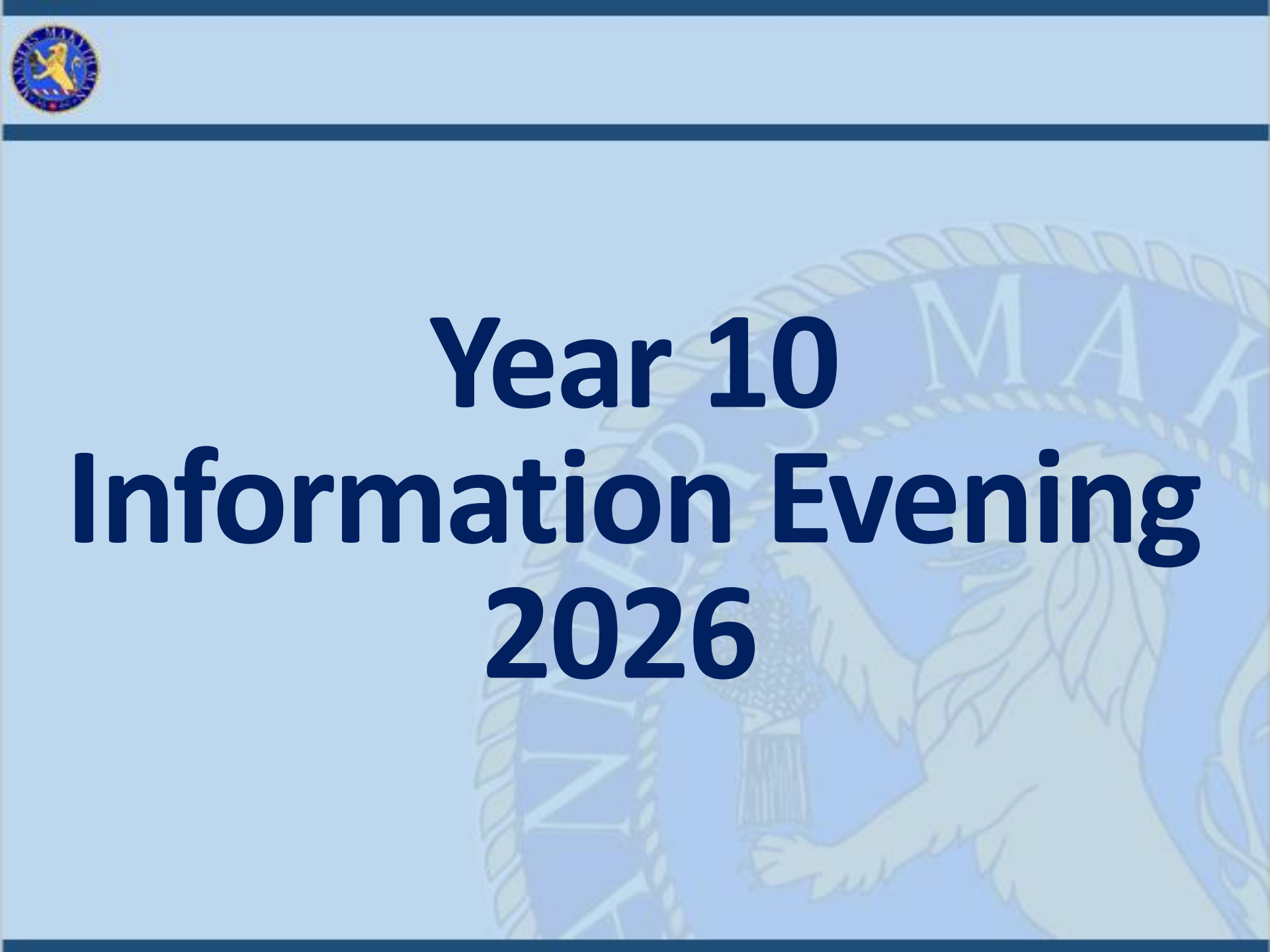




Year 10 Information Evening 2026



The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. The scale of the impact is evident across all social classes and all ethnic groups.

DfE Research Report 156, September 2011



Mr Roberts

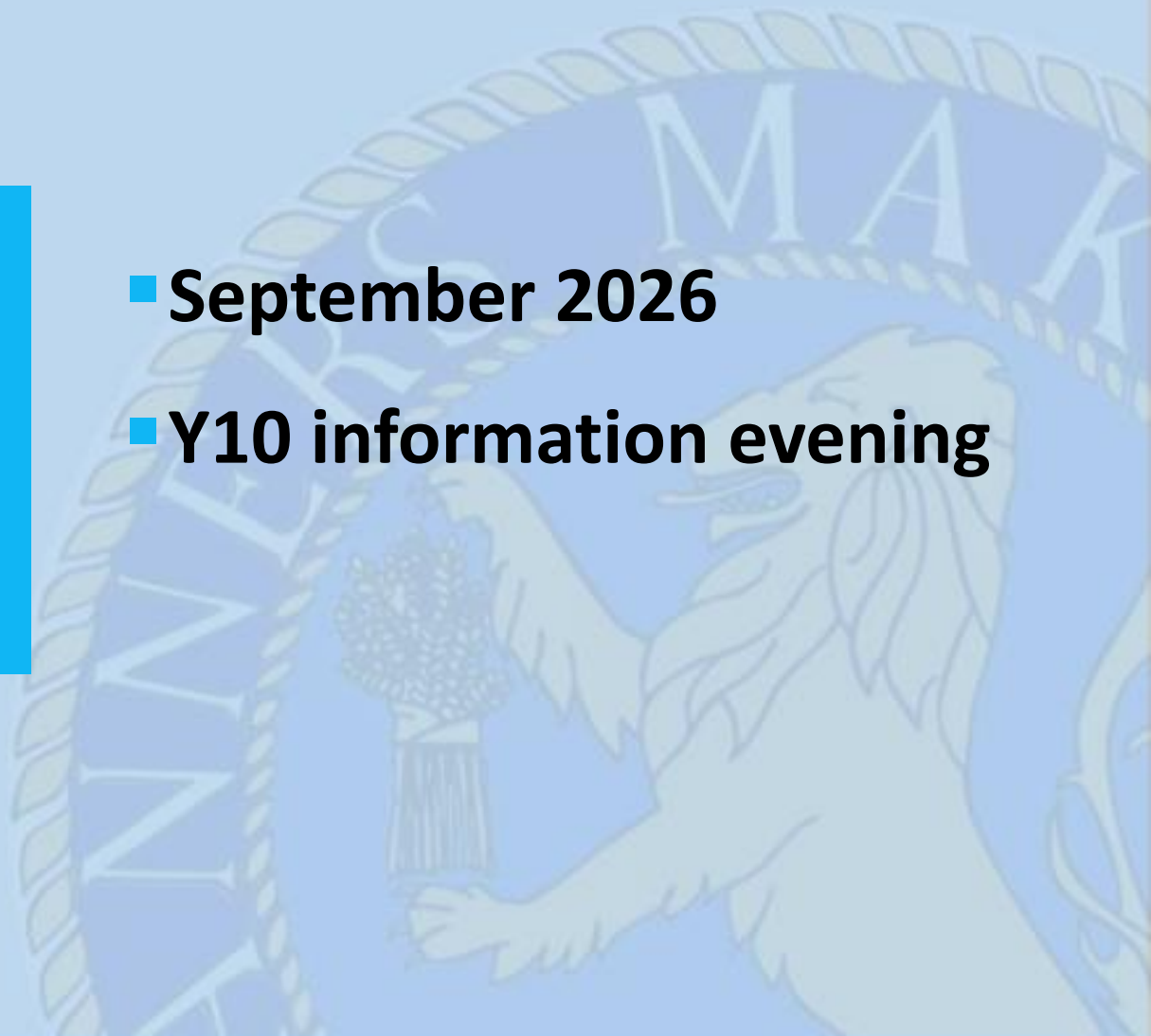
Timeline of Events





Year 10 at Urmston Grammar School...

- **September 2026**
- **Y10 information evening**





Year 10 at Urmston Grammar School...

- **December 2026 - Interim 1**
 - Approach to Learning
 - Behaviour
 - GCSE Target Grades



Year 10 at Urmston Grammar School...

- **Tue 16th March 2027
Parents Evening**
- **Mon 26th April- Wed 5th
May 2027 :
Year 10 exams**
- **July 2027 – Final Report**



Year 10 at Urmston Grammar School...

- **Mon 21st June – Fri 25th
June 2027**
- **Work Experience Week**





Year 11 at Urmston Grammar School...

- **October 2027 – Work related learning day**





Year 11 at Urmston Grammar School...

- **November 2027**
 - **Sixth Form Open Evening**
 - **Presentations by Head
of 6th Form current
sixth form students**



Year 11 at Urmston Grammar School...

- **November 2027**
 - **Year 11 Mocks (1)**





Year 11 at Urmston Grammar School...

- **December 2027**
 - **GCSE Estimates issued**
 - **Mock MFL speaking tests**



Year 11 at Urmston Grammar School...

- **January 2027**
 - **Mentoring day**
 - **Parents Evening**
 - **Urmston
Grammar Sixth Form
applications deadline**



Year 11 at Urmston Grammar School...

- **March 2028**
- **Year 11 Mocks (2)**
- **March 2028 – Final estimates issued**



Year 11 at Urmston Grammar School...

