



Ringwood School

Year 10 Curriculum Maps

Contents

What is a Curriculum Map?.....	3
A student scholar has:.....	4
BUSINESS: How can I be a scholar?	5
ART: How can I be a scholar?.....	8
CNAT Health and Social Care: How can I be a scholar?	11
COMBINED SCIENCE: How can I be a scholar?.....	12
COMPUTER SCIENCE: How can I be a scholar?	14
DRAMA: How can I be a scholar?	15
DESIGN TECHNOLOGY: How can I be a scholar?	17
ENGINEERING: How can I be a scholar?	21
FOOD AND NUTRITION: How can I be a scholar?.....	25
FRENCH: How can I be a scholar?	27
GCSE PHYSICAL EDUCATION: How can I be a scholar?	29
GEOGRAPHY: How can I be a scholar?	31
HISTORY: How can I be a scholar?	34
HOSPITALITY & CATERING: How can I be a scholar?.....	36
MEDIA STUDIES: How can I be a scholar?.....	38
MUSIC: How can I be a scholar?.....	40
OCR PHYSICAL EDUCATION: How can I be a scholar?.....	42
PHOTOGRAPHY: How can I be a scholar?	44
PSHE: How can I become a scholar?.....	46
RELIGIOUS STUDIES: How can I be a scholar?	48
SPANISH: How can I be a scholar?.....	50
TEXTILES: How can I be a scholar?	52
TRIPLE SCIENCE: How can I be a scholar?.....	54

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work. In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

A desire to widen their vocabulary, so that they can use 'the language of the subject' A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the Curriculum Maps



BUSINESS: How can I be a scholar?

Year 10 Curriculum map - How I can be a scholar in Year 10 Business? - Skills, Knowledge and Understanding					
Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions
<p>Topics</p> <p><i>3.1 Business in the real world</i></p>	<ol style="list-style-type: none"> Why do businesses exist? Describe the difference between good and services, needs and wants. List the factors of production What is opportunity cost? Define and give examples of the 3 sectors. Give 3 characteristics of an entrepreneurs. Give 2 reasons why an entrepreneur might choose to start a business Why is business dynamic? State and give two defining factors of the different types of ownership Identify 4 different stakeholders and detail how they may impacted by/have influence of businesses. 	<p>Topics</p> <p><i>3.2 Influences on business</i></p>	<ol style="list-style-type: none"> Give an example of how technology can impact business What digital communication methods could be used to communicate with stakeholders? List 2 benefits and 2 drawbacks of being ethical for a business. How does being sustainable impact on profit? How might a change in interest rates impact a business? Why might higher levels of unemployment benefit a business? What is globalisation? What employment legislation is there? What impact does competition (or lack of) have on a business? 	<p>Topics</p> <p><i>3.3 Business Operations</i> <i>3.4 Human Resources</i></p>	<ol style="list-style-type: none"> The difference between job and flow production? What is lean production and what are its benefits? Explain the difference between Just in Case and Just In Time Give 2 benefits and 2 drawbacks of JIC and JIT What are the factors affecting the choice of supplier? Give 2 benefits and 2 drawbacks of procurement and logistics Explain what a supply chain is What are the benefits for a business of an effective supply chain? Give 2 consequences of
<p>Key concepts & Skills</p> <p><i>3.1.1 The purpose and nature of business</i> <i>3.1.2 Business Ownership</i> <i>3.1.3 Setting business aims and objectives</i> <i>3.1.4 Stakeholders</i> <i>3.1.6 Business planning</i> <i>3.1.7 Expanding a business</i></p>		<p>Key concepts & Skills</p> <p><i>3.2.1 Technology</i> <i>3.2.2 Ethical and environmental considerations</i> <i>3.2.3 The economic climate on businesses</i> <i>3.2.4 Globalisation</i> <i>3.2.5 Legislation</i> <i>3.2.6 Competitive Environment</i></p>		<p>Key concepts & Skills</p> <p><i>3.3.1 Production Processes</i> <i>3.3.2 The role of procurement</i> <i>3.3.3 The concept of quality</i> <i>3.3.4 Customer Services</i> <i>3.4.1 Organisational Structures</i></p>	

