

Welcome Year 10 Parents



The Journey has only just begun.

Miss Charnell
Assistant Headteacher





Mark Twain

Work Hard | Be Kind | Take Responsibility



The Journey Begins

- Year 10 marks the beginning of Key Stage 4 – a new chapter in students' school career.
- A two-year journey of effort, growth, and resilience leading to GCSE success.
- Together — students, parents/carers, and school — we form the team around each learner.
- It's a Marathon, Not a Sprint

"The secret of getting ahead is getting started." - Mark Twain



Building Blocks for Success: Practical First Steps

- Organisation is Key
- Embrace Technology Wisely
- Wellbeing and Balance

The Trinity:

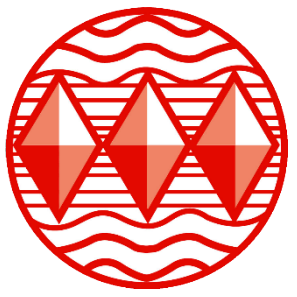
- School: High-quality teaching, targeted intervention, wellbeing support.
- Students: Effort, attendance, responsibility, and resilience.
- Parents/Carers: Encouragement, structure, and partnership with school.

Looking Forward:

- Year 10 sets the foundation for Year 11 success — early effort compounds.
- Progress reviews, student progress evenings, and pastoral contact ensure continuous collaboration.

"Success is the sum of small efforts, repeated day in and day out." - Robert Collier

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The Power of Partnership: How You Can Help

Your support is the single most important factor in your child's success.

Here's how we can work together;

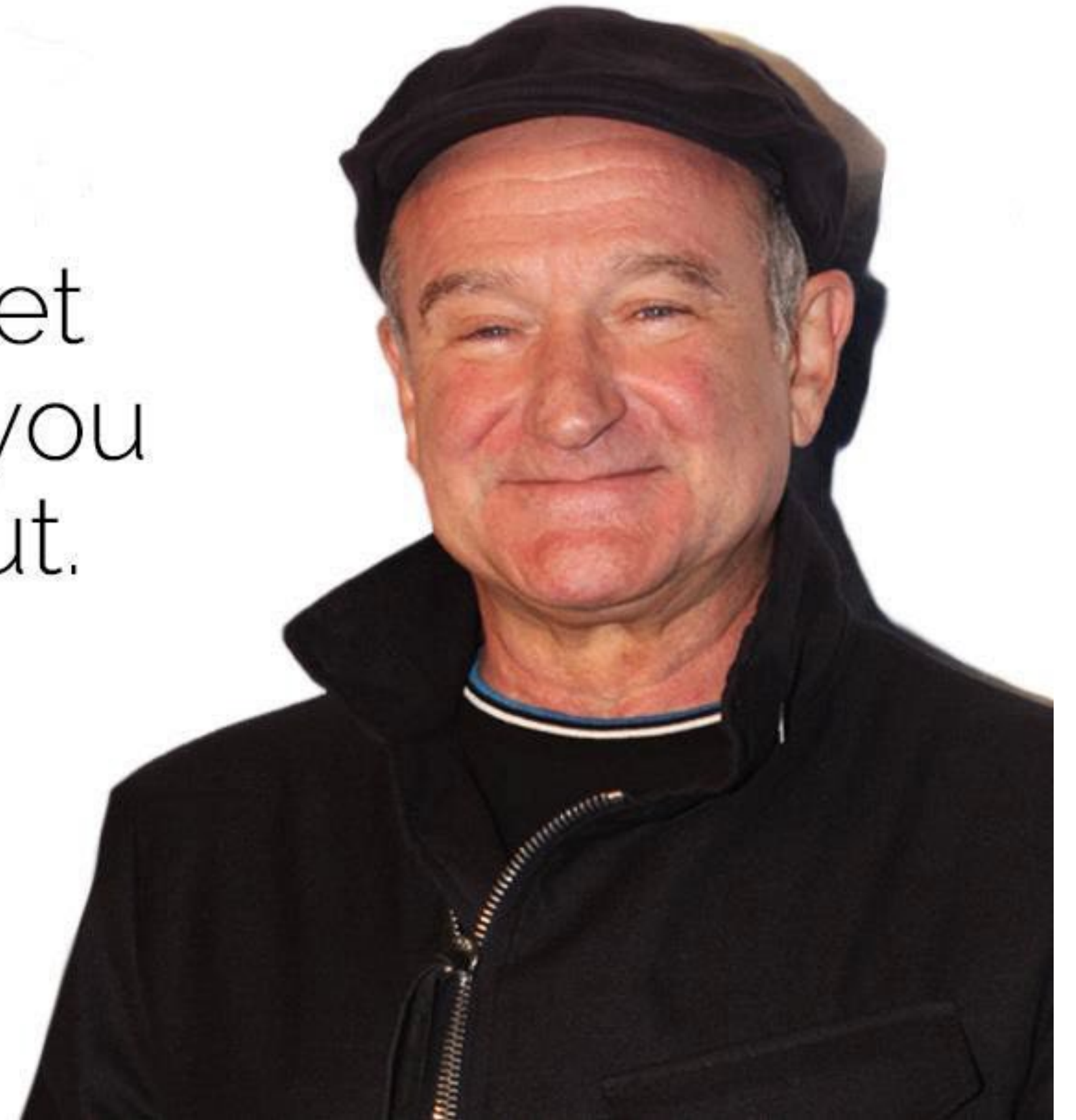
- Encourage a Routine
- Focus on Effort, Not Just Grades
- Talk and Listen
- Stay Connected
- Provide a quiet, device-limited workspace.
- Maintain open communication with teachers and Mr Davies (Y10 PL)



ROBIN WILLIAMS

IAMFEARLESSSOUL.COM

“Everyone you meet
is **fighting a battle** you
know nothing about.
Be kind.”



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Curriculum information



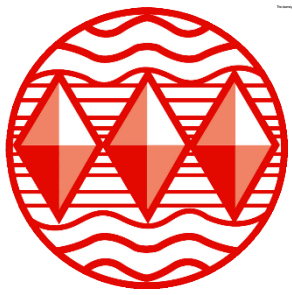
SUBJECTS

Art for KS3 and Fine
Art to KS4/5

Business

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The Journey Ahead

- Consistency and Habits
- Seeking Support Early

We are what we repeatedly do. Excellence, then, is not an act, but a habit - Aristotle



Year 10 Personal Development

- **Year 10 Work Experience** 10th – 14th May 2027
- Students to acquire their own placements using their network of adults.
- The school is using Unifrog to monitor placements this year.
Further information will come out to parents/carers by Friday 2nd October.
- **Enrichment 2027** – Year 10 will visit local Post 18 providers.
Options will include a university & hopefully an apprenticeship provider.