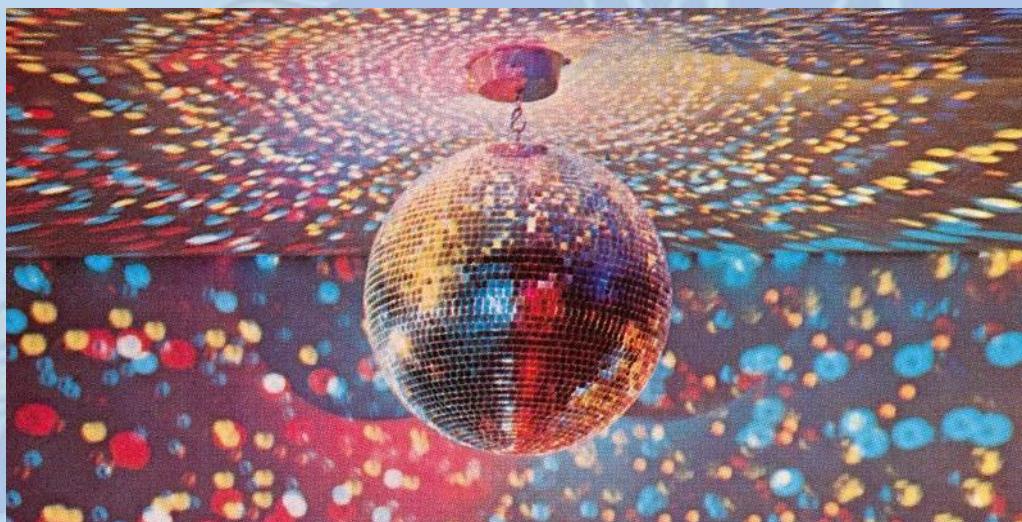
- **May 2028 GCSEs begin....**





■ June 2028 Prom

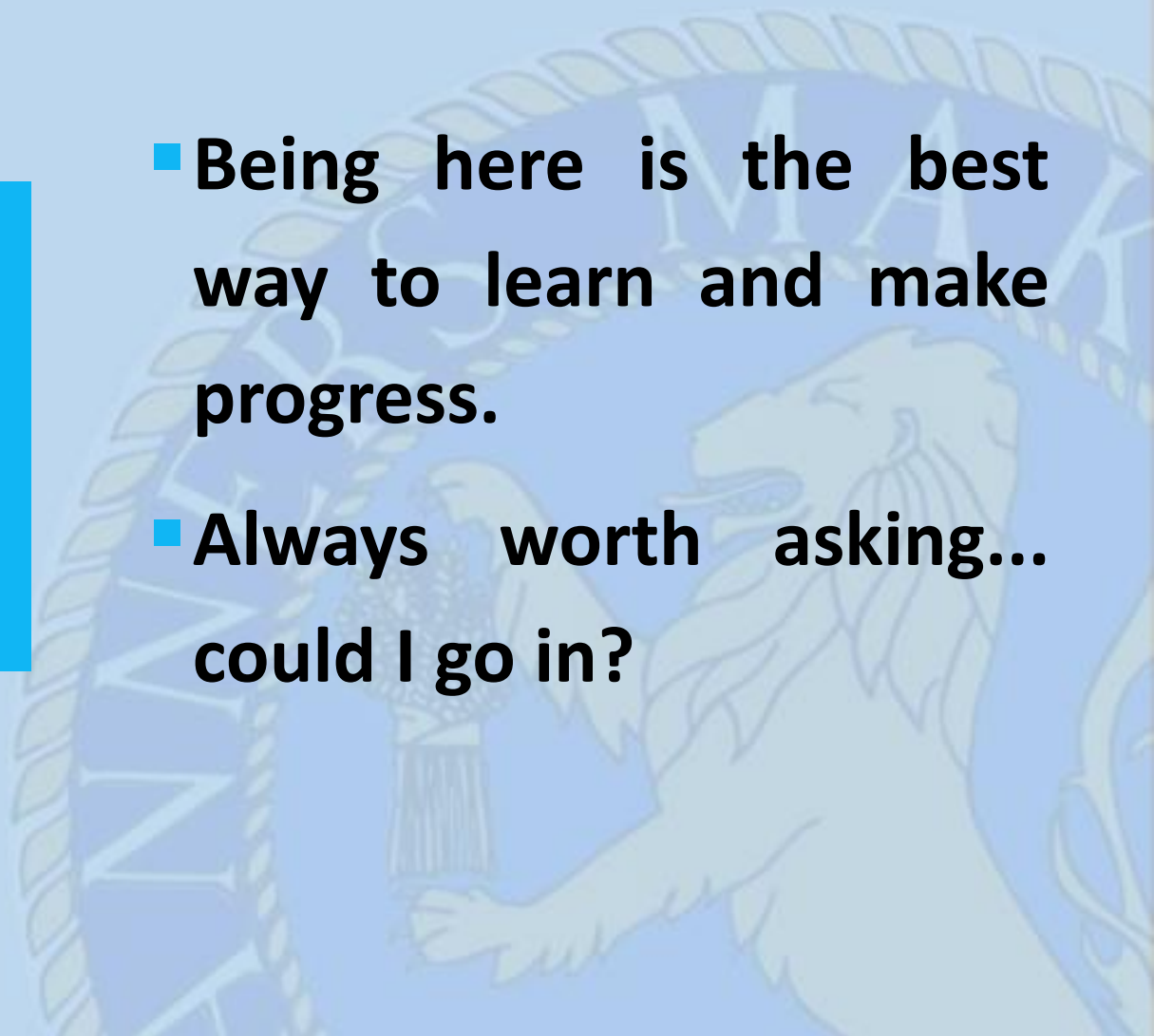
**Year 11 at
Urmston
Grammar
School...**





Attendance

- Being here is the best way to learn and make progress.
- Always worth asking... could I go in?



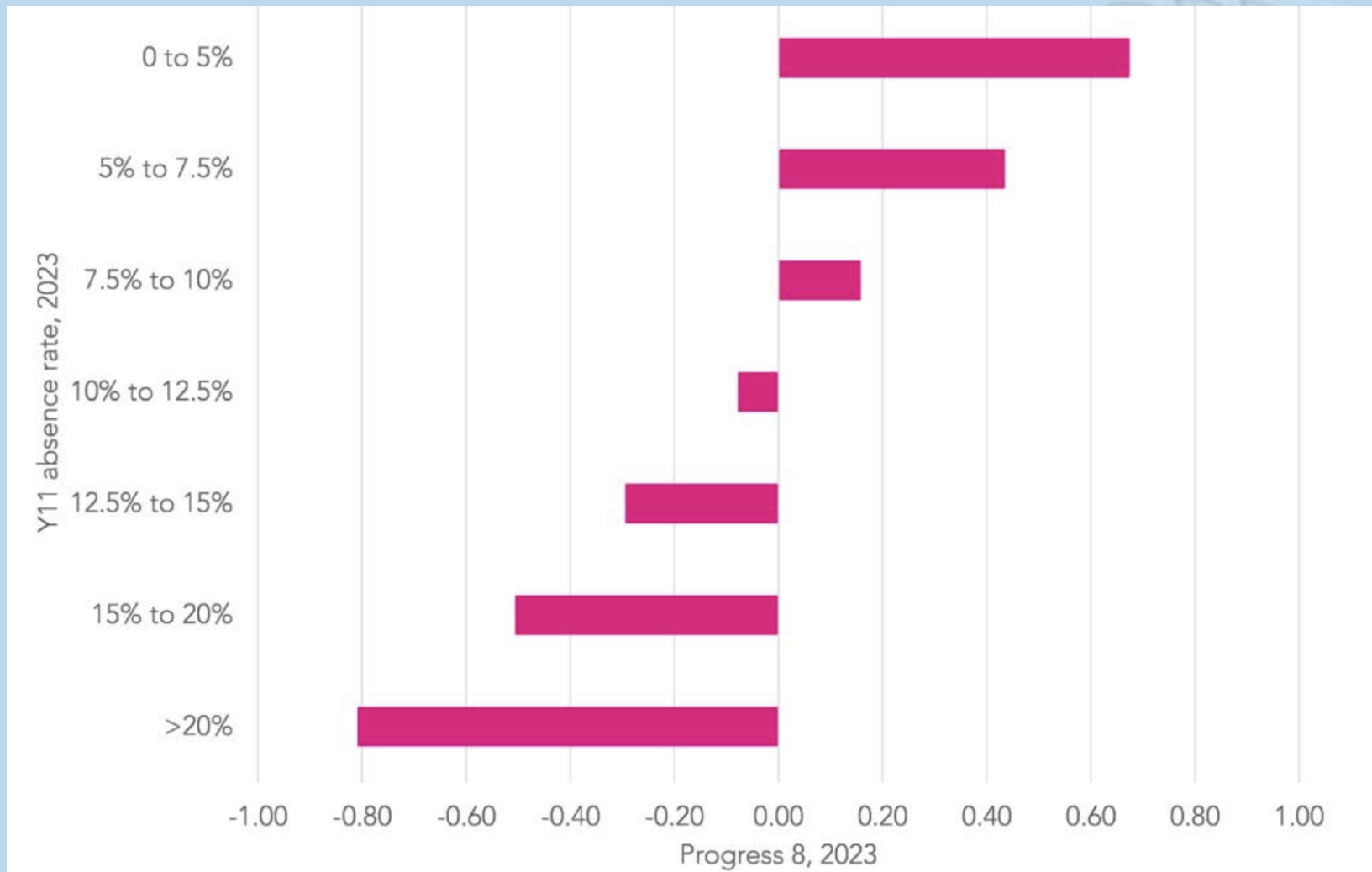


Attendance

- Persistent absence has a major impact: Persistently absent students (missing 10% or more of school sessions) had significantly lower attainment. Only 35.6% of persistently absent students achieved grades 9-4 in English and Maths GCSEs, compared to 67.6% of all students.



