culture, connection, global interaction, patterns		

ASSESSMENT	Student Portfolio, standardized test(listening and reading), written test, interactive oral
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Topic: International Maths	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 10 is a continuation of the knowledge gained in Grade 9, in accordance with the Cambridge IGCSE International Mathematics (0607) curriculum. Students explore key topics such as Functions, Vectors, Linear inequalities, Proportion, Circle Theorems, and Trigonometric Functions, Statistics and Probability. These areas develop students' skills in algebraic manipulation, graphical interpretation, logical reasoning, and real-world problem solving. The curriculum aims to build a strong mathematical foundation, support exam success, and prepare students for advanced studies. Special emphasis is placed on preparing all students for completing the final exams successfully.		
Curriculum	Exponentials and Logarithms Further Functions Proportion and power modelling Statistics	Mock exams Probability Advanced Trigonometric Trigonometric Functions Circle Geometry Vectors	Revision for Final IGCSE Exam
Concepts	Form, Relationship, Systems, Time, Space,		
ASSESSMENT	Written test Mock exam Final exam		

Music	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Building on the musical skills and knowledge gained in Grade 9, this year in IGCSE Music focuses on developing critical listening, confident ensemble performance, and creative composition. Through the study of Western classical music (from Baroque to Romantic), world music, and contemporary genres such as music for stage, screen, and dance, students refine their aural abilities by connecting stylistic and theoretical understanding to what they hear. Performance work emphasizes technical accuracy and expressive interpretation within an ensemble setting, culminating in a final performance with at least one other musician. The composition component encourages students to experiment with musical ideas and structures, developing a second original piece inspired by one of the areas of study introduced in Grade 9. Their composition includes a written commentary explaining the student's creative decisions. Termly assessments focus on building skills essential for coursework and final exams, including comparative listening, ensemble performance practice, and composition exercises.		
Curriculum	Latin (prescribed work)	General listening skills	Beethoven's 5th symphony (prescribed work)
Concepts	Communities, Culture, Development, Systems		
ASSESSMENT	Listening (written examination), Composing, Performing		

Topic: PE	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 10 Physical Education, students develop their physical and interpersonal skills through four core units: Boxing/Fitness, Archery Tag, Volleyball, and Performance Improvement. These units challenge students to refine technique, build strength, and apply tactics in competitive and individual contexts. Alongside practical work, students explore two theory components focused on Human Physiology, deepening their understanding of how the body functions during physical activity. Students are assessed through skill demonstrations, presentations, group work, and theory-based tasks. A key part of our approach is the Engagement & Interpersonal Skills (EIS)		

	framework, which focuses on communication, leadership, collaboration, positive contribution, encouragement, and self-management. EIS helps students build essential life skills alongside physical development, supporting success both in and beyond the classroom.		
Curriculum	Team Building Boxing/Fitness Human Physiology Part 1	Archery Tag Volleyball Human Physiology Part 2	Performance Improvement Team Games/Free Play
Concepts	Movement, Interaction, Energy, Refinement, Adaptation, Systems		
ASSESSMENT	Formative: observation, peer/self-assessment, feedback using EIS criteria (communication, encouragement, leadership, self management, collaboration & positive contribution). Summative: end-of-unit skill demonstrations or performances. End of year summative project.		

Topic: Co-ordinated Science (Biology)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grades 9 and 10, students follow the IGCSE Coordinated Science syllabus. The course covers a wide range of topics, including cell structure, enzymes, biological molecules, plants, nutrition, the nervous system, and health and disease. In Grade 9, students complete topics B1 through B14, while in Grade 10, they cover topics B15 through B19. Full details of the content are available in the Cambridge International Examinations syllabus document on the official website. Throughout the course, students also develop their scientific investigation skills through a variety of practical activities embedded within each unit.		
Curriculum	B11 Gas exchange B12 Respiration	B16 Inheritance B17 Variation and Selection	Study leave iGCSE exams

	B13 Coordination and response B15 Reproduction	B18 Organisms and their environment B19 Human influences on the environment	
Concepts	Change, Form, Communication		
ASSESSMENT	End of topic test and mock exams.		