A warm welcome to Year 10 Parents/carers

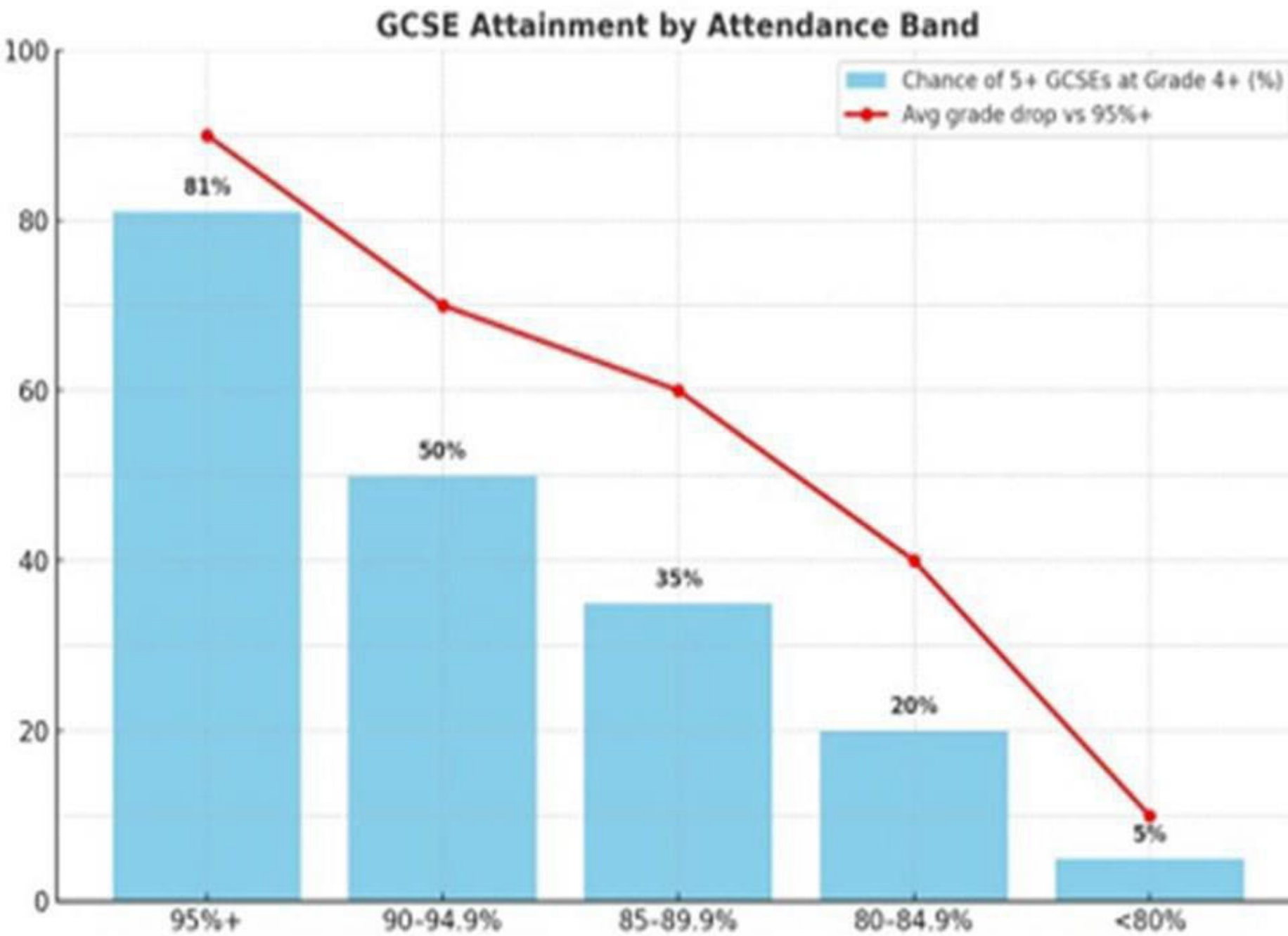
Mrs Bissett
Deputy Headteacher
SLT Link for Year 10



The Academic Year

- Thursday 8th October – Year 10 Road Safety Workshops
- w/c Monday 11th January – Year 10 Student Progress Report 1 issued
- Thursday 15th April - Student Progress Evening (face to face)
- w/c Monday 10th May - Year 10 Work Experience Week
- w/b Monday 7th June - Warwickshire Mental Health Support Team – Exam Stress sessions (small group sessions)
- w/c Monday 21st June - Year 10 Trial Exams (Week 1) – in the Sports Hall
- Monday 28th June - Wednesday 30th June- Year 10 Trial Exams (Week 2) – in the Sports Hall
- Y10 French Speaking trials take place around the trial exams – either w/c Monday 14th June or Monday 5th July
- Thursday 1st July – Enrichment Day

Attendance and Academic Progress



Percentage Attendance	Attendance Description	Number of days missed in a year	Number of lessons missed in a year
100%	Outstanding Attendance	Zero days missed in a year	Zero
98-99%	Good attendance	Missing up to 4 school days a year	Up to 20 lessons
97%	Expected attendance	Missing up to 6 school days a year	Up to 30 lessons
96-95%	Area for improvement	Missing up to 10 school days a year	Up to 50 lessons
94% - 93%	Area of concern	Missing up to 13 school day a year	Up to 65
92% - 90%	Unsatisfactory	Missing up to 20 school days a year	Up to 100 lessons
Below 90%	Serious Concern	Missing 20+ school days a year	100 lessons +

Attendance is critical to GCSE success

- Jenny misses a day from school because she has a bit of a cold.
- During that day she misses 5 lessons.
- **P1** Maths: practising Algebra where the questions practised account for **16 marks**. This section turns up on Paper 1.
- **P2** History: work on a **16 mark question** on a topic that is in the exam on Crime and Punishment
- **P3** – English: Macbeth revision **40 marks**
- **P4** – Science: key revision on atoms and particles, working on **2 x 6 mark questions**
- **P5** – Sociology: **12 mark** question evaluating whether prison is an effective measure of social control
- **A potential 96 marks lost in GCSE success!**
- **It is crucial that if students miss any lesson for whatever reason, they catch up on any work missed.**

Holiday requests

- Holidays are not considered unless there are exceptional circumstances.
- Any leave of absence requests will be dealt with individually, and absence can be granted under exceptional circumstances, holidays do not fall into this category. It is such an important year we want your son or daughter here as often as is possible.

Safeguarding

Principles

- Safeguard and promote the welfare of all students.
- Children who are safe and feel safe are better equipped to learn.
- Speak to a trusted adult.
- HLS_help@highamlaneschool.co.uk
- **Please visit our safeguarding stand this evening – help, advice, support and information.**



Safeguarding – Support and Signposting

- Samaritans provide a 24 hour listening service. Call 116123
- If you are 11-18, talk to someone today: 02476 641799 (8am to 8pm) or 0300 200 0011 (overnight) or download the Stay Alive app www.cwrise.com
- Papyrus - Call 0800 068 41 41 Mon-Fri 10am-10pm, Weekends 2.00pm to 10.00pm and Bank Holidays 2.00-5.00pm. Text 07786 209 697
- <https://www.kooth.com/>
- <https://www.meetoo.help>

All of these support networks and more information can be found on the school website under 'Parents and Students' – the Health and Wellbeing Hub.



Mobile Phones and Smart Technology

Government drive on phones/social media:

1. 'schools should prohibit the use of mobile phones and other smart technology throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime'
2. The UK government will ban social media for under 16s from Spring 2027

HLS Student Voice (Summer 2026-180 responses)

- 80% of students said they are on their phones for 2+ hours a day and 20% were 4 hours+
- 30% of students said they used their phone during the school day
- 60% of students said that notifications sometimes or often disrupted their learning



HLS Mobile Phone Update

Reminders

- **Phones off and stored-** Mobile phones must be switched off and stored at the bottom of student's bags once on the school site, this includes before and after the school bell and as they enter and leave the school site.
- **Not heard or seen-** If heard, seen, switched on or not stored in a bag; a smart device will be confiscated in line with our praise and behaviour policy, the student will receive an afterschool detention.
- **Emergency parent/carer contact-** we ask for parents/carers to not contact their child directly whilst at school and to call school on 024 7638 8123 if you urgently need to contact your child.