National Student Progress vs Absence Rate - 2023





EBSNA?

- Tell us! The more we know the better we can support!





**Miss
Lowe**

**What makes
a proactive
learner?**



Effective Revision at UGS

The **best bet** for **effective** and **efficient** revision is

SPACED



Repeating the testing,
spread out over time with
increasing delays between.

RETRIEVAL PRACTICE



Pulling knowledge out of
your memory by testing yourself.

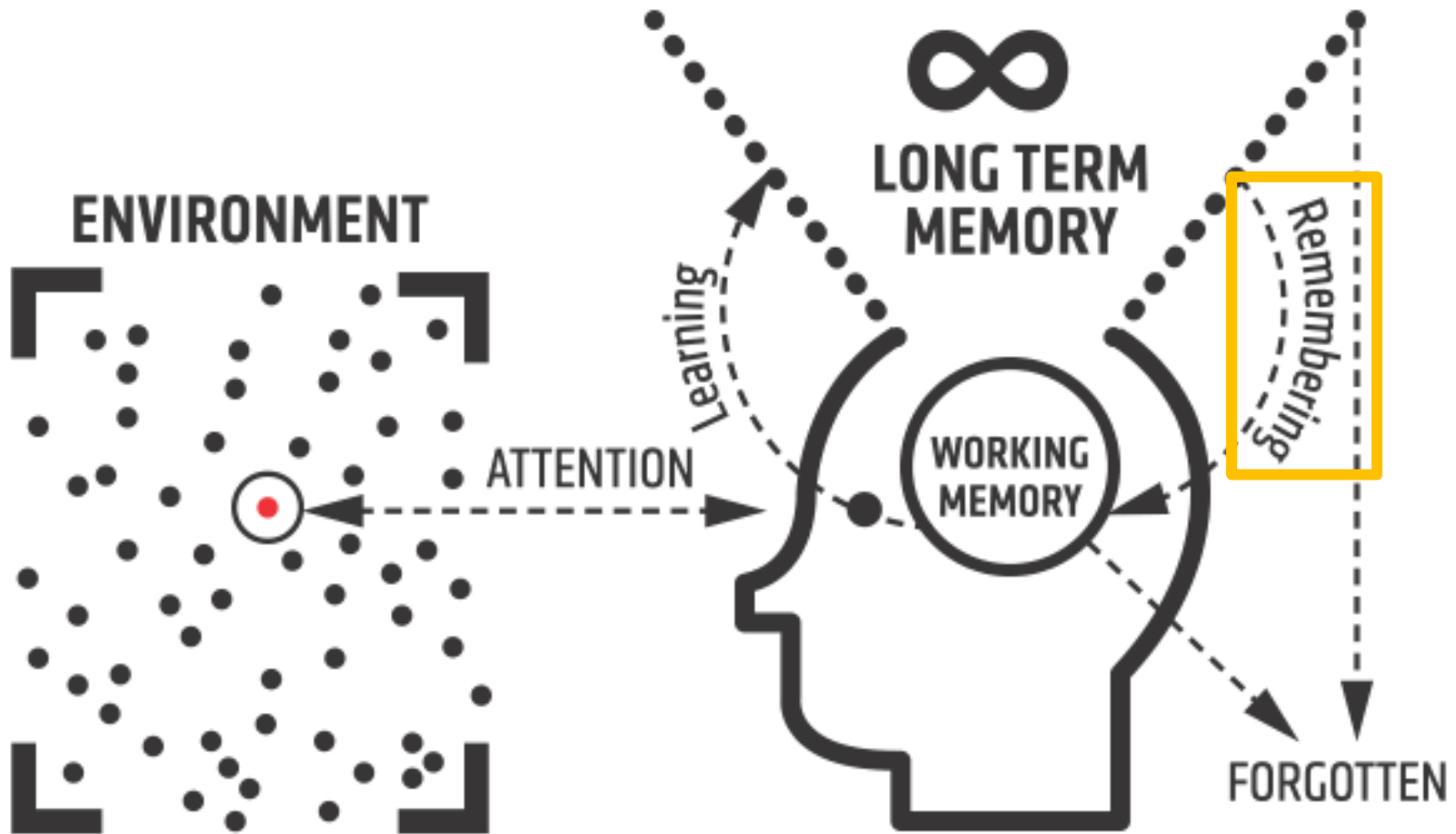
*This doesn't just check what you know – the very act of
trying to remember helps you learn the knowledge.*

But why does this work?!?

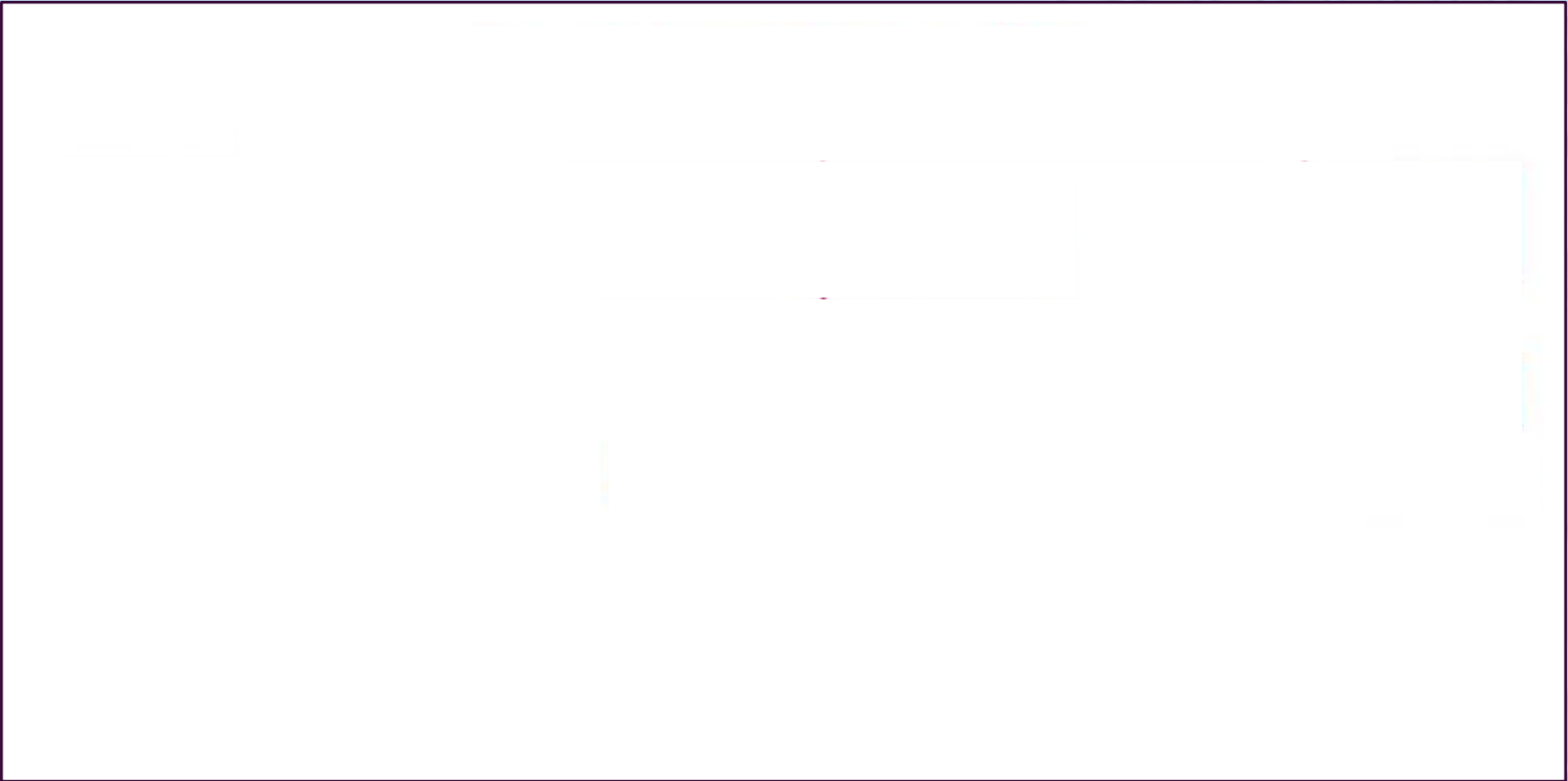


Effective Revision at UGS

WILLINGHAM'S SIMPLE MEMORY MODEL



The Testing Effect



*The very act of **trying** to remember something strengthens your memory of it.*