	<p>11. Why is location important?</p> <p>12. Why should businesses plan?</p> <p>13. When might a business choose to expand?</p> <p>14. Give 2 benefits and 2 drawbacks of expansion</p>				<p>issues with quality for a business</p> <p>10. Give 2 benefits for a business of using TQM</p> <p>11. List some costs and benefits for a business of maintaining quality</p> <p>12. Why is good customer service important for a business?</p> <p>13. How do businesses ensure they provide good customer service?</p> <p>14. Explain why different organisational structures might affect communication.</p>
<p>Key Terms</p> <p>Goods</p> <p>Services</p> <p>Needs</p> <p>Wants</p> <p>Entrepreneurs</p> <p>Objectives</p> <p>Stakeholders</p> <p>Sole trader</p> <p>Partnership</p> <p>PLC</p> <p>Ltd</p> <p>Economies of scale</p> <p>Diseconomies of scale</p>		<p>Key Terms</p> <p>Technology</p> <p>Digital communication</p> <p>Ethics</p> <p>Environmental Impact</p> <p>Sustainability</p> <p>Economy</p> <p>Interest rates</p> <p>Consumer spending</p> <p>Employment</p> <p>Globalisation</p> <p>Exchange rates</p> <p>Competition</p> <p>Legislation</p>		<p>Key Words</p> <p>Job production</p> <p>Flow production</p> <p>Lean production</p> <p>JIT</p> <p>JIC</p> <p>Procurement</p> <p>Logistics</p> <p>Supply chain</p> <p>TQM</p> <p>Customer service</p>	

Super Curricular:

GCSE Business Bitesize- <https://www.bbc.com/bitesize/subjects/zpsvr82>

Class clips - [GCSE / National 5 Business Teacher Resources - BBC Teach](#)

Revision World - <https://revisionworld.com/gcse-revision/business-studies>

YouTube channels: EduKate, BBC Teach Business, Tutor2u, Two Teachers, Taking the Biz.

News outlets - The **BBC news website** is worth a daily visit, particularly the Business tab.

The Times, Guardian, Telegraph, and Independent all have good coverage of business.

Books

How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions – Rachel Bridge An essential read for anyone that is thinking about starting their own business. Successful Entrepreneurs are interviewed about how they spotted a gap in a market, and developed a USP.

The Tipping Point: How Little Things Can Make a Big Difference – Malcolm Gladwell A very readable and fascinating book, which looks into the reasons products become market leaders.

The Google Story – David A. Wise An interesting investigation into the culture at Google, includes insights into the four day working week and soft management styles. The questions are; are these the things that made Google the world's number one search engine?

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer – Jeffrey Liker Covers Japanese Management Techniques such as Kaizen and TQM.

Business Stripped Bare: Adventures of a Global Entrepreneur – Sir Richard Branson The autobiography of Britain's most famous entrepreneur.

Podcasts

The diary of a CEO

How can I revise in this subject?

- Practice the skills you have learnt and develop them further independently.
- Knowledge Organisers provided by your class teacher
- Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.
- Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information
- Revision Clocks made of the content you have studied
- Use BBC Bitesize GCSE pages to review what you have learnt
- Revision books like CGP or other exam board specific revision books.
- Use Seneca

ART: How can I be a scholar?

Skills, Knowledge and Understanding of the creative process: Throughout Year 10 , you will learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project. You will be given a greater level of freedom to make choices about your outcomes within the project and build on the skills and understanding you have acquired through 7.8 and 9.					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
The Object	The Object	The Object	The Object	The Object	Choice of 2 nd Coursework Theme
Visual elements Line, Tone, Texture, Colour	Visual elements Line, Tone, Texture, Colour, Space, Shape	Visual elements Line, Tone, Texture, Colour, Space, Shape	Visual elements Composition	Visual elements Composition	Visual elements Line, Tone, Texture, Colour, Space, Shape, Form
OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<ul style="list-style-type: none"> • Baseline drawing exercise • Introduction to unit The Object (a final piece/artwork will be produced in term 4 based on the ideas and exploration of work in 1, 2 and 3) • Pencil drawings of sections of man-made and natural objects • Continuation/extended drawings. Photocopies and pencil. Produce drawings response 	<ul style="list-style-type: none"> • Move to use of sketchbook • Write a statement of intent • Present book • Produce images using colour. Introduce colour mixing. Experiment with mixing colours only using primary colours. • Create a series of Colour Theory exercises • Continuous line drawing. Experiment with different materials – 	<ul style="list-style-type: none"> • Produce a mind map of possible ideas for a personal response/final piece. • Create a mood board/page of inspirational images • Independent Artist research and responses • Encourage use of techniques introduced in term 1 and 2 • Exercises to develop independent ideas <p>CREATIVE LANGUAGE</p>	<ul style="list-style-type: none"> • Research Artists, choose an Artist(s) that links you're your idea. • Take photographs of objects/places/ things that relate to your idea. • Draw from your own photographs / found images. • Exercises to develop independent ideas • Create lengthy studies. • Experiment with materials 	<ul style="list-style-type: none"> • Assessment exercise • Present a personal response based on the ideas and exploration of work in 1, 2, 3 and 4 • Write a statement of intent • Experiment with composition • Produce a plan/maquette for your final piece • Produce Personal response/final piece MOCK EXAM started WB 19 May 	<ul style="list-style-type: none"> • Introduction to 2nd unit of coursework (a final piece/artwork will be produced in term 2 of Year 11 based on the ideas and exploration of new theme) • Produce a mind map of possible ideas for a personal response • Create a mood board/page of inspirational images • Independent Artist research and responses