HLS Mobile Phone Update

New

- **Other devices-** Students are no longer allowed to wear a Smart watch, any other smart devices.
- **Mobile phone confiscation-** Parents/carers will be expected to collect the mobile phone or other device from school if they are confiscated.
- **Mobile phone Collection-** we are trialling collecting mobile phones from year 7 students at the start of the school day and safely storing them and returning them to students at the end of the school day. **This will be launched whole school following the trial period.**

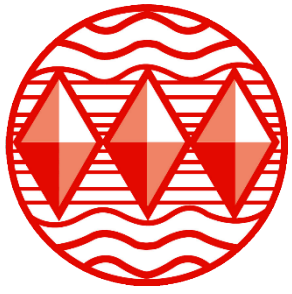


Science – Year 10

Mrs Huxley

Subject Leader for Science





Science qualifications

Awarding body – AQA

- GCSE Combined Science Trilogy (equivalent to 2 GCSEs)
 - GCSE Biology
 - GCSE Chemistry
 - GCSE Physics
- } Single Sciences (equivalent to 3 GCSEs)

Foundation and higher tier papers

Both the Single Science and Combined Science routes allow access to all Science A-level.



GCSE Science content

Two areas are assessed through exam papers:-

- The key ideas and concepts of Biology, Chemistry and Physics
- Working scientifically

- Practical skills will also be assessed through exam papers.
- 8 key practical tasks that students will complete per GCSE (16 for Combined Science; 24 for Single Sciences)
- 15% of marks will be based on maths skills.
- Physics equations students must be able to recall and apply in the Foundation and Higher tier paper



Year 10 Science topics

Biology	Chemistry	Physics
Organisation Infection & response Bioenergetics	Atom structure & the periodic table Bonding Organic Chemistry Chemical changes & electrolysis	Particle model of matter Waves Forces Energy & momentum Nuclear physics

10.1.1 and 10.2.1 will be taught content from the Single Science GCSEs.
All other groups follow the Combined Science course.



Google classroom

Students are in a whole year group Google classroom as well as individual ones for each of their Science teachers.

- Quizzes
- Video tutorials
- Revision resources, knowledge organisers and exam checklists
- Key word definition lists
- Links to BBC Bitesize and other useful websites

All homework will be set on Class charts



Top tips

- Make sure you revise for all assessments and exams.
- Personalised Follow On Tasks based on exam question performance in mid and end of topic assessments.
- Exam question booklets that focus on exam question practice for each topic and contain model answers.
- Learn the key word definitions.
- Review content regularly using knowledge organisers.
- Ask your teacher for help if you are struggling.



Support

- GCSE Science Revision Guides and work book
- Physics and maths tutor website: revision notes, key word definitions, exam questions and answers
- Seneca learning website: revision of content and quizzes
- Google classroom: Past papers and mark schemes, revision checklists, revision notes



Year 10 French

2026-2027

Mrs N Finley – Subject leader in MFL



Year 10 Curriculum Plan

Students will receive a **bespoke** program of study tailored to continue **developing** their **language skills** and **cultural awareness** in line with the demand of the GCSE exams.

Their knowledge of topics covered at KS3 will be assessed through Rapid Recall tasks and gaps will be identified and addressed throughout the year.

A tailored dedicated programme of revision will be delivered closer to their trial exams to enable your son/daughter to maximise their potential using feedback from their teachers.

Year 10 Scheme of Learning

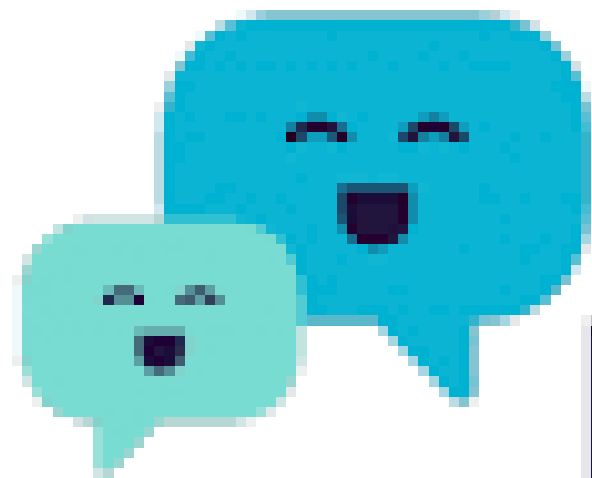
Autumn: Healthy lifestyle

Spring: Holidays

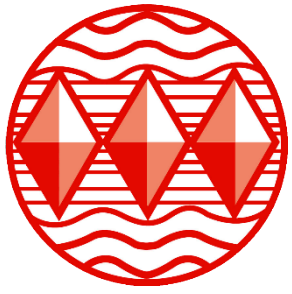
Summer: Environment / revision for trial exams, including speaking trial exams



Weekly homework online

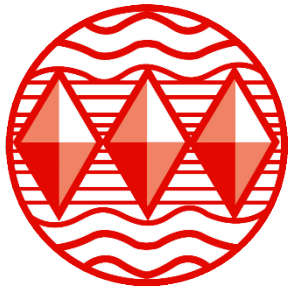


Language**nut**



How?

- Revise Little and Often
- Revise for 20–30 minutes at a time
- Aim for 3-4 sessions per week
- Rotate skills to keep revision balanced:
 - Vocabulary
 - Sprachenut
 - Speaking questions
 - Past paper in Listening, Reading, Writing



When?

Speaking trial exams

w/c 14th June

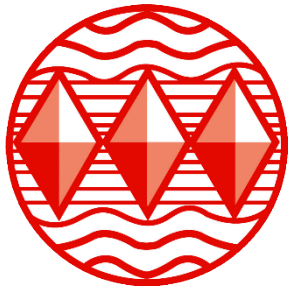
w/c 5th July

Other trial exams

(listening, reading, writing)

w/c 21st June

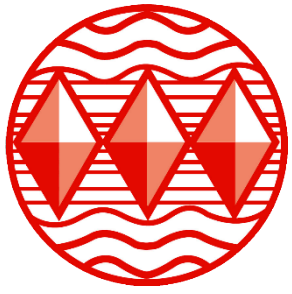
w/c 28th June



Speaking

25% of the final
GCSE grade

- Memorise the speaking questions of your allocated topic (5 mins everyday)
- Practise read aloud cards, role play cards and photo cards on GC
- Listen to French Radio (Radio France app)
- Watch French programmes on Netflix, Amazon Prime or Channel 4



Listening

25% of the final
GCSE grade

- Memorise vocabulary (5 mins everyday)
 1. Knowledge Organisers (on GC)
 2. Mindmaps
 3. Memrise (Edexcel French GCSE)
- Practise past papers on GC
- Practise on LanguageNut
- Listen to French Radio (Radio France app)
- Watch French programmes on Netflix, Amazon Prime or Channel 4



Reading

25% of the final
GCSE grade

- Memorise vocabulary (5 mins everyday)
 1. Knowledge Organisers on GC
 2. Flashcards
 3. Mindmaps
 4. Memrise (Edexcel French GCSE)
- Practise past papers on GC
- Practise on Languagenut
- Read French news (France Info app)



Writing

25% of the final
GCSE grade

- Memorise key verbs from the red or green KO (5 mins everyday)
- Practise on Languagehut
- Practise past papers on GC
- I will mark any writing tasks they have completed for revision outside of lessons.



Date: _____

Year 10 Booklet 4 Higher

French speaking trial exam revision

In this booklet, I will:

- Find revision top tips on page 4-5
- Find sentence builders on page 6-9
- Revise most GCSE themes:
- Theme 1: Personal world
- Theme 2: Technology
- Theme 3: School
- Theme 4: Healthy lifestyle
- Theme 5: Holidays & tourism
- Develop the speaking skill

Why Study French?