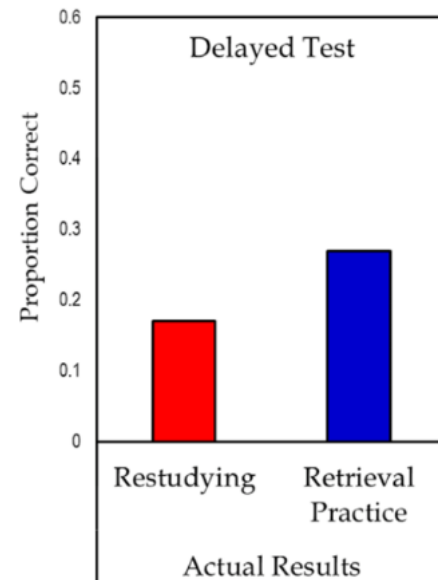
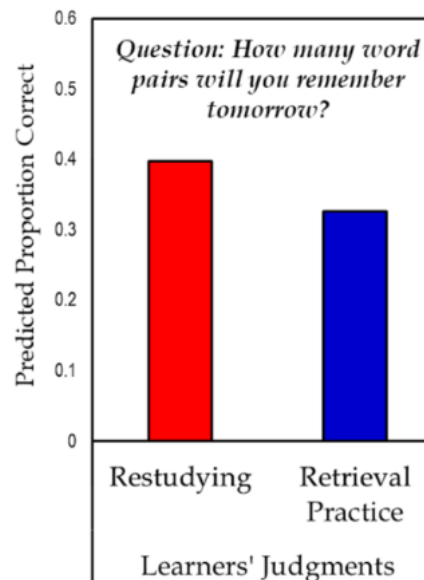
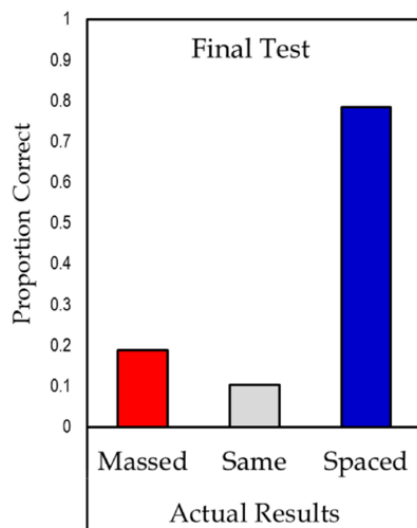
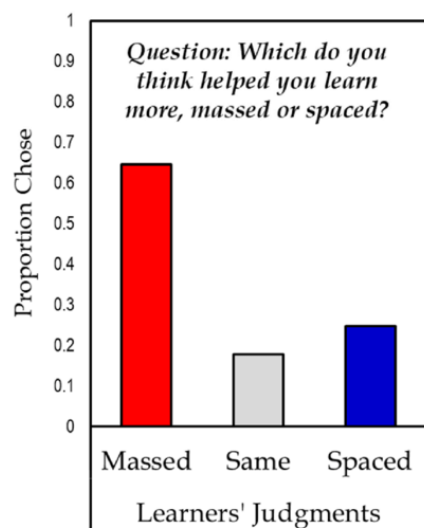


Effective Revision at UGS

So why do students resist using this?

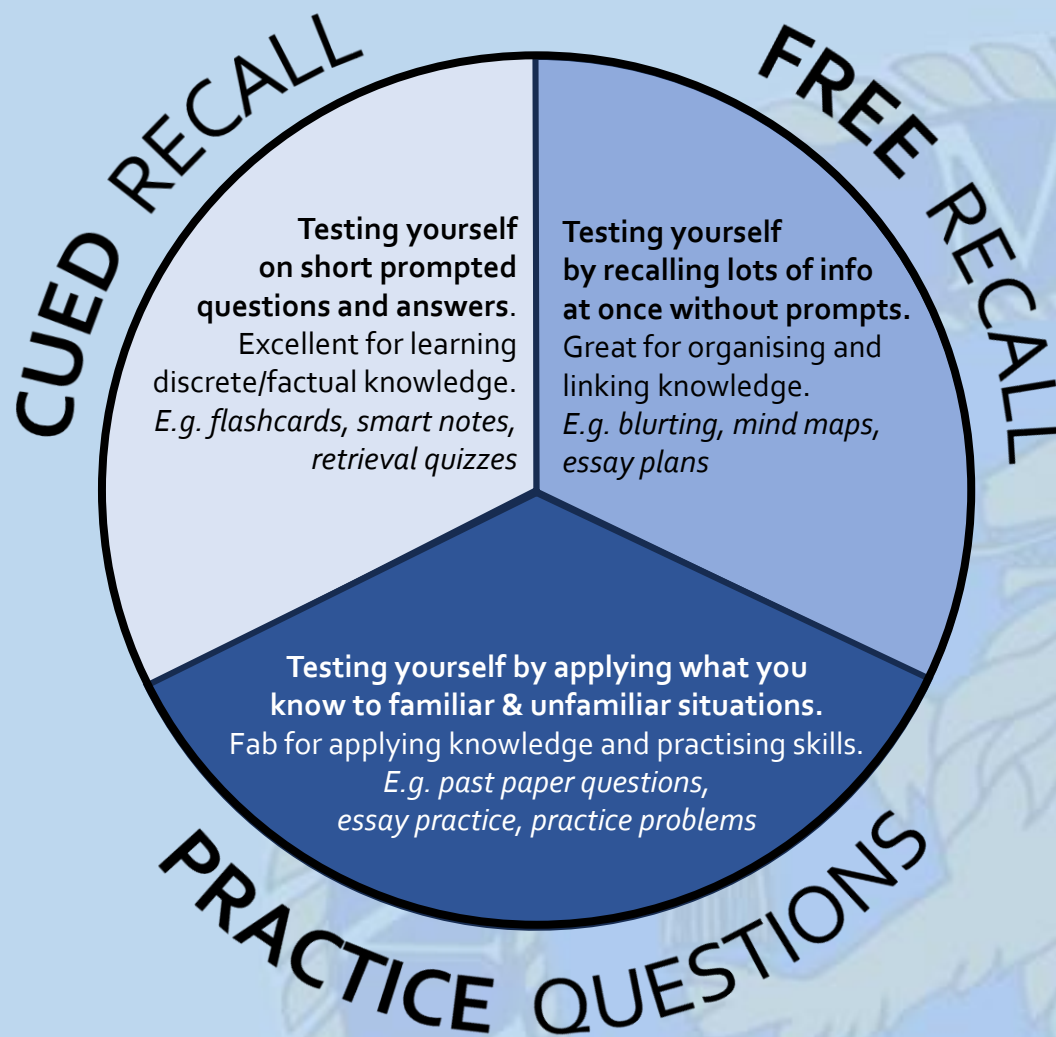
SPACED

RETRIEVAL PRACTICE





Effective Revision at UGS





Effective Revision at UGS

Time is not an infinite resource;
other techniques can work but will take longer.



Challenge is your friend –
if revision feels easy, it's probably not effective!



Effective Revision at UGS

Time is not an infinite resource;
other techniques can work but will take longer.



Challenge is your friend –
if revision feels easy, it's probably not effective!



Effective Revision at UGS

Year 10 Learning to Learn Effective Revision Workshop



The **best bet** for **effective** and **efficient** revision is
SPACED RETRIEVAL PRACTICE

Repeating the testing over time, with increasing gaps between retesting.

Pulling knowledge out of your memory by testing yourself.

There are three main types of retrieval practice

Each subject will require a different balance of them to be used, depending on the knowledge and skills to be learned and applied.

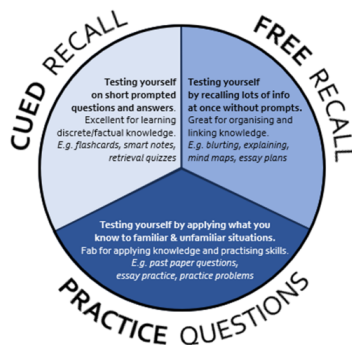


Time is not an infinite resource; other techniques can work but will take longer.



Challenge is your friend – if revision feels easy, it's probably not effective!

This approach has been developed based on the work and advice of study expert, speaker and coach William Wadsworth (<https://examstudyspexpert.com>)



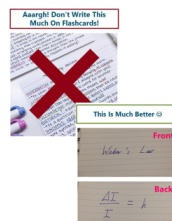
to **effectively** and **efficiently** use

CUED RECALL

Leading to **specific prompts/questions** that require quite **short**, **perfect** for learning **large quantities of factual knowledge**.
For **accurate** (correct) or **not** (incorrect or incomplete).
Recommended '**best bet**' methods are...

Important than making them
important, but content really is.
The smallest amount of information on
more than a question.
In order, but flag which cards you didn't
test again sooner – fold the corner

Cards using apps such as Quizlet and Anki.



Smart Notes

- Split your page vertically, about a quarter of the way in.
- Write your notes on the right hand side, then add in questions that your notes answer on the left.
- Test yourself by covering the answers and writing them from memory. Don't forget to check and correct your answers!
- To make notes that have already been written smarter, cover over important areas with a post-it note and write a prompt/question on there – then it's a lift the flap quiz!

Quizzing

Quiz of the key content you need to know, with the answers elsewhere.

- Test yourself by writing the answers out, or ask a family member or friend to quiz you.
- You could even record question and answer pairs as a voice recording – leave a decent pause between the question and the answer so you can try to say the answer before you hear it!



to **effectively** and **efficiently** use

FREE RECALL

Answering **wide, open-ended** questions/prompts, and recalling a **large** range of all at once. It's fantastic for **linking** and **organising** knowledge.
'**best bet**' methods (ranging from least to most structured) are...

3) you can about a topic on a blank piece
/ – don't worry about presentation!
book etc., correct anything you got wrong
you missed in a different colour pen, so it's
new well and what you missed later.
on of this is a revision clock – split your page into
the title of a sub-topic at the top of each.
to keep you on track as you blurt for each section.