<p>on variety of surfaces/backgrounds</p> <ul style="list-style-type: none"> • Study and response to work of Jim Dime • Response – collage sections of various structures and connect them using mixed media • Take photographs of Objects - manmade/natural – student choice • Add annotation to a presented sheets <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>Timed drawings. On paper and acetate.</p> <ul style="list-style-type: none"> • Create a printing response based on chosen images • Consider different colour schemes and print a series in response to chosen artists <p>CREATIVE LANGUAGE Experiment - Intentions – Select - Refine</p>	<p>Experiment - Intentions – Select - Refine</p>	<ul style="list-style-type: none"> • Experiment with colour schemes <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<ul style="list-style-type: none"> • Exercises to develop independent ideas • Take photographs of objects/places / things that relate to your idea. • Draw from your own photographs / found images. • Exercises to develop independent ideas • Experiment with materials • Experiment with colour schemes <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>
<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement. Show your teacher for feedback. Choose objects which are relevant to your work in class</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p>	<p>Super-Curricular: Do independent study on other artists who use colour as an expressive medium</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p>	<p>Super-Curricular: Carry out additional research on key artists</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Look at Website Art2Day</p> <p>https://www.art2day.co.uk</p> <p>Draw from observation – this is always a valuable means of improvement . Show</p>

<p>Can you go to an Art gallery? Visit either London galleries or local galleries. It is important to develop a personal opinion about different kinds of Art.</p>				<p>GCSE Art and Design - AQA - BBC Bitesize</p>	<p>your teacher for feedback-making as an expressive medium</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p>
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How can I prepare for assessments?

It is likely that most of the work that you produce throughout your GCSE course (every single lesson) will be submitted and marked for your final grade. Coursework rewards students who consistently work hard and show improvement in their work. The care that you have put into producing excellent sketchbooks over the last 3 years has been preparation for this. You will produce one “final piece” this year; in term 5.

In term 6 you will start work on a second theme/project which will continue into the start of Year 11 .

Produce lengthy detailed studies (drawings with pencil and other materials).

Understand how artists produce their work (processes and techniques). Have a clear understanding of your artists style and know what the characteristics of their work are.

Refine your work, add finishing touches to images.

Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.

CNAT Health and Social Care: How can I be a scholar?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit RO32 Principles of care in health and social care settings	RO34: Topic 1: Therapies and their benefits. <ul style="list-style-type: none"> ➤ Types of therapies use in health and social care ➤ The PIES benefits of therapies. 	RO34: Topic 3: Plan a creative activity for use in HSC setting. <ul style="list-style-type: none"> ➤ Factors that affect the choice of creative activity ➤ The benefits to the individual in terms of PIES. ➤ Produce a comprehensive plan. 	RO34: Topic 4: Evaluate your own performance in terms of: <ul style="list-style-type: none"> ➤ The planning process ➤ Skills / qualities used to encourage participation ➤ Communication skills ➤ Suggested improvements. 	RO32: Topic 1: The rights of service users in health and social care settings <ul style="list-style-type: none"> ➤ 1.1 Types of care setting ➤ 1.2 The rights of service users. ➤ 1.3 The benefits to service users' health and well-being when their rights are maintained 	RO32: Topic 2: Person-centred values <ul style="list-style-type: none"> ➤ 2.1 Person-centred values and how they are applied by service providers ➤ Qualities of service providers: The six Cs ➤ 2.2 Benefits of applying the person-centred values ➤ 2.3 Effects on service users if person-centred values are not applied 	Consolidation of knowledge and exam skills. <u>Year 10 exam</u> <u>How to revise</u> It is important to revise effectively for all assessments. Use the coloured sections in your Cambridge Nationals Revision guide to produce mind maps and to practice the exam style questions given.
Unit RO34 Creative and therapeutic activities	Coursework Task 4 RO34: Topic 2: Creative activities and their benefits <ul style="list-style-type: none"> ➤ Types of creative activities The benefits of creative activities.	Coursework Task 1 RO34: Deliver a creative activity – <ul style="list-style-type: none"> ➤ Demonstrate effective supervision and communication. Coursework Task 2	Coursework Task 3 RO34: Consolidation of all coursework for submission.			
Assessment schedule	RO34: Coursework Assignment Task 4	RO34: Coursework Assignment Task 1/2	RO34: Finished RO34 coursework	RO32: Assessment Topic Area 1	RO32: Assessment Topic Area 2	Year 10 exam
Super curriculum	Visit / volunteer for a day at a health, social care and / or early years care settings to gain an understanding work in the care sector (Possible Year 10 work experience). Volunteer to help an elderly person in your community. Write about how this helped to meet their PIES needs.					