- Over 220 million speak French in 5 continents
- A big advantage on the national job & tourism market
- Your ticket to studies in France
- A key to international organisations (UN, EU, NGOs)
- Language of culture
- Open the door to a new world

POSTER

Nom: _____
Classe: _____

Date: _____

Year 10 Booklet 4 Foundation

French speaking trial exam revision

In this booklet, I will:

- Find revision top tips on page 4-5
- Find sentence builders on page 6-9
- Revise most GCSE themes:
- Theme 1: Personal world
- Theme 2: Technology
- Theme 3: School
- Theme 4: Healthy lifestyle
- Theme 5: Holidays & tourism
- Develop the speaking skill

Why Study French?

- Over 220 million speak French in 5 continents
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POSTER

Nom: _____
Classe: _____



Knowledge Organizer

Higher Year 10 French



Nom: _____

Classe: _____



Assessment point
1

working towards
expected ☐

expected ☐

above expected ☐

Trial exams

working towards
expected ☐

expected ☐

above expected ☐

Autumn Term:

Module 4: Healthy lifestyle
En pleine forme

Spring Term:

Module 5: Holidays
Numéro vacances

Summer Term:

Module 6: Environment
Notre planète

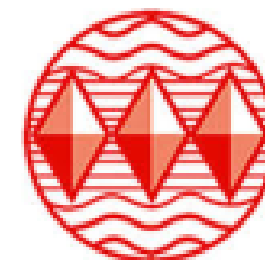
*Speaking trial
exam*

working towards
expected ☐

expected ☐

above expected ☐

J'apprends
le français
à Higham Lane.



Higham Lane School

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classroom.google.com/w/NTkwMTlwOTk4OTc5/t/all

Classroom > French 101/Fr4 (2026) Mrs Finley

Stream Classwork People Marks

+ Create

Topic filter
All topics

Collapse all

French year 7 Band 2 (2026)

F French Year7 Band 1 (2026)
French Year7 Band 1 (2026)

7 7L1 2026
7L1 2026

F French 81FR1 (2026)

2 2026/2027 - Year 7
2026/2027 - Year 7

F French 82FR4 (2026)

F French 91/Fr3 (2026)
Mrs Finley

F French 92/Fr4 (2026)

F French 101/Fr4 (2026)
Mrs Finley

F French 102/Fr1 (2026)
Mrs Finley

F French 111/Fr3 (2026)
Mrs Finley

Languagenut login details 2026-2027

Languagenut login details 2026-2027 Posted 16 Jul

Year 10 booklets and Knowledge Organiser

Year 10 booklet 1 and Knowledge Organiser Posted 13 Jul



Feeling nervous about it?

It's normal.

A sign that they care and they want to do well.

Give it their best shot!

They will gain so much exam practice this year.

They'll become so confident by May 2028

Equipment

Students need to come fully equipped to lessons.

Students must have:

- Pen, pencil, ruler, purple pen, glue stick.
- Mini white board pen and rubber

French sets

- Your son's/daughter's progress is **monitored** closely by their French teacher
- The French groups are **reviewed** each term to ensure that each student is making the appropriate progress in line with their ability.

Key Information

Success in French – how you can help your child?

- Are there any topics they are struggling with? ***What are they doing about it?***
- Ensure they are engaging with the weekly homework – *Little and often.*
- Ask to see their homework – *check the quality of it, are they putting in maximum effort? How long are they taking?*
- Support their revision prior to end of topic tests – *Do they revise from their Knowledge Organiser? From Languagenut? Do they do revision little and often.*



Year 7, 8, 9, 10

French trip:

Opal coast, Northern France

July 2027 (3 days, 2 nights)

Approx. £325





Year 11,12,13 French & Art Trip:

Lille Northern France

December 2027 (3 days, 2 nights)

Approx. £365



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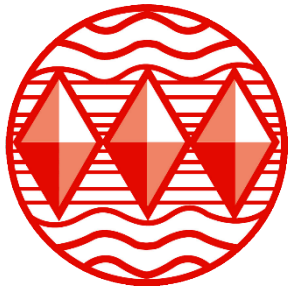
English – Year 10

Working together to maximise
achievement in English

Mrs Somel

Subject Leader for English





Setting in English

- **H/Ha** – equal top sets (sets 1 and 2 mixed)
- **M/Ma/Mb** – equal mid sets (sets 3 and 4 mixed)
- **S** – support set

ONE TIER entry :

(no foundation/higher papers)

We review sets regularly throughout the year



GCSE English Language

Component 1 Exam: 1 hour, 45 minutes

- **Section A:** Reading and responding to fiction
- **Section B:** Narrative writing

Component 2 Exam: 2 hours

- **Section A:** Reading and responding to C19th and C21st non-fiction
- **Section B:** Transactional (non-fiction) writing

Component 3: Compulsory Assessment – completed in Year 10

- Spoken Language Assessment: 3-4 minute speech to the class followed by 5-6 minutes answering questions
- Grades recorded on actual GCSE certificate as Fail, Pass, Merit, Distinction
- No option to re-sit (Exam Board rules)



GCSE English Literature: 2 exams

Component 1: 2 hours

- **Section A:** Macbeth
- **Section B:** Anthology poetry (15 poems)

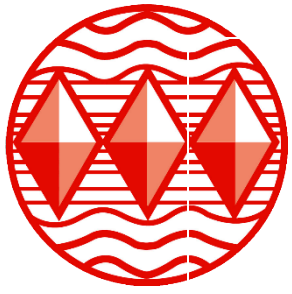
Component 2: 2 hours and 30 minutes

- **Section A:** An Inspector Calls:
- **Section B:** A Christmas Carol
- **Section C:** Unseen Poetry

‘Closed book’ exams.

Students must be
‘experts’ on:

- ✓ the ‘journey’ of each character
- ✓ development of key themes
- ✓ recalling quotations!



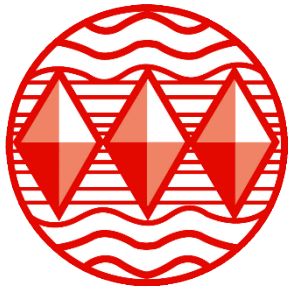
Home Learning:

Teacher set:

1. Tasks based on current scheme of learning for GCSE Literature
2. Home Learning Booklets for GCSE English Language

Independent/proactive learning:

1. Independent reading (fiction and non-fiction)
2. Memorising quotations
3. Active revision e.g. making cue cards/posters



Our message for students:



- **100% commitment at all times** with an exemplary attitude to learning and being organised for lessons!
- **Take responsibility for your learning:** get your revision guides, complete homework to an excellent standard, create revision materials, learn your quotations, build your vocabulary bank etc.
- If you are struggling, **seek help** sooner rather than later.
- Re-read and re-read texts—**be an expert** on them!
- **Revise** for each mock exam/assessment. **APPLY** the TOP TIPS that your teacher shares with you.



The Secret to Success:

all good grades in English come from being a **CONFIDENT READER**

2

SECTION A: 40 marks

Read carefully the passage below.

This story is set in Australia.

1 They did not live in the town of Calwarra but about five miles out of it, along one of those dusty roads that seemed to go on forever but led into the bush, to nowhere really. Their turning was marked only by a rickety signpost. Most of the time it was a remote place where you contended with heat, with drought, with ants and foot rot in the sheep but for a few weeks of the year the farm was a hive of activity when they brought in the harvest of grain.

5 Alice lived alone with her father, Jack Cogdon, on the farm. He tended to retreat into his work on the land and he was a strong and mostly unemotional man. He was determined to tame the unforgiving land and he worked hard to make a living from the farm. He had started with very little but slowly and surely he built up a successful business. He expected Alice to help in the house and around the farm but he was kind in his way and loved his daughter.

10 Female relatives had offered to give Alice a home with them in the town, and one aunt even arrived to argue her case.

'You can't look after a girl, Jack,' she had said. 'Girls aren't like boys. They need other women. They need someone to advise them on things. A father can't, no matter how well-intentioned.'