Explain It

Logically and clearly explain a whole topic from scratch to a peer, parent/carer just yourself (recording this on a voice note adds extra pressure here!).
/ to identify areas you aren't as strong on, as you'll find them harder to explain these down to work on in the future.

Free Recall

Use of mind maps as a free recall activity,
with a model version.
Using your notes/other resources,
already made one.
replicate the mind map from memory.
to check how well you've done – make any
notes in a different colour pen.



Unsupported Essay Planning

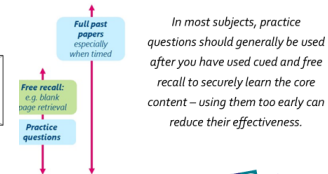
- From memory, bullet point/mind map a plan to answer an extended response question. Make sure it is in a logical order, with only relevant knowledge included.
- Then, use a textbook/other resources to check for any key points you may have missed. Add these and any other edits in a different colour pen.

excellent resources for advanced students and their parents interested in exploring the world of effective revision strategy in more detail, including interviews with leading cognitive psychologists whose research underpins the principles in this guide. William is also the author of "Outsmart Your Studies" and "Outsmart Your Exams" which provide more in-depth guides for students on effective revision technique and day-of-exam strategies respectively.

to **effectively** and **efficiently** use

FREE RECALL QUESTIONS

Revision allows you to both **retrieve** and then **apply** your knowledge in **exam situations** - it is the final 'step' of the process.
Practice the **skills** that are required in a subject.



In most subjects, practice questions should generally be used after you have used cued and free recall to securely learn the core content – using them too early can reduce their effectiveness.



Free Recall

papers, but you can find further in guides and revision websites.

Free Recall Questions

Work on an individual area, then completing questions to show patterns in the questions asked/marks awarded.
A-Levels, it is vital that you practice completing whole exams, to build up your stamina!

Free Recall Questions

In timed conditions.
Using your notes/extra time.
It's good to leave this final step until after when applying the mark scheme.



William Wadsworth (<https://examstudyspexpert.com>) for contributing his school approach. William's podcast & YouTube channel are



PRACTICING CUED RECALL

Flashcards

Metaphor

**A comparison made
without using 'like' or 'as'**

**E.g. His home was his
castle**

Example: FLASHCARDS in ENGLISH

Step 1: Cut up some A4 paper into rectangles.

Step 2: Pick out some key facts from the text below – keep your prompt on one side as short as possible and make your answer precise. (Optional – you could include examples where appropriate)

Step 3: Test yourself! Make two piles of cards – ones you knew and ones you didn't!

Literary Devices

A writer can use a range of literary devices to create meaning and shape the reader's response. A metaphor is a comparison made without using *like* or *as*, such as "His home was his castle", which presents the home as a secure and safe place. A simile also compares two things but uses *like* or *as* to make the image more vivid, as in "She had a smile like the sunrise", which suggests that her smile is bright and hopeful. Personification gives human qualities to non-human things, animals or ideas. For example, "The wind screamed through the trees" makes the wind seem human and helps create an uneasy atmosphere.

Writers also use repeated patterns for effect. A motif is a repeated idea, theme or image that carries symbolic meaning within a text. The repeated references to illness in "rotten apple...feverish heat... plague of flies...sickened trees..." could symbolise the moral sickness within the narrative. Repetition is when words, phrases or ideas are used again and again, as in "Stephen tried and tried and tried to get the ball in the net." This emphasises both his effort and his desperation. Listing involves a series of connected items placed one after the other. In "Phoebe saw that the garden was over-flowing with foxgloves, lupins, daisies, sun-flowers and pretty weeds of all shapes and heights," the list helps the reader imagine the garden's richness and beauty.

Sound devices are also powerful. Alliteration is the repetition of the same consonant sound, usually at the beginning of words. In "The suffocating steam filled the room", the repeated *s* sound adds to the sense of discomfort. Finally, onomatopoeia uses words that sound like the noises they describe. In "Howling, the cat ran through the house", the word *howling* helps the reader feel the cat's terror.



PRACTICING CUED RECALL

Smart Notes

Topic	Digestion
Questions	Notes/Answers
What is the function of the digestive system?	The digestive system is an organ system, as it is made up of organs working together to perform a certain function. The food you eat is large and insoluble and needs to be broken down in order for it to be in a form that can be absorbed by cells. It is made up of the following organs: 1. Glands (salivary glands and the pancreas) which produce digestive juices containing enzymes which break down food. 2. The stomach produces hydrochloric acid to kill bacteria and to provide the optimum pH for the protease enzyme to work. 3. The small intestine is where soluble molecules are absorbed into the blood. 4. The liver produces bile which is stored in the gall bladder, which helps with the digestion of lipids. 5. The large intestine absorbs water from undigested food to produce faeces. This passes out of your body through the rectum and anus.



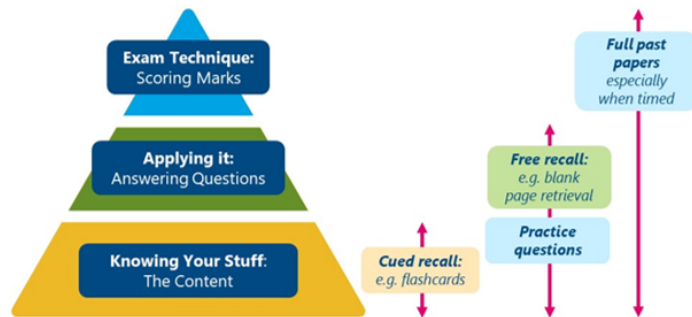
PRACTICING FREE RECALL

Blurting





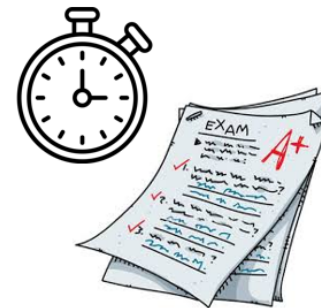
USING PRACTICE QUESTIONS



In most subjects, practice questions should generally be used after you have used cued and free recall to securely learn the core content – using them too early can reduce their effectiveness.

How can I get the most out of using practice questions?

- Firstly, answer the questions from memory in timed conditions.
- Then, allow yourself the chance to look at your notes/extra time to add to your answers in pencil, so you know what parts you could do with/without these aids.
- Finally, mark and correct your work in a coloured pen.
- *It's good to leave this final step until the next day, as some space makes you more objective when applying the mark scheme.*





Effective Revision at UGS

USING PRACTICE QUESTIONS

W/O notes with notes with MS

6-mark question

*(b) Figure 13 shows a beam of red light approaching one side of a rectangular glass block.

The beam of light will pass through the block and leave through the opposite side.

AB is a wavefront.

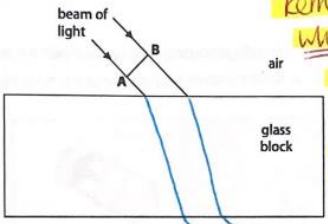


Figure 13

Discuss the path of the wavefront AB as it enters and leaves the glass block.

When the beam enters the glass, it slows down which causes it to bend towards the normal. It then bends the other way away from the normal when it leaves the glass. This is because glass is denser than air. This is parallel to the incident ray.

Remember to say why it bends because one side of ray changes direction before other.

because A reaches the glass before B so slows first

4/6



Effective Revision at UGS

Each **subject** will require a **different balance** of them to be used, depending on the knowledge and skills to be learned and applied.



The best bet for effective and efficient revision is

SPACED RETRIEVAL

PHYSICS

What is the recommended balance of techniques?

Start off with **lots** of **cued recall**

- Flashcards are great for learning all the definitions, equations and facts you need to know.
- At both GCSE and A-Level, we provide a smart note structure for you to fill in for each topic – make sure to use these once you have filled them in!



Free recall
you really
need to
blur from
with your
cued recall

Past paper questions are the key to success – but only after

- Completing as many practice questions and past papers as possible sure you haven't skipped the learning part – cued recall needs to be as valuable as possible!
- When you do complete past paper questions, make sure to try the Then, see what you can add in extra with your notes – use a different fully correcting your attempts using a mark scheme.

Recommended Resources

- [Physics & Maths Tutor](#) has loads of practice questions, but also has
- For GCSE, [Educake](#) is a great quizzing resource, whilst for A-level, practice as you use it.
- The [Physics Student SharePoint](#) also has lots of extra resources, and access to the online textbook through [Kerboodle](#)



The best bet for effective and efficient revision is

SPACED RETRIEVAL

KS4 ENGLISH LITERATURE

What is the recommended balance of techniques?

Start off with **cued recall**

- Use this to solidify your knowledge of the relevant context.
- Flashcards can be useful for memorising quotations.
- Blurt everything you can remember from a topic before checking back with your notes or another source – if you can remember it without prompting, you really know it well.

Next move onto **free recall**

- Concept maps are useful for themes / characters and making connections.
- Unsupported essay plans are a great way of checking you can then present your arguments in a logical order

Finally, **practice!**

- Completing practice questions in timed conditions is key: you need to be able to articulate ideas fluently when time is of the essence.
- Practise writing up analyses of key moments in detail.

Recommended Resources

The English Student SharePoint has plenty of resources to use!

What else do students need to do to succeed in English Literature?

READ, READ, READ!



The best bet for effective and efficient revision is

SPACED RETRIEVAL PRACTICE

KS3/4 MATHS

What is the recommended balance of techniques?

Maths does need a little bit of recall!