COMBINED SCIENCE: How can I be a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><u>Biology – cells and microscopy.</u> A closer look at eukaryotic and prokaryotic cells, using the magnification calculation and different microscopes, as well as looking at stem cells</p> <p><u>Chemistry – atomic structure and the periodic table.</u> Revision of atomic structure and a closer look at the periodic table and its development</p> <p><u>Physics – energy resources.</u> A closer look at renewable and non-renewable sources of energy</p>	<p><u>Biology – Infection and response.</u> Looks at types of pathogens and how the body reacts to these pathogens as well as how vaccinations work.</p> <p><u>Chemistry – Bonding, structure and properties of matter.</u> A closer look at the different ways that atoms can bond and how this affects their properties.</p> <p><u>Physics – DC electricity.</u> We look at series and parallel circuits, current, charge, PD and resistance as well as practical showing component characteristics</p> <p><u>Physics – Energy stores.</u> The conservation and dissipation of energy.</p>	<p><u>Biology – Transport.</u> A look at ways substances move in and out of cells.</p> <p><u>Chemistry – Quantitative chemistry.</u> Calculating relative masses and moles as well as looking at concentration.</p> <p><u>Physics – Particles.</u> A closer look at molecules and matter including calculating density, changes in state, internal energy and specific latent heat.</p>	<p><u>Biology – Health.</u> A look at non communicable diseases and how lifestyle can affect your health.</p> <p><u>Chemistry – Chemical change.</u> A closer look at chemical reactions including reactivity series, displacement, reactions of metals and neutralisation and pH.</p> <p><u>Physics – Mains Electricity.</u> A look at electricity at home including alternating current, plugs, electrical power and the national grid</p>	<p><u>Biology – Organisation.</u> How organisms are organised. Including enzymes and the digestive system and plant organisation and transpiration.</p> <p><u>Chemistry – Chemical change Continued.</u> A closer look at chemical reactions including reactivity series, displacement, reactions of metals and neutralisation and pH.</p> <p><u>Physics – Radioactivity.</u> A look at the discovery of the atom, revision of the structure of the atom, types of radiation and decay as well as half life and uses of radioactivity.</p>	<p><u>Biology – Bioenergetics- Photosynthesis -</u> what is photosynthesis, what affects its rate and a required practical involving pond weed.</p> <p><u>Chemistry – Energy changes.</u> A look at exothermic and endothermic reactions, reaction profiles and bond energy calculations.</p> <p><u>Physics – Wave properties.</u> Another look at waves and completing a practical using a ripple tank.</p>
<p>Super curricular: How important have microscopes been? Do some research</p>	<p>Super curricular: Make a model of an ionic lattice and explain it</p>	<p>Super curricular: why it is worse to be scalded by steam at 100°C than water at 100°C?</p>	<p>Super curricular: Find out about people who are lactose intolerant. What causes this? What causes the symptoms</p>	<p>Super curricular: ‘Remember electrolysis’. Pupils try to think of a rhyme or picture to remember the key ideas.</p>	<p>Super curricular: research how rainbows are formed in terms of the refraction of the different wavelengths of light by the water droplets.</p>

How can I revise for assessments?

Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall

Use your revision pack. This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you.

Complete the short answer questions in the revision pack

COMPUTER SCIENCE: How can I be a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
Knowledge: 1.2.3 Units 1.2.4 Data Storage 2.1.1 Computational Thinking 2.2.2 Data Types 2.4.1 Boolean Operators	Knowledge: 1.1.1 Architecture of CPU 1.1.2 CPU Performance 1.1.3 Embedded Systems 1.2.1 Primary Storage 1.2.2 Secondary Storage	Knowledge: 1.2.5 Compression 1.4.1 Threats to Computer Systems 1.4.2 Identifying and preventing vulnerabilities	Knowledge: 1.6.1 Ethical, Legal, Cultural and Environmental 2.1.3 Searching and Sorting algorithms	Knowledge: NEA	Knowledge: NEA
Skills: 2.2.1 Programming fundamentals Python programming with input, output, variables and selection	Skills: 2.2.1 Programming fundamentals Python programming with iteration	Skills: 2.2.1 Programming fundamentals Python programming 2.1.2 Designing, creating and refining algorithms		Skills: Python programming NEA	
Super Curricular: Independently work on improving your Python Programming. Use online resources or ask you teacher for a challenge task. Learn a different programming language. Create your own quiz on a specific topic using an online platform.					
How can I revise for assessments? Check the course specification https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/ SmartRevise website https://smartrevise.online BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zmtchbk YouTube Channels <ul style="list-style-type: none"> • Craig n Dave • Computer Science Tutor CGP New GCSE Computer Science OCR Revision Guide - for exams in 2022 and beyond ISBN 978-1789085563 Past Papers and Mark schemes from the OCR website or RevisionWorld https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/ https://revisionworld.com/gcse-revision/ict/past-papers/ocr-gcse-computer-science-past-papers					

DRAMA: How can I be a scholar?