Her father fought back.

'She's my child. This is her home. Damn it – a father's got a right to his own child, hasn't he?'

20 The aunt changed her argument. 'She'll never forgive you if you keep her cooped up here. You're spoiling her chances. If she came to town with me, she'd grow up knowing how to make friends, to run a home. Things like that.'

He was silent for a moment. Then he said, 'She'll get all the experience she needs right here, where she belongs.'

'But it's no life for a girl, Jack. See reason.'

25 He paused again before coming up with the reply that ended the argument.

'All right,' he said. 'Ask her. You ask her whether she wants to stay here or go with you. They say we must consult children nowadays, don't they? All right. If she says she'll go with you, then you can take her.'

30 The aunt realised, as did her brother, that there was no point in posing the question. And so she gave up the argument, muttering dire warnings as to what happened to girls who stayed on farms and never had the chance of a proper education.

Time passed and to the secret disappointment of his sister, he managed well. Thwarted in her plans, only once did she ever compliment him, and grudgingly at that.

35 'She's turning out well, Jack,' she had said when they met at a family wedding. 'It can't have been easy for you.'

But he had found it easier than he had thought. He drove her into town to school each morning and was never late in picking her up in the afternoon, whatever was happening on the farm. He bought her clothes, leaving the choice up to her, and she was always well turned out. He had waited grimly for the teenage rebellion, for arguments over staying out late, about accepting lifts home from boys who had just passed their driving tests but none of this came. Her friends – the ones he met – seemed pleasant and well-mannered. They were the children of other farmers, or of people from town, so there were no surprises there. They had parties, of course, but she was able to stay in town with friends, and she was always back on

time. With a pang, he realised one day that, almost unnoticed, she had grown into a quiet, uncomplaining person. The thought filled him with pride.

45 At school she was particularly good at art and was encouraged by her teacher to think of going on to art school.

'You could get in,' she said. 'You could get a place in Melbourne, or even Sydney. And afterwards you could go to London or Paris. Somewhere like that.'

50 The girl's eyes shone but who would ever pay for it? There was hardly any money as it was.

'Look,' said the teacher. 'I'm not just saying this. You could be an artist.'

'Thank you,' said Alice. She was not used to compliments and was not sure how to respond.

'Have you spoken to your father about it? Have you discussed your future?' the teacher asked.

55 Alice looked at the floor. They had not talked about it. Nothing had been said.

The teacher knew of course. She knew that Jack Cogdon was one of those lonely, pathetic cases, a farmer depending on his daughter to cook and keep house. Some girls were suited to that life but this one had talent; this one should be spared that life.

60 Alice mentioned it at supper one night, after she had placed the plate of stew and vegetables before him and taken her place at the table.

'I've got to think about what I'm going to do when I finish school,' she said.

He was taken aback but he smiled at her weakly.

She was silent for a moment, then said, 'Miss Williams thinks I should try for art school. Melbourne maybe.'

65 He dug his fork into his stew, avoiding her gaze.

'Why not?' he said. 'You do what you want to do. It's your life.'

That was all he said, but she knew he was unsettled. For the rest of the meal, he seemed anxious, although he tried to convey an impression of normality. She knew of course what he was feeling. If she left, then he could never retire. He would work the farm until he was no longer capable of it, and then it would be sold. He would move to town, to one of those houses that were filled with retired farmers who did nothing all day and hankered after their lost farms. What he wanted, of course, was for her to marry a farmer's son, who would take over from him. Somebody, in fact, like the youngest Paget boy who had two older brothers and would never have a chance of his own place. By all accounts, he was a farmer through and through.

75 Jack said something to Mr Paget over a beer in a bar where they met occasionally.

'I'll have to give up one day, I suppose. I'm not as lucky as you. With your sons.'

The other man smiled. 'They can be tough to handle. You've had it easy, Jack.'

He paused, awkwardly. This was the unspoken tragedy among farmers. No son.

Jack said, 'Your youngest boy, though. What's he going to do?'

80 The other man shook his head. 'He's under my feet at the moment but he's a farmer – bone deep.'

For a few moments neither man said anything. Then Jack looked up from his glass of beer.

'He might get on with my Alice. They might hit it off,' he laughed.

85 The other man smiled. 'They could do worse, couldn't they?'

JERSEY WOMAN BECOMES THE FIRST PERSON TO SWIM THE ENGLISH CHANNEL ACROSS SIX DECADES

Meet Sally Minty-Gravett MBE – Sally is one of Jersey's best known swimming coaches, eight-time cross-Channel swimmer and multiple record holder – the sea really is in her heart and soul! – by Lucy Griffiths.

Earlier this month, Jersey long-distance swimmer Sally Minty-Gravett swam her eighth solo English Channel crossing over six consecutive decades, setting a new world record. The 65-year-old completed the 21-mile swim in 15 hours and 30 minutes.



Sea swimming has always been a huge part of Sally's life. 'I realised very early on that sea swimming was more than just a hobby, it was my passion,' she said. 'When I was growing up there were no swimming pools in Jersey so I was always in the sea. Even when I first tried swimming in a pool, I knew I preferred the open water – out in the sea it's just you and the elements. It's invigorating, even in the winter. It's exhilarating when you come out of the water; even if it's freezing cold, the tingle you get when you come out is lovely. I live for it.'

By four years old, Sally had learnt to swim in the sea and by the time she was 10, she was already a fiercely competitive swimmer, already determined to be a winner. At 14 she was pursuing longer swims, first around the island, then part of a Channel relay team. 'I absolutely fell in love with being in the sea. I never got cold. For me, it was just the natural place to be.'

In 1974, when she signed up to swim the length of Lake Windermere in a race and came second, her swimming coach told her that if she could do that, she should attempt to swim the Channel. She went home, trained hard to build up her endurance and first swam the Channel in 1975, aged 18, exactly 100 years since the first-ever successful Channel swim made by Captain Matthew Webb. She always had the self-belief that she could complete the swim.

'That first crossing was completely in thick fog,' said Sally, 'I could barely see anything; I only saw France when I was 3ft from the sand. Arriving on that stretch of beach after 11 hours and 56 minutes in the water was such a huge sense of achievement. It was like no other feeling I'd ever experienced.'

She went on to swim the Channel in every decade – in 1985 aged 28, 1992 aged 35, 2005 aged 48, 2013 aged 56, where she completed the swim to France in a storm, and then her amazing 42-mile two-way Channel swim in 2016, the same year she was awarded an MBE for her services to swimming.

She said, 'People always ask how I find the mental and physical strength for each Channel swim, but for me it's not hard. I swim all the time so I don't find that tough; I meditate, sing songs in my head or think about my technique. Being in the water is where I'm happiest.'

Sally had planned her sixth decade Channel crossing swim this year as her 'retirement swim'. 'From start to finish, it was just the perfect day,' she told me. When Sally started her swim at 5.13am there was just a light breeze and she finished in daylight. 'Traditionally there are always lovely French people that meet Channel swimmers at the end of their swim and sure enough as I swam in, there they were with some champagne for me on the slipway.'

Even though Sally said it was her retirement swim, she did not rule out another Channel crossing. 'This was my retirement swim but if in 10 years I'm still fit then maybe I'll consider another one,' she said. 'With no more big swims ahead I can focus on learning new things I've always wanted to, such as surfing and sailing. Plus, if I miss long distance swimming too much, I can always dive right back in. It's never too late to do something you love.'

In 1875, Captain Matthew Webb attempted to swim the English Channel. This account of the swim was written by Arthur Payne, who was in the support boat.