- Use flashcards and online quizzes (e.g. on Corbett Maths or DFM) to make sure you know your stuff, or cover over your notes and test yourself rather than just reading through them
- It's important though to understand, and not just memorise – for example, make sure you can explain why method works, not just how to do it.

Practice questions are the main focus

- Use exam style questions - practise under timed conditions and check your answers with mark schemes to identify gaps to prioritise.
- Always show full workings - even if your final answer is wrong, you can still gain marks for correct steps, and you'll be able to figure out where things went wrong when you are self-assessing.
- You should also use DFM and other resources to find the most relevant questions for you in a topic - key skill numbers from past tests, topic lists etc. tell you exactly what to work on, with QR links
- This will ensure you target weak areas and spend extra time on topics you find hardest, rather than just repeating the ones you're comfortable with.

Recommended Resources

- [Dr Frost Maths](#)
- [Corbettmaths](#) – Videos, worksheets, 5-a-day and much more
- [Maths Genie](#) - Free Online GCSE and A Level Maths Revision
- [1st Class Maths](#) - Free online GCSE Maths Revision
- [onmaths](#) | Maths revision and support
- [Physics & Maths Tutor](#)
- [PixiMaths](#) | Free Maths Teaching Resources | Homepage | Oakham
- [Bicen Maths](#) | Home

Other hints & tips

- Create a timetable and stick to it - focused sessions work best. Then, consistent - little often is better than last-minute cramming!



The best bet for effective and efficient revision is

SPACED RETRIEVAL PRACTICE

ART & TEXTILES

What is the recommended balance of techniques?

PRACTICE!

Art & Textiles are skills-based subjects, with no written exam. Therefore, practice is key, to ensure you are developing as an artist/designer. The main areas to focus on are:

Investigating and Analysing (AO1)

- Researching Artists/Textile Designers: studying the work, themes, materials and techniques of historical and contemporary artists/designers
- Critical Analysis: explaining why you like an artist/designer's work and how it connects to your own ideas.

Refining and Experimenting (AO2)

- Material Testing: experimenting with a wide range of media—such as acrylics, watercolours, printmaking, digital design, or clay for Art, and embroidery, applique, batik, tie-dye, fabric painting, printing, weaving, knitting, or mixed media for Textiles.
- Refining Ideas: learning how to adapt, improve, and change your ideas as your project progresses.

Recording Observations (AO3)

- Drawing Skills: using observational drawing in various forms, such as developmental sketches, cross-contour drawing, or precise renderings for Art, or fabric studies, pattern designs, colour experiments, and sample pieces for Textiles, to record and explore ideas.
- Written Annotation: keeping concise notes that explain your thought process, reflections, and the next steps in your project.

Presenting a Personal Response (AO4)

- Realizing Intentions: bringing all your research, experiments, and recordings together into a coherent, meaningful final piece

What else do students need to do to succeed in Art & Textiles?

- Look at past examples of student work and projects
- Respond to stimuli – visit galleries and exhibitions for inspiration!





Miss Smith

Work Experience





Work
Experience
June 2027

Fantastic opportunity

- All students participate
- Great success last 3 years – lots of positive experiences
- The earlier the placement is planned the more beneficial it usually is
- Great opportunity to gain experience and employability skills



Work Experience June 2027

Student comments

- I enjoyed being creative and given my own responsibilities. I think it has helped my concentration skills
- Being able to experience what a real work environment in terms of software development is like
- I liked that it put me out of my comfort zone, especially when communicating with others like customers, colleagues etc
- I learnt a lot about all kinds of engineering, cable calculations, how to become a successful engineer and get into the industry
- Being able to see a working environment rather than just being told what it is like
- I have learnt a great deal about how a general work environment works, and I enjoyed working alongside adults rather than people my own age



Work Experience June 2027

- Does not have to be in their chosen career field – **all experience is valuable!**
- **Students encouraged to find their own placement** (a small number of school sourced placements will be available but there will be a lot of competition for these)
- May seem a long time away but **places go quickly**
- Letter and necessary forms to follow later this term



Work Experience June 2027

- Please encourage your child to **get organised** and start thinking about this now
- **Hybrid/virtual placements** are an option if necessary
- Please **complete all necessary paperwork** according to deadlines to avoid delays



Mr Regan

GCSE Target Setting & Tracking



KS4 Target Setting



- In December of Y10 all students will be issued with a GCSE target grade per subject.
- Target grades are typically based on KS2 prior attainment.
- Targets determined by Fischer Family Trust (FFT)



KS4 Target Setting



'We are focused on providing accurate and insightful information to schools which enables pupils to achieve their full potential and schools to improve.'

(FFT Website)

- **FFT have many years of experience in mapping expected student outcomes at GCSE based on prior attainment**

How are target grades determined?

KS2 Scores



Reading = 110
Maths = 110

GCSE Grades

9,9,9,9,9,9,9,9,9,9



1,1,1,1,1,1,1,1,1,1

The top 20th Percentile

The grades achieved by students at the 20th percentile will form **FFT20 Target Grades** for students who have the same KS2 prior attainment . E.g. 6,7,7,7,7,7,7,7,8,8

The 50th Percentile

The grades achieved by students at the 50th percentile will form **FFT50 Target Grades** for students who have the same KS2 prior attainment E.g. 6,6,6,7,7,7,7,7,7,7

- At Urmston Grammar students are issued with FFT20 targets.
- Balance of aspirational yet achievable

GCSE Grades
9,9,9,9,9,9,9,9,9

1,1,1,1,1,1,1,1,1



Example Students

Mid Prior Attainment

KS2 Reading 105 Maths 112

	FFT 50	FFT 20	GCSE
Business	6		
E Lang	5		
E Lit	6		
German	5		
History	6		
Maths	7		
RE	6		
Science	5-5		



Progress Updates

- Parents/carers will be kept informed regularly either through an Interim Report or Full Report
- Target Grades will be issued at Interim 1 (December 2026)
- Reports will typically include:
 - Approach to Learning (1-4)
 - Behaviour for Learning (1-4)
 - Progress towards target grades
(Exceeding, Meeting, Not Yet Meeting for Interim Report)
 - Mock grades (where appropriate)
 - Estimated grades (**not Y10 Interim Report**)



Progress Updates

- **Following each report we would like all students to:**
 - **Celebrate their successes!**
 - **Reflect on where their areas for development are and how to improve further.**
 - **The progress reports are important, but it is all about focusing on continual develop.**
 - **Consistency in engagement is the key!**
- (Please avoid comparisons to other students)**



Progress Updates - Informal

- Much of what you already do!
- Discuss their work with them (look for positives and avoid comparing)
- Check Satchel One (SMHW) App regularly
- Support with organisation





KS4 Mocks and Exams

Throughout KS4 – Departmental ‘Topic Tests’

Y10 Mocks – This will take place at the end of 25th April – 5th May 2027. These are the first formal mocks in the exam hall. Will focus on most content delivered in first 2 terms of Y10

Y11 Nov Mocks – another set of mocks. Assessed on wider specifications.

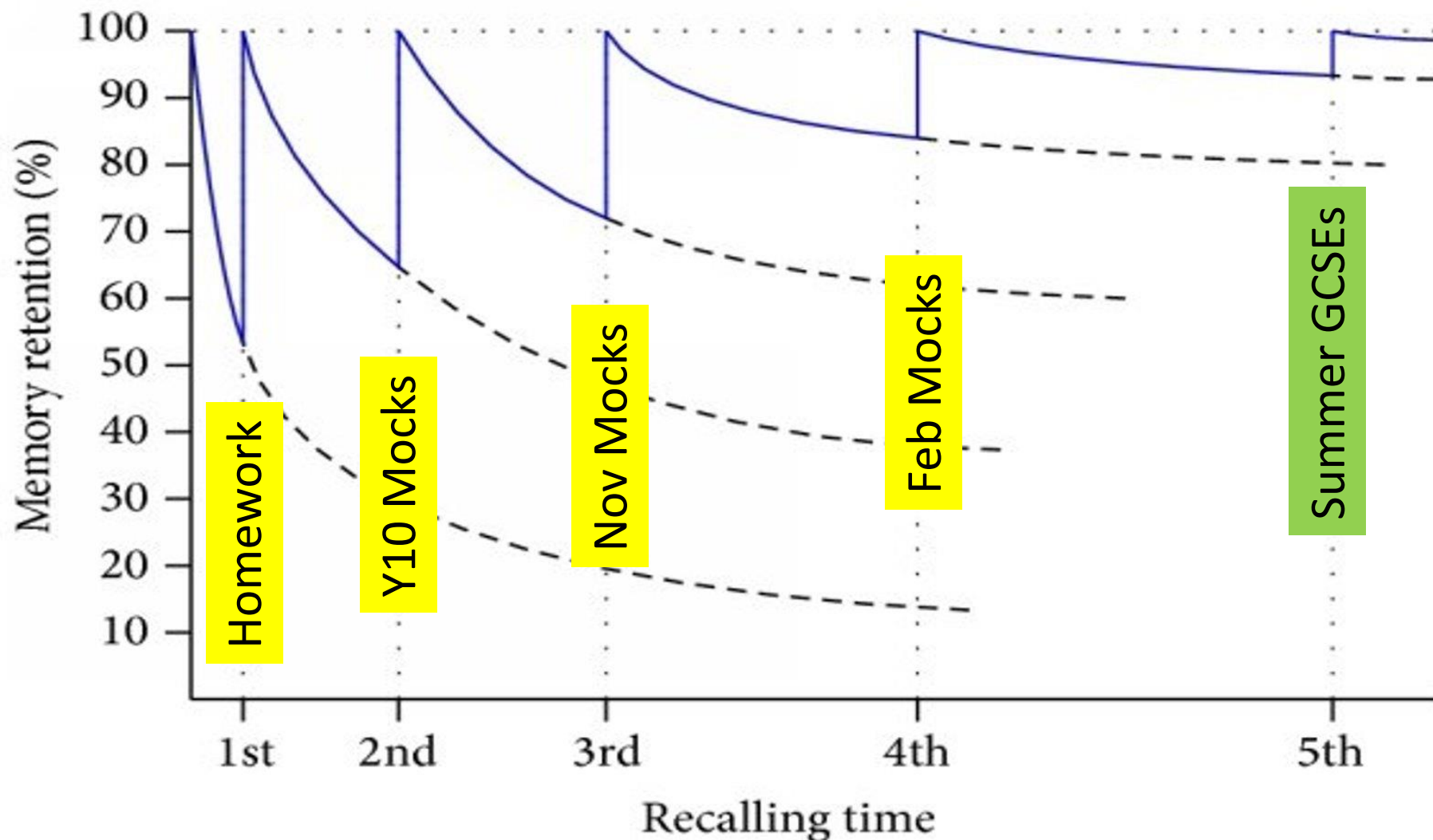
Y11 Feb Mocks – final set of mocks. Assessed on whole specification.