Skills and Knowledge				
Half-term 1:	Autumn 2 to Spring 1	Spring 2	Summer 1	Summer 2
<p>Introductory unit exploring physical and vocal techniques. Experimentation with stylised and non-naturalistic drama.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p>Exploration of set text Blood Brothers by Willy Russell. Read the set play and develop written technique for the exam. Component 1 Section B Performance of a duologue extract from the set text.</p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p> <p>Explore acting and design questions in preparation for Component 1 Section B.</p>	<p>Creation of Devised Performance. Component 2 Create theatre from stimuli. Develop written technique for the exam.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance. Learn the methodologies of a practitioner and how to devise in that style.</p>	<p>Creation of Devised Performance. Devised coursework preparation.</p> <p>In addition, students will; Reflect on and evaluate their own work and that of others Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</p>	<p>Preparation for written examination Section B and Section C Live Evaluation.</p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p>

Assessment Objectives for GCSE DRAMA: These objectives run throughout the course.

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

Super Curricular:

Watch plays online on Youtube and on Prime.

Buy GCSE Drama Text Book. [GCSE Drama Text Book](#)

Buy the GCSE Drama Play Guide for Blood Brothers [GCSE Drama Play Guide Blood Brothers](#)

(You will have access in lesson time but you may want your own copies).

Virtual backstage tours.

Research theatre makers such as designers and directors on Youtube and the internet.

Undertake further research to prepare for practical sessions.

Watch accent videos to aid characterisation.

How can I revise for assessments?

- by re-reading the scripts and annotating them with new ideas of how to portray the characters.
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later
- Rereading Blood Brothers
- Undertake further research to prepare for practical sessions
- Reviewing written work – check that Drama vocabulary is spelt correctly
- Watch extracts of Blood Brothers or any plays online
- Annotate set text with key physical and vocal ideas.
- Re-reading essays before handing in. Highlight analysis, drama vocabulary.
- Choose a new section of Blood Brothers and complete question.
- Create mind maps of the key characters from set plays.

DESIGN TECHNOLOGY: How can I be a scholar?

Skills and Knowledge		
Half-term 1: SolidWorks/Planning Easel	Half-term 2: Manufacturing Easel	Half-term 3: Mock NEA
<p>Students will learn:</p> <ul style="list-style-type: none"> To build upon prior knowledge from Year 9 using Solid Works to replicate each part of the easel ensuring correct methodology To accurately draw component parts for the easel frame using the SolidWorks tools with increasing familiarity in increasingly complex situations To create assemblies of components with increasing fluency and accuracy To assign materials to components, creating 'real-view' images of each component, recognising how this can support their presentation of design concepts to others To prepare a SolidWorks working drawings with an appropriate range of conventional views (BSI/ISO, isometric, orthographic) and bill of materials to enable interpretation by third parties. To prepare a production plan and cutting list for each component. Utilising the real-views and working drawings. To prepare a 'production pack' to enable smooth and accurate production by themselves and others <p>Theory: Timbers</p> <ul style="list-style-type: none"> Properties of materials Timbers types Timbers origins and sources Properties of materials Timbers selection 	<p>Students will learn:</p> <ul style="list-style-type: none"> To use their production packs to mark out and prepare materials for manufacture To use the correct methodology, QC and safety procedures when using a variety of tools and equipment when preparing parts for the easel to the correct length. To use the correct methodology, QC and safety procedures when using a variety of tools and equipment when preparing parts for MORTISE AND TENON, CORNER LAP, DOWEL and DOVETAIL joints. To use correct methodology, QC and safety procedures when using the table mounted router To use their knowledge of Techsoft Design and the laser cutter to produce an accurately sized infill panel. To glue up and clamp/cramp their easel, checking for squareness using appropriate tools To prepare the pine surfaces of their easel to apply an appropriate surface finish. <p>Theory: Timbers</p> <ul style="list-style-type: none"> Manufacturing processes Equipment and Processes Equipment and Processes 2 Equipment and Processes 3 	<p>Students will learn:</p> <ul style="list-style-type: none"> To analyse an unfamiliar context to generate a design opportunity. To identify and undertake a range of relevant research based upon the findings of their initial analyses and client input, including: Existing products, Ergonomics, Size/Mass/Volume, Anthropometrics, Location, Survey/interviews, Safety regulations, Analytical mood board, Sustainability To analyse their research and understand the importance of Key findings and the impact this has upon the Design Specification To generate a Design Specification using the Key Findings from the research analysis, identifying key realistic, achievable and quantifiable opportunities for their design To develop a range of iterative design sheets using a range of design techniques, including: thumbnail sketching, adaptation of an existing product, using a design era and modelling, to influence iterative thinking. To annotate and evaluate designs as they develop, showing the impact of these upon the iterative process <p>Theory: Core</p> <ul style="list-style-type: none"> Modern materials Metals Papers and Boards Polymers