Our support boat was got ready and at one o'clock our brave Captain Webb, committed to becoming the first person to swim the English Channel and well smothered in thick grease for warmth, dived in from the end of the Admiralty Pier. As he swam away, his broad shoulders shooting through the water and gleaming in the sunshine, he very much resembled some large seal or huge fish, not merely in smell but in appearance, and swimming strongly with a stroke of twenty-two to the minute.

By 3pm quantities of dolphins were now swimming around us. Some in our boat thought these creatures may have been attracted by the smell of the grease with which Webb had covered himself. Soon after 7pm the sun set and all this time Webb continued with the same steady stroke. He rarely spoke, evidently determined to do or die. It began to grow dark and by 10pm he had been in the water nine hours when he suddenly cried out, 'I am stung.' It startled all of us and we felt this might be the signal for giving up the attempt. Fortunately, however, a jelly-fish had only touched his shoulder and in a few minutes he reported himself as feeling all right.

In the early morning mist the chalk cliffs near Cape Gris-Nez in France were visible but Webb now showed evident symptoms of fatigue; he appeared very anxious as he knew the tide would shortly turn, carrying him away from the French coast. He was now only swimming sixteen strokes to the minute, and appeared to labour very much. Webb had thought he would complete the swim in about fourteen hours but he had already been in the water eighteen hours, and the tide had now turned, carrying him every moment further away from the goal he so longed to reach. He began to lose all hope and at that moment there was but one opinion, and that was that he had no chance.

Webb, fearfully exhausted, still toiled on bravely. He could do little more than keep himself up; his hands seemed to drop and his legs were so weak that he could barely bring them together at the end of each stroke. We had, however, now drifted till we were directly off Calais Pier and we could see that at last Webb was drawing slowly into shore. He could not have been more than 200 yards from shore but he was barely keeping afloat after more than twenty-one hours in the sea. It was now or never – twelve strokes a minute, and barely that. Although rain clouds had begun to form, a crowd had gathered on the sands near the pier and cheered till they were hoarse. He was within 100 yards of shore and some men struck up 'Rule Britannia'. Finally, Webb touched ground in about three feet of water, a triumph of his endurance. He tried to stand up but fell heavily forward. In a second, two men were by his side and each took an arm. They assisted him to shore where he was covered in a blanket and driven off to the Paris Hotel, Calais.

**GCSE ENGLISH LANGUAGE COMPONENT 1
READING REQUIREMENT BUT NO ADDITIONAL
TIME GIVEN**

**COMPONENT 2
READING REQUIREMENT
– AGAIN, NO EXTRA
TIME ALLOCATED**



The Secret to Success:

all good GCSE grades come from being a CONFIDENT READER

- ❖ Research by GL Assessment shows a strong statistical **link between a student's reading ability and their final GCSE grades in EVERY subject.**
- ❖ Studies estimate that a reading age of **15 years and 7 months** is required to fully access and comprehend standard GCSE exam papers.
- ❖ Research reveals that **regular reading for pleasure** between ages 10 and 16 **improves vocabulary, spelling, and even maths test scores!**

Why Reading Matters in GCSE Exams:

- ❖ GCSE exams require deep comprehension, fast processing, and critical evaluation of texts under strict time constraints. Without fluent reading habits, **students lose vital time decoding words rather than answering exam questions!**

Work Hard | Be Kind | Take Responsibility

READING
is the  to
SUCCESS

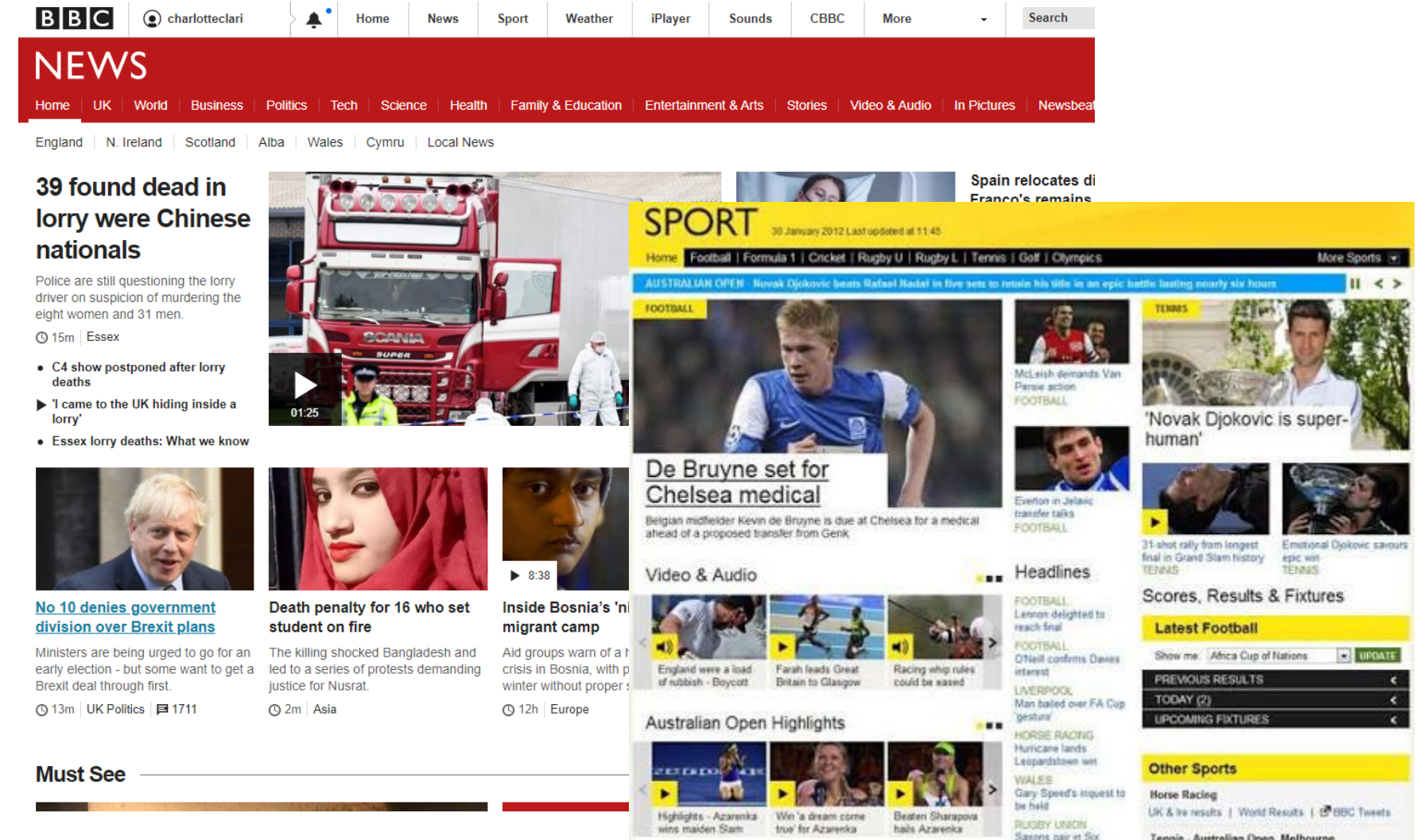


How you can support your child to succeed:



Encourage reading for pleasure – **a new book every 2-3 weeks.**

Work Hard | Be Kind |



Encourage the reading of non-fiction – **a quick news/ personal interest/ sports report every day and then chat about it.**