Y11 May – GCSEs begin. Typically spread over 5/6 weeks.

(Please note – students do not get study leave, including the first 3 weeks of their GCSE exams)



The Forgetting Curve





Supporting Spaced Retrieval

- Students will receive a guide to support home learning and spaced retrieval.
- We want to stress that the below timetable is a **guide**, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.
- Each piece of homework at Key Stage 4 will help with students prepare for their examinations.
- Homework should be the priority** for students to complete each night.



UGS Spaced Retrieval Practice

This document has been put together to help guide students with their spaced retrieval practice, time management and to help facilitate students' progress across their subjects at Key Stage 4.

We want to stress that the below timetable is a guide, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

Each piece of homework at Key Stage 4 will help with students prepare for their examinations. Homework should be the priority for students to complete each night and we encourage them to complete the homework on the day it is set; this can be found on their satchel one account. Alongside this and when students have completed the homework in good time students should be completing independent spaced retrieval practice to ensure effective revision is being completed throughout the year, as research indicates this is the most effective way at supporting student's progress over time.

As a rough guide, students in Year 10 should be spending around 60 to 90 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.

The three main types of retrieval practice		
Cued Recall	Free Recall	Practice Questions
Testing yourself on short questions and answers	Testing yourself by recalling lots of information at once without cues	Testing yourself by applying what you know to familiar / unfamiliar situations
E.g flashcards, smart notes, quiz apps, pair testing and retrieval quizzes	E.g blurting, mind maps, explaining out loud	E.g past paper questions, essay practice, practice problems
Best for learning knowledge	Best for organising and linking knowledge	Best for applying knowledge and practising skills

Revision Timetable for Regan, Mr 10U

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compulsory Homework	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Night Off Homework & Revision	Complete compulsory homework	Complete compulsory homework
Revision Session 1 - Up to 20 minutes	English Lang	Religious Studies	Modern Foreign Languages	Maths		Physics	Geography / Business Studies
Revision Session 2 - Up to 20 minutes	Maths	Physics	English Lit	Chemistry		Modern Foreign Languages	Biology
Revision Session 3 - Up to 20 minutes	Geography / Business Studies	Biology	Geography / Business Studies	Religious Studies		English Lang or Lit	Chemistry



Supporting Spaced Retrieval

-Alongside this and when students have completed the homework in good time students should aim to complete independent spaced retrieval practice to ensure effective revision is being completed throughout the year.

-As a rough guide, students in Year 10 should be spending around 60 to 90 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.

-This would be independent work.



UGS Spaced Retrieval Practice

This document has been put together to help guide students with their spaced retrieval practice, time management and to help facilitate students' progress across their subjects at Key Stage 4.

We want to stress that the below timetable is a guide, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

Each piece of homework at Key Stage 4 will help with students prepare for their examinations. Homework should be the priority for students to complete each night and we encourage them to complete the homework on the day it is set; this can be found on their satchel one account. Alongside this and when students have completed the homework in good time students should be completing independent spaced retrieval practice to ensure effective revision is being completed throughout the year, as research indicates this is the most effective way at supporting student's progress over time.

As a rough guide, students in Year 10 should be spending around 60 to 90 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.

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KS4 Curriculum



- The curriculum outline for each subject is available on our website via the link [here](#).

OUR CURRICULUM

To read our Curriculum Policy and Subject Curriculum Intent documents in full, please use the following links:

CURRICULUM POLICY

SUBJECT CURRICULUM INTENT

The following is a brief overview of the curriculum at Urmston Grammar School:

The school operates through **Curriculum Areas and Departments**. Each individual Head of Department has a seat on the Academic Board of Urmston Grammar.

The curriculum areas are: English, Mathematics, Science (Biology, Chemistry, Physics), Modern Languages (French & German), Humanities (Geography, History, Politics, Religious Studies), PE, Drama, Music, Social Sciences (Psychology, Sociology), Business Studies, Economics, Art, Photography, Computing, Design & Technology

- **The curriculum outline for each subject is available on our website via the link [here](#).**



KS4 Curriculum

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SUBJECT CURRICULUM INTENT

Please use the links below to see the Curriculum Intent for each subject area.

(Please be aware - this page is currently under construction. If the information you are looking for isn't available, please check back here soon)



English



Maths



Science

- The curriculum outline for each subject is available on our website via the link [here](#).



KS4 Curriculum



Spring2025

Maths Department – Curriculum Intent

Overview of KS4 Curriculum		
Exam Board: Edexcel		Subject: GCSE Maths
	Year 10	Year 11
Autumn Term	GCSE 2. Algebra Algebraic indices. Expanding and factorising. Equations. Formulae. Linear sequences. Non-linear sequences. Further expanding and factorising. 5. Angles and trigonometry Angle properties of triangles and quadrilaterals. Interior angles of a polygon. Exterior angles of a polygon. Pythagoras' theorem. Trigonometry. 6. Graphs Linear graphs. Graphing rates of change. Real-life graphs. Line segments. Quadratic graphs. Cubic and reciprocal graphs. Interpreting graphs. 7. Area and volume Perimeter and area. Units of accuracy. Prisms. Circles. Sectors. Cylinders and spheres. Pyramids and cones. Career Links: Data Analyst, Sports Performance Analyst, Accounting and Finance.	13. Further trigonometry Accuracy. Graphs of the sine and cosine functions. The tangent function. Calculating areas and the sine rule. The cosine rule and bearings. 3D Pythagoras and trigonometry. Transformation of trigonometric graphs. 14. Further Statistics Sampling. Cumulative frequency. Box plots. Drawing histograms. Interpreting histograms. Comparing and describing populations. 15. Equations and graphs Solving simultaneous equations graphically. Representing inequalities graphically. Graphs of quadratic functions. Solving quadratic equations graphically. Iteration. Graphs of cubic functions. Career Links: Data Analyst, Sports Performance Analyst, Architect, Engineer.
Spring Term	8. Transformations and constructions 3D solids. Reflections and rotations. Enlargement. Translations and combined transformations. Bearings and scale drawings. Constructions. Loci. 9. Equations and inequalities Solving quadratic equations. Completing the square. Simultaneous equations. Linear inequalities. 10. Probability Combined events. Mutually exclusive events. Experimental probability. Independent	17. Further algebra Rearranging formulae. Simplifying algebraic fractions. Algebraic fraction calculations. Further surds. Functions. Proof. 16. Circle Theorems Radii and chords. Tangents. Angles in circles. Applying circle theorems. 18. Vectors and geometric proof Vector notation. Vector arithmetic. Parallel and collinear points. Solving geometric problems.



GCSE Course Information



Urmston Grammar - GCSE Course Information

The following information has been provided to assist parents/carers in guiding their son/daughter through their GCSE courses. Please note that:

- This information is for Y10s starting their GCSEs in Sept 2025. For other year groups the information is likely to be largely the same though there may be some differences regarding exam boards.
- NEA stands for 'Non-examined assessment' and essentially means coursework.
- The only subjects which have higher and foundation tiers of entry are Maths, Sciences and Modern Foreign Languages. Decisions regarding tiers of entry are made in the spring term of Year 11.