Topic: Co-ordinated Science (Chemistry)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 10, students develop further scientific investigation skills through a variety of practical activities integrated within each unit, preparing them for both theoretical understanding and practical assessment. Students get deeper into the chemistry curriculum and study topics from C7 through C12, exploring chemical reactions, acid base and salts, metals, and chemistry of the environment.		
Curriculum	C7: Acids, Bases and Salts C9: Metals C10: Chemistry of the Environment	C11: Organic Chemistry C12: Experimental Techniques and Chemical Analysis	Study leave
Concepts	Change, Form		
ASSESSMENT	Written test-Physical chemistry and environmental chemistry then Mock Exams		

Topic: Co-ordinated Science (Physics)	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Across Grades 9 and 10, students build a strong foundation in Physics through a wide range of engaging and progressively challenging topics. The journey begins in Grade 9 with core concepts such as motion, forces, energy, thermal physics, and wave behaviour, helping students understand how physical principles explain the world around them. In Grade 10, students extend their knowledge into more complex areas including electricity, magnetism, nuclear physics, and space science. Throughout the course, students are actively involved in practical investigations that develop essential scientific skills, such as accurate measurement, data collection, and analysis, as well as the ability to evaluate methods and draw evidence-based conclusions. This hands-on approach not only strengthens conceptual understanding but also prepares students with the confidence and competencies needed for their IGCSE assessments and future scientific study.		
Curriculum	Electricity and Magnetism	Nuclear Physics Space Physics	
Concepts	Form, relationships, time, space and place		
ASSESSMENT	Test Electricity then mock exams and test on Nuclear Physics and Space Physics		

Topic: Environmental Management	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students follow the Cambridge IGCSE Environmental Management syllabus, developing an understanding of how people interact with the environment and how Earth's resources can be used sustainably. Over the two-year course, students build scientific literacy, systems thinking, and analytical skills by studying ecosystems, weather		

	and climate, population dynamics, and natural resource management. Through discussions, case studies, and research-based tasks, students deepen their appreciation of environmental challenges and explore realistic solutions. By the end of Grade 10, students are able to think critically about environmental issues and respond effectively to data-based and real-world scenarios.		
Curriculum	Unit 1: Rocks and minerals and their exploitation Unit 3: Agriculture and the environment	Unit 5: Oceans and fisheries Mocks Prep, Exams and Feedback	Unit 6: Managing natural hazards
Concepts	Term 1: Form and Change Term 2: Relationships Term 3: Communication		
ASSESSMENT	Structured and short-answer Paper 2 style assessment. Paper 1 case study based assessment. Mock Assessments.		

Topic:World Literature	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of this school year, students will complete both Paper 2 (unseen analysis) and Paper 3 (an extract based or whole text question on two studied literary texts, the Poetry Anthology Collection and The Novel). In the period October to January we will complete our two Coursework Assignments (Module 1). The two Coursework pieces will be in draft and feedback will be given then the final versions will be completed by January. We will cover the following texts this year: In The Sea There are Crocodiles by Fabio Gedda, and the remaining poems of The Songs		

	of Ourselves Collection (14 poems in total) not covered in Grade 9.		
Curriculum	Romeo & Juliet: Let's be Critical	Show me Empathy: Completing the Empathic Response	Be Critical: Completing Critical Essay Coursework
Concepts	Creativity, Perspectives, Form, Relationships		
ASSESSMENT	Paper 2 - Unseen Analysis Paper 3 - Set-text analysis of two literary texts		

Topic: RISS Reach	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The RISS Reach course has been developed in line with the RISS vision of educating for self-awareness, curiosity and integrity in a changing world, and our core values of courage, relationships, respect and responsibility. This innovative and rigorous Middle Years subject encourages every student to enjoy their youth, through inquiries that encourage personal, local and global engagement, international mindedness and global citizenship. RISS Reach is a required subject in the Middle Years that directly prepares students for the core components of the IB Career-related Programme and IB Diploma Programme, as well as enriching students' IGCSE subject studies. Students will learn both individually and collaboratively as they pursue development of a chosen skill, explore global issues, take action through an impact project and community engagement project, and think critically about a topic of choice in preparation for sharing their voice in a TED-style talk.		
ASSESSMENT	Throughout the course, students will develop and integrate information technology skills, including a digital portfolio that will document evidence of both the process and products of their conceptual understanding. Learning will be evaluated through ongoing assessment that includes frequent and informative student, peer and teacher feedback. Students will share their learning with the community through exhibitions and events.		