<ul style="list-style-type: none"> • Timber strengthening • Stock forms and sizes <p>Timbers and properties assessment.</p>	<ul style="list-style-type: none"> • Finishes and veneers <p>Timbers manufacturing and equipment assessment.</p>	<ul style="list-style-type: none"> • Textiles and Fabrics • Manmade boards <p>Core materials assessment.</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture your own 3D products in school, after discussions with staff and principal students. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov
<p>How can I revise for assessments?</p> <ul style="list-style-type: none"> • by re-reading work on a regular basis • identifying anything that needs revisiting because I cannot easily recall it • asking someone at home to question me about what I have learnt • making flashcards of vocabulary and definitions • creating a one-paged document / mind map of key vocab and knowledge to help me remember it later • Use relevant sections of SENECA to revise and support recall. • Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov • Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember. 		

Skills and Knowledge		
Half-term 4: Mock NEA: Development	Half-term 5: Mock NEA :Manufacturing	Half-term 6: NEA
<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To analyse design ideas to enable thorough and appropriate development • To develop design idea/s into workable solutions, through sketching, testing and modelling (in conventional materials and using CAD) employing further analysis where necessary • To use their knowledge of SolidWorks to create components and assemblies of components with fluency and accuracy • To assign materials to components, creating 'real-view' images of each component, recognising how this can support their presentation of design concepts to others • To prepare a SolidWorks working drawings with an appropriate range of conventional views (BSI/ISO, isometric, orthographic) and bill of materials to enable interpretation by third parties. • To prepare a production plan and cutting list for each component. Utilising the real-views and working drawings. • To prepare a 'production pack' to enable smooth and accurate production by themselves and others <p>Theory: Core</p> <ul style="list-style-type: none"> • Communication techniques: Oblique and isometric. • Communication techniques: orthographic. • Communication techniques: Perspective. • Design strategies. 	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To use their production packs to mark out and prepare materials for manufacture • To prepare and complete a continuous record of manufacturing, taking regular images, collating and annotating to describe the processes and techniques. • To use the correct methodology, QC and safety procedures when using a variety of tools and equipment when preparing parts for their own product. • To become increasingly independent in making decisions about choices of processes and techniques, based upon prior learning experiences • To use their knowledge of Techsoft Design/SolidWorks, laser cutter and 3D printer to manufacture components relevant to their own task • To independently glue up and clamp/crimp their product, checking for squareness using appropriate tools • To prepare all surfaces of their product and select and apply an appropriate surface finish. <p>Theory: Core</p> <ul style="list-style-type: none"> • Impact of new and emerging technologies. • Evaluation of new and emerging technologies. • Mechanical devices: Levers, Linkages Cams. 	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To analyse an unfamiliar context challenges set by the examination board to generate a design opportunity. • To work with a client to analyse needs, wants and desires around the chosen design opportunity • To analyse the design opportunity in order to identify and a range of relevant research. • To undertake research based upon the findings of their initial analyses and client input, including: Existing products, Ergonomics, Size/Mass/Volume, Anthropometrics, Location, Survey/interviews, Safety regulations, Analytical mood board, Sustainability • To analyse their research and understand the importance of Key findings and the impact this has upon the Design Specification • To generate a Design Specification using the Key Findings from the research analysis, identifying key realistic, achievable and quantifiable opportunities for their design • To develop a range of iterative design sheets using a range of design techniques, including: thumbnail sketching, adaptation of an existing product, using a design era and modelling, to influence iterative thinking. • To annotate and evaluate designs as they develop, showing the impact of these upon the iterative process <p>Theory: Core</p>



<p>Communication drawing techniques assessment.</p>	<ul style="list-style-type: none"> • Mechanical devices: Gears and pulleys • Electronic systems. <p>Core theory assessment.</p>	<ul style="list-style-type: none"> • Investigation and analysis. • Challenges to design and make. • Exam techniques • Mathematics <p>End of year assessment.</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs, expanding knowledge and understanding/familiarity • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Prepare fully for the following weeks NEA work, expanding own understanding and fully involving users (family members or friends) • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov
<p>How can I revise for assessments?</p> <ul style="list-style-type: none"> • by re-reading work on a regular basis • identifying anything that needs revisiting because I cannot easily recall it • asking someone at home to question me about what I have learnt • making flashcards of vocabulary and definitions • creating a one-paged document / mind map of key vocab and knowledge to help me remember it later • Use relevant sections of SENECA to revise and support recall. • Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov • Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember. 		