Year 10 Maths

Mr D Fox

Subject Leader for
Mathematics



GCSE Mathematics – Curriculum Plan – Y10



KS4 Mathematics – Learning Journey – Y10 Crossover



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basic Calculation Skills ✱✱ - Basic Calculations - BIDMAS - Inverse Operations - Negative Numbers	Further Alg. Expressions ✱ ² - Expand Binomials - Factorise Quadratics - Algebraic Fractions	Percentages ■ - FDP - Multipliers - Reverse Percentages	Area ■■ - Area of 2D Shapes - Area of a Circle and Sector - Algebraic Area	Volume and Surface Area ■■ - Volume and SA of Prisms - Composite Shapes - Cone, Sphere and Pyramid	Collect and Display Data ■■ - Sampling - Bar, Pie and Line Charts - Time Series
	Whole Number Theory ✱✱ - Place Value - Factors and Multiples - HCF and LCM	Equations ✱ ² - Linear Equations - Solve Quadratics - Solve Graphically - Simultaneous Equations	Algebraic Formulae ✱ ² - Writing Formulae - Substitution - Changing the Subject - Kinematics	Straight Line Graphs ✱ ² - Plotting Linear $y = mx + c$ - Parallel Lines	Graphs of Eqns. & Functions ✱ ² - Plotting Quadratics - Cubics and Reciprocals - Features of Graphs	Analysing Data ■■ - Averages and Range - Scatter Graphs - Misleading Graphs
	Algebraic Expressions ✱ ² - Algebraic Notation - Simplifying - Expanding and Factorising - Word Problems	Fractions ✱✱ - Simplify Fractions - Four Operations - Algebraic Fractions	Perimeter ■■ - Perimeter of 2D Shapes - Circumference and Arc - Problem Solving	3D Shapes ■■ - Properties - Nets - Plans and Elevations		
	Shapes and Solids ■■ 2D/3D Shapes - Symmetry - Properties of Shapes					
	Angles ■■ - Angle Facts - Parallel Lines - Polygons					

Number ✱✱ Algebra ✱² Geometry ■■ Ratio ■

Students began their KS4 journey in the Summer term of Y9. Students will now work through the Year 10 Scheme of Learning following a pathway appropriate to their targets and potential outcomes. This builds on their KS3 learning, deepening understanding and preparing for their GCSEs.



KS4 Mathematics – Learning Journey – Y10 Higher

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Algebraic Expressions ✱ ² - Algebraic Notation - Simplifying - Expanding and Factorising - Word Problems	Fractions ✱✱ - Simplify Fractions - Four Operations - Algebraic Fractions	Perimeter ■■ - Perimeter of 2D Shapes - Circumference and Arc - Problem Solving	Calculations with Ratio ■ - Ratio Notation - Dividing in a Ratio - Unitary Method	Standard Form ✱✱ - Writing in Standard Form - Four Operations - Problem Solving	Surds ✱✱ - Exact Values - Manipulating Surds - Rationalise Denominator
	Further Alg. Expressions ✱ ² - Expand Binomials - Factorise Quadratics - Completing the Square - Algebraic Fractions	Percentages ■ - FDP - Multipliers - Reverse Percentages	Area ■■ - Area of 2D Shapes - Area of a Circle and Sector - Algebraic Area	Probability and Experiments ■■ - Probability Scale - Relative Frequency - Tables and Sample Space - Frequency Trees	Collect and Display Data ■■ - Sampling - Bar, Pie and Line Charts - Time Series - Histograms and CF	Transformations ■■ - Translation - Rotation - Reflection - Combined Transformations
	Shapes and Solids ■■ 2D/3D Shapes - Symmetry - Properties of Shapes	Algebraic Formulae ✱ ² - Substitution - Changing the Subject - Kinematics - Quadratic and Trig	Graphs of Eqns. & Functions ✱ ² - Plotting Quadratics - Cubics and Reciprocals - Exponential, Trig and Circle - Features of Graphs	Probability Diagrams ■■ - Venn and Tree Diagrams - And/Or Rules - Independent Events - Conditional Probability	Analysing Data ■■ - Averages and Range - Quartiles and Box Plots - Scatter Graphs - Misleading Graphs	
	Angles ■■ - Angle Facts - Parallel Lines - Polygons	Straight Line Graphs ✱ ² - Plotting Linear $y = mx + c$ - Parallel and Perpendicular - Equations of Tangents	3D Shapes ■■ - Properties - Nets - Plans and Elevations	Powers and Roots ✱ ² - Index Form - Laws of Indices - Fractional Indices - Roots		
	Equations ✱ ² - Linear Equations - Quadratic Methods - Simultaneous Equations - Iteration		Volume and Surface Area ■■ - Volume and SA of Prisms - Composite Shapes - Cone, Sphere and Pyramid			

Number ✱✱ Algebra ✱² Geometry ■■ Ratio ■ Statistics ■■ Review



WORK HARD.
BE KIND.
TAKE RESPONSIBILITY.

Key Information

Tiered Entry

Tiers are not decided until after the Year 11

Spring Trial Exams

- Foundation – Grades 5, 4, 3, 2, 1
- Higher – Grades 9, 8, 7, 6, 5, 4

Three exam papers

- 1h 30mins each and 100 marks each
- One Non-Calculator paper
- Two Calculator papers

The Dual/Dual Plus Set

Some students have been offered the chance to sit extra qualifications in Maths. This was decided based on their ability at the End of Year 9.

Students in the 'Dual Set' will sit GCSE Maths and GCSE Statistics concurrently over the course of Year 10 and Year 11.

Students in the 'Dual Plus Set' will sit GCSE Maths, GCSE Statistics and Level 2 Further Mathematics concurrently over the course of Year 10 and Year 11.

All students will sit all examinations at the end of Year 11.

Essential Top Tips

Success in Maths – how **you** can help your child?

Students need to come fully equipped to lessons – this is important as they need to practise with their own equipment prior to their exams.

Key learning time is wasted if students are not properly equipped.

Students must have:

- Pen, pencil, ruler, purple pen
- Protractor, pair of compasses
- **Scientific calculator**