Core Subjects

GCSE Maths	
Exam Board	Edexcel
Specification	Link Here
How is this subject assessed?	Three exams sat in the summer of Year 11: Paper 1 non calculator 90 minutes (33.3%) Paper 2 calculator 90 minutes (33.3%) Paper 3 calculator 90 minutes (33.3%) Students can be entered for Higher or Foundation Tier
Resources for Independent Study	Dr Frost Maths, Corbett Maths, Maths Genie, 1 st Class Maths, On Maths, Maths folders in Student SharePoint. YouTube – 'Bicen Maths'

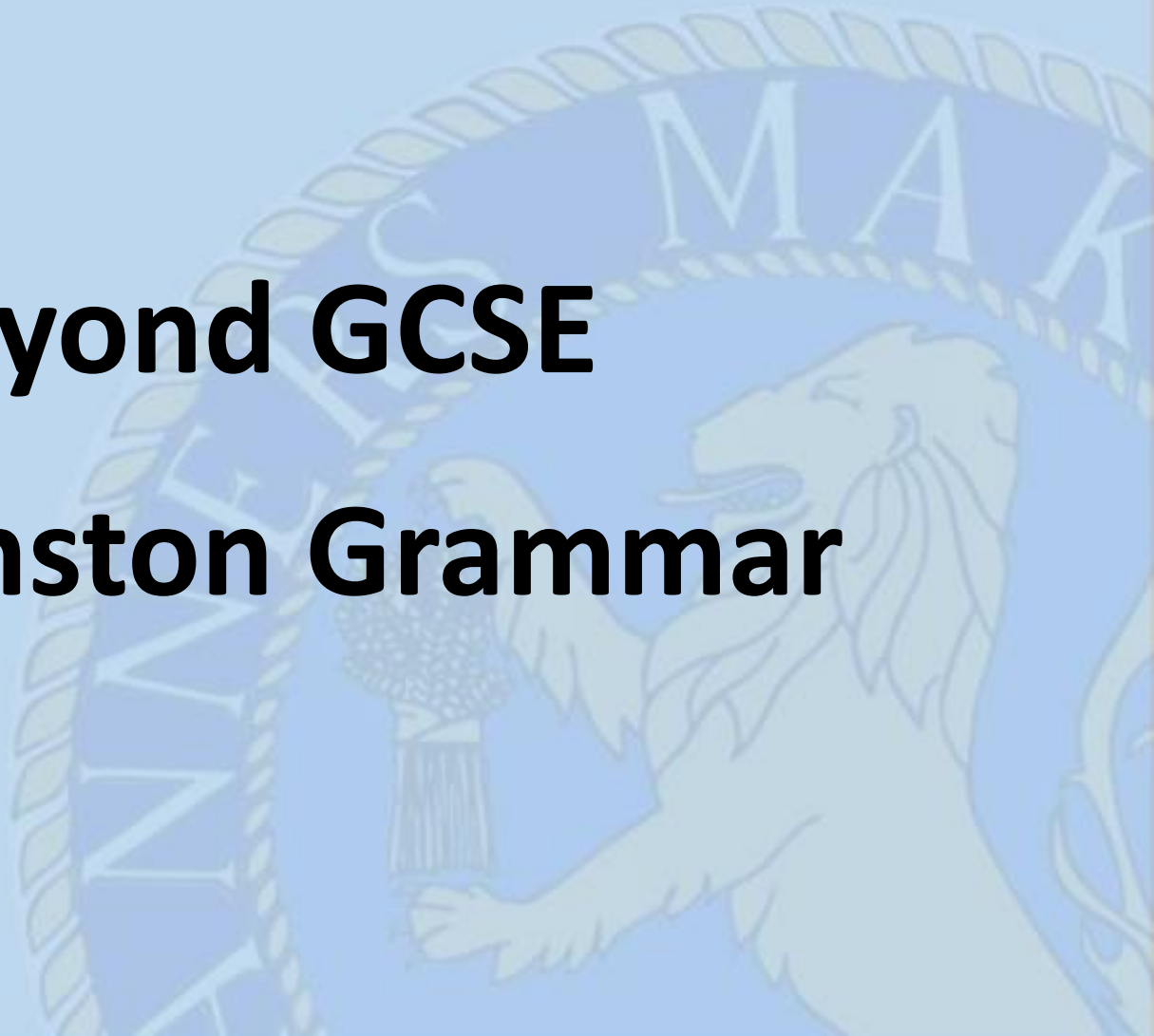


The GCSE course information outline for each subject for those starting GCSE's in September 2026 can be found using the below link:

[UGS GCSE Course Information](#)



Beyond GCSE at Urmston Grammar





UG Sixth Form

Sixth Form Requirements 2027 *(These are reviewed annually, so are subject to amendment)*

General Entry Requirements

- Minimum 2 x 7 grades & 4 x 6 grades at GCSE
- A minimum of grade 5 in Mathematics and English Language at GCSE.
- 8 or more GCSE qualifications

Subject Specific Requirements

- Courses in subjects taken at GCSE - a minimum of a grade 6 at GCSE.
- Some subjects have more specific requirements. For example...
 - Maths – Grade 7 in GCSE Maths
 - Further Maths – Grade 8 in GCSE Maths
 - Chemistry – Grade 7 in Chemistry/7-6 in Combined Science and 7 in Maths
 - Some humanities/social sciences will require a 6 at GCSE as well as a 6 in English Language

Academic Curriculum

Art & Design
Biology
Business Studies
Chemistry
Computer Science
Economics
English Language

English Literature
Further Maths
French
Geography
German
Government & Politics
History

Maths
Psychology
Physics
Sociology
Physical Education
Religion, Philosophy & Ethics

Enrichment Curriculum

Timetabled enrichment opportunities include:

- EPQ
- Wednesday Electives
- PSHE

Support

- Regular mentoring to support academic progress, wellbeing & post-18 options.
- External speakers & events e.g. Lancaster University, Safe Drive & Healthy Lifestyles.
- Specialist MDV & Oxbridge Programmes



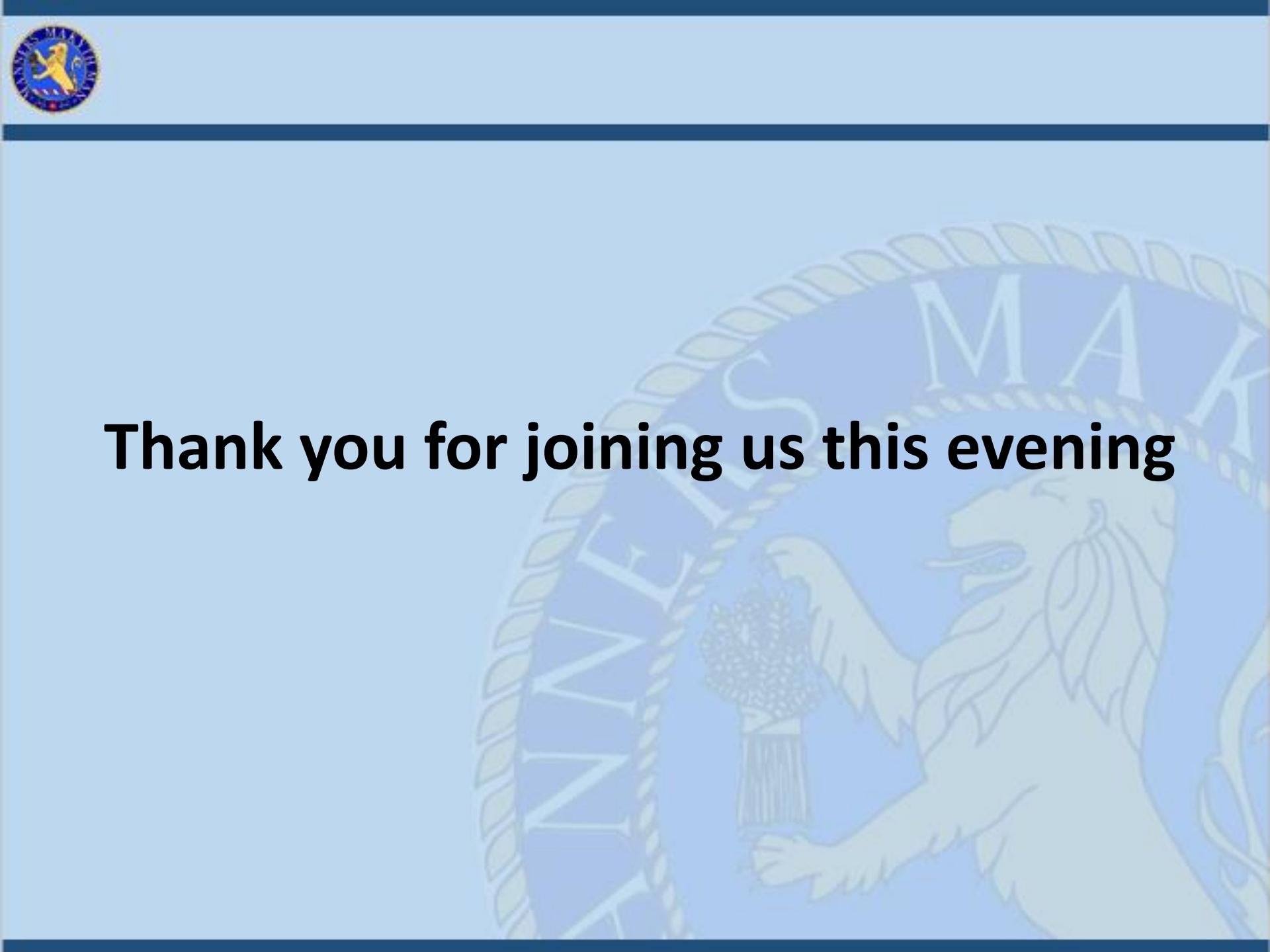
Post-18 Options

How do GCSE results influence university or apprenticeship places?
Visit <https://www.ucas.com/> to find out more about courses, providers and entry requirements.

Each course, and most providers, have different requirements. They are usually a mix of GCSE and A Level qualifications, subjects, or exam grades.

GCSE grades needed to study PSYCHOLOGY BSc:

- ✓ **University of Cardiff** – Grade 6 in English Language & Maths (AAA - ABB)
- ✓ **University of Cambridge** – Candidates are ranked on GCSE grades (A*A*A)



Thank you for joining us this evening