ENGINEERING: How can I be a scholar?

Skills and Knowledge		
Term 1: Practical 'Skill-building' tasks & Mock Assessment	Term 2: Mock Unit 2 Assessment	Term 3: Mock NEA
<p>Students will learn:</p> <p>THEORETICAL:</p> <ul style="list-style-type: none"> • Health & Safety in the engineering Workshop • Tolerance and why it is important • How to read a Vernier calliper • How to use a centre lathe • How to risk-assess centre lathe operations • How to set up the centre lathe • How to drill and knurl on the centre lathe • How to identify cutting tools on the lathe <p>LO3: Use tools in production of engineering products</p> <p>LO3: Use equipment in production of engineering products</p> <p>Nylon Washer (practice):</p> <ul style="list-style-type: none"> • Basic lathe operations and movements • How to centre the cutting tool • How to load material in the chuck • How to machine a part – Nylon Washer <p>Mild Steel Dice Project:</p> <ul style="list-style-type: none"> • How to file a flat face on steel • How to mark out accurately • How to drill effectively • How to finish steel components <p>Aluminium Scriber Project:</p> <ul style="list-style-type: none"> • How to machine aluminium • Using tools to create decorative patterns <p>Unit 3 Theory:</p>	<p>Students will learn:</p> <p>Unit 2 Assessment: Lamp Project Practical and Portfolio work.</p> <ul style="list-style-type: none"> • Interpret engineering drawings • Interpret engineering information • Identify resources required • Sequence required activities • Use tools in production of engineering products • Use equipment in production of engineering products • Use engineering processes in production of engineered products <p>Portfolio of work to include:</p> <ul style="list-style-type: none"> • Design Specification – 5 requirements of the Lamp • Job Sheet – materials required & cut list • Data Sheet – calculations and conversions • Gantt Chart – planning of all stages of production <p>Practical work to include:</p> <ul style="list-style-type: none"> • Manufacture of recycled plastic lamp base • Manufacture of stainless steel & acrylic lamp shade • Manufacture of the lamp arm • Manufacture of the lamp uprights 	<p>Students will learn:</p> <p>Unit 3 Exam (first sit opportunity)</p> <ul style="list-style-type: none"> • Around 60% of the theory content will have been covered by this point. In-Lesson theory will cover some of the remainder. Extra revision sessions to be offered as needed. <p>Unit 2 Assessment: Lamp Project Practical and Portfolio work.</p> <ul style="list-style-type: none"> • Evaluate quality of engineered products <p>Portfolio of work to include:</p> <ul style="list-style-type: none"> • Manufacturing Diary of evidence • Health & Safety risk assessment of at least 1 process • Completed observation record by Assessor • Photographic evidence of final product • Evaluation against design specification • Self-evaluation of progress <p>Practical work to include:</p> <ul style="list-style-type: none"> • Soldering of the electronic components • 3D modelling and 3D printing of the 2 connectors • Full assembly, testing and troubleshooting of the lamp • Manufacture of lamp feet

<ul style="list-style-type: none"> • LO2 Engineering Materials • LO2 Testing of Materials • LO2 Properties of Materials <p>Mock Unit 2 Assessment: Coat Hook Practical & Portfolio of work.</p>	<p>Unit 3 Theory:</p> <ul style="list-style-type: none"> • LO3 Engineering Processes • LO3 Engineering Application <p>Unit 2 Assessment: Lamp Project Practical & Portfolio of work</p>	<p>Unit 3 Theory:</p> <ul style="list-style-type: none"> • LO1 Engineering Developments • LO3 Engineering Products <p>Unit 2 Assessment: Lamp Project Practical & Portfolio of work</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Purchase the WJEC Engineering book to use for further & background reading on subjects covered and coming up: https://www.amazon.co.uk/WJEC-Vocational-Award-Engineering-Level/dp/1912820153 • Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs. • Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work. • Manufacture your own 3D products in school, after discussions with staff and principal students. • Manufacture products at home as circumstances permit. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs. • Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work. • Use Solidworks in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solidworks tutorials to enhance their own knowledge and understanding. • Manufacture your own 3D products in school, after discussions with staff and principal students. • Manufacture products at home as circumstances permit. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs. • Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work. • Use Solidworks in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solidworks tutorials to enhance their own knowledge and understanding. • Manufacture your own 3D products in school, after discussions with staff and principal students. • Manufacture products at home as circumstances permit. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov

ENGLISH: How can I be a scholar?