CASIO fx-83GT CW
CASIO fx-85GT CW

CASIO fx-991 CW
- For students likely to take
A-Level Maths

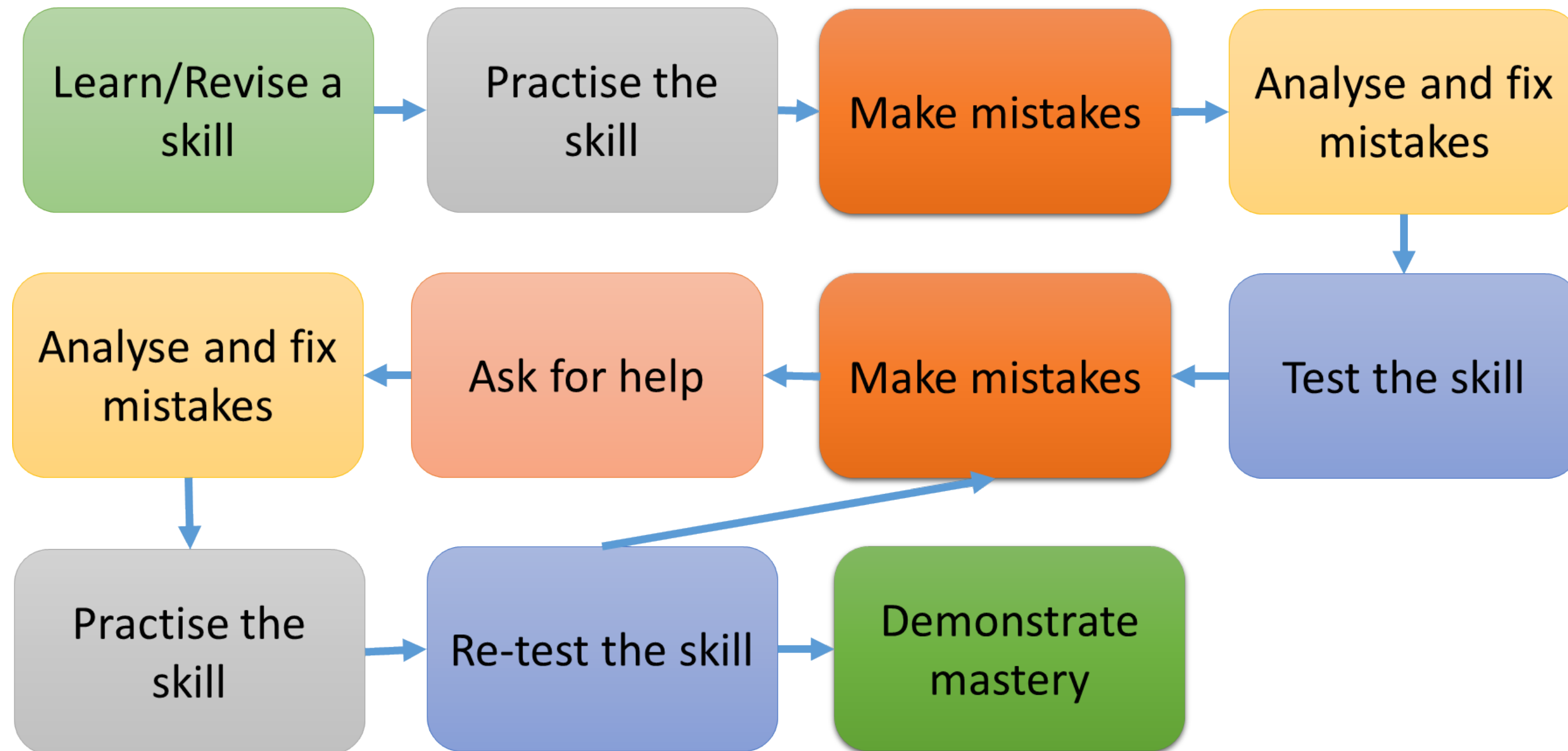
- **Ask to see their homework**—check the quality of it. Are they putting in maximum effort? How long are they taking?
- Are there any topics they are struggling with? **What are they doing about it? Have they spoken to their teacher?**
- Support their **revision** prior to tests and assessments – do they have a revision list? Have they looked on Dr Frost or used Maths Genie/Corbett Maths to practise?
- Ensure they are doing regular **maths practice** – are they doing the Corbett maths 5 a day on the days that they don't have maths?



WORK HARD.
BE KIND.
TAKE RESPONSIBILITY.

GCSE Mathematics – Learn More, Do More

Excellent progress in Maths is developed through regular practice and resilience to overcome those barriers in understanding.



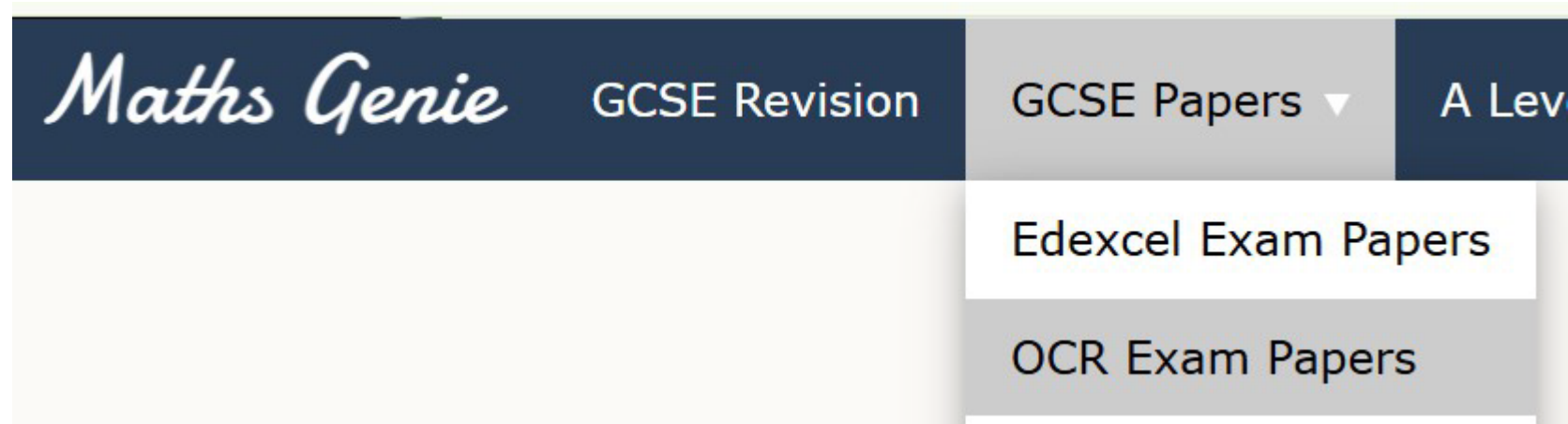
WORK HARD.
BE KIND.
TAKE RESPONSIBILITY.

*“Mathematicians are not people who find maths easy.
They are people who enjoy how hard it is.”*

Past Papers

There are a number of places where you can access additional Past Papers online in preparation for your Autumn Mocks:

- **Maths Genie** – PDFs of **past** papers for printing



- **On Maths** – Online self-marking **predicted** papers



Predicted Papers

[OCR 2025 June Paper 1 Foundation Prediction \[J560/01\]](#)

[OCR 2025 June Paper 1 Higher Prediction \[J560/04\]](#)

- **Dr Frost Maths** – Online self-marking **past** papers

New

Easier Access to GCSE Past Papers for Students

We've streamlined past paper practice for GCSE students with easy access, progress tracking and the ability to quickly pick up where they've left off. Share with your class to support their independent revision!

Explore Now

Past exam papers

GCSE / OCR / Mathematics [Change](#)

November | Foundation

Paper 1 	44 questions	Not started	Start paper →
Paper 2	47 questions	Not started	Start paper →
Paper 3 	57 questions	Not started	Start paper →



WORK HARD.
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TAKE RESPONSIBILITY.

When You Get Stuck

When completing a past paper, there will be questions that you get stuck on – this is where **the most important bit of revision** happens!

- **Do not** just **skip** the question
- **Do not** just look up the answer in the **mark scheme**
- **Do** look through your **notes/revision guides/knowledge organisers**
- **Do** watch a **video** on the topic (**walkthroughs** are on GC for Summer Work)
- **Do** try **similar questions**
- **Do** ask your teacher for help **in lessons** or via **Google Classroom**



#	Videos	Exam Questions	Exam Questions Booklet	Solutions
6.1	Recurring Decimals to Fractions	Exam Questions	Converting Recurring Decimals to Fractions	Solutions
6.2	Fractional and Negative Indices	Exam Questions	Fractional and Negative Indices	Solutions
6.3	The Product Rule for Counting	Exam Questions	The Product Rule for Counting	Solutions



WORK HARD.
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TAKE RESPONSIBILITY.



Corbettmaths

Videos and Worksheets

Algebraic fractions: simplifying [Video 24](#) [Practice Questions](#) [Textbook Exercise](#)

Angles: parallel lines [Video 25](#) [Practice Questions](#) [Textbook Exercise](#)

Angles: bearings [Video 26](#) [Practice Questions](#) [Textbook Exercise](#)

Angles: given bearings from two points [Video 27](#) [Practice Questions](#) [Textbook Exercise](#)

Angles: back bearings [Video 27a](#) [Practice Questions](#) [Textbook Exercise](#)

Angles: compass directions [Video 27b](#) [Practice Questions](#)



Thank you for joining us!

We look forward to working with you this year!

Have a safe journey home!