<p>Topic 1: English Literature – ‘Romeo and Juliet’</p>	<p>Topic 2: English Literature – ‘A Christmas Carol’ + introduction to Language P1</p>	<p>Topic 3: English Literature – ‘An Inspector Calls’ + introduction to Language P2</p>
<ul style="list-style-type: none"> • What is the plot of ‘Romeo and Juliet’? • What ideas about Elizabethan society does Shakespeare present? • What ideas about the play’s plot and themes are presented through the prologue? • In what way is the play much more of a tragedy than a love story? What tragic conventions are there? • What are the key themes explored across the play? • How do I construct an exam-style response? 	<ul style="list-style-type: none"> • What is the plot of ‘A Christmas Carol’? • What ideas about Victorian society are presented? • What is the role of the three Christmas spirits? • What is interesting about the structure of the novella? • How does Scrooge transform across the novella? • What does his transformation symbolise? • How do I construct an exam-style response? 	<ul style="list-style-type: none"> • What is the plot and who are the characters of ‘An Inspector Calls’? • What ideas about Edwardian society does Priestley present? • What is the role of the Inspector? • How does Priestley use dramatic devices, such as stage directions, to present characters, ideas and themes? • What is interesting about the structure of the play? • How do I construct an exam-style response?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Romeo and Juliet</i>). • YouTube ‘Romeo and Juliet Mr Bruff’ and ‘Romeo and Juliet DystopiaJunkie’ and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Listen to this abridged version of ACC with screen notes: https://www.bbc.co.uk/teach/school-radio/english-ks2-a-christmas-carol-index/zbp9bdm • Google search the below headline and read the article from the <i>Guardian</i> that appears: Ignorance and Want: why Charles Dickens's A Christmas Carol is as relevant today as ever 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Youtube search ‘An Inspector Calls Historical and Social context’ and watch the first that comes up (18-minute documentary). • Google Search ‘Great Lives JB Priestley’ and listen to the podcast on his life: 

Watch an adaptation of the play.	<ul style="list-style-type: none">• Youtube search '<i>The Origins of A Christmas Carol British Library</i>'. Watch the 12-min documentary.	
<p>How can I revise in this subject?</p> <ul style="list-style-type: none">• www.sparknotes.com – useful for texts such as '<i>Romeo and Juliet</i>' (includes summary videos).• www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.• Re-read the exam texts ('<i>An Inspector Calls</i>', '<i>A Christmas Carol</i>', '<i>Romeo and Juliet</i>') <ul style="list-style-type: none">• SPaG Exercises – Google '<i>Bristol Grammar exercises</i>' and click on the first link for lots of self-tests.• Refer to your unit sheets for more ideas.		

FOOD AND NUTRITION: How can I be a scholar?

<p align="center">Half-Term 1 Health, Safety and Hygiene</p>	<p align="center">Half- term 2 Nutrition</p>	<p align="center">Half-term 3 Factors affecting food choice</p>
<p>Students will learn:</p> <ul style="list-style-type: none"> • What is meant by Personal hygiene and its importance in the kitchen. • The importance of temperatures in the storage, cooking and re-heating of food. • What is meant by the term Micro-organisms. • Which micro-organisms cause food to spoil and make it unsafe to eat. • Conditions for growth of micro-organisms in order to grow and multiply e.g. Moulds, yeast and Bacteria. • What enzymes are and how they spoil the palatability of food. • How to prevent the spoilage of enzymes. • The 3 main types of contamination in the food industry – Biological, Physical and Chemical. • The main Food Laws used in the food industry and how they are enforced by Environmental Health Officers (EHOs). • The definition of HACCP and how it is carried out in kitchens. <p>Practical applications:</p> <ul style="list-style-type: none"> • To be able to demonstrate and apply the principles of food safety and hygiene when cooking a variety of high risk food dishes. • Students will also learn through experimentation e.g. cheese making and be taught how to record the results of an experiment and analyse the findings to form a conclusion. 	<p>Students will learn:</p> <ul style="list-style-type: none"> • To understand the importance of eating a variety of different foods from the Eatwell Guide. • To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet. • The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates. • The effects of deficiency and excess of these macro nutrients in the in diet. • The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals. • Vitamins to be covered are: Fat soluble A,D,E & K and Water soluble B & C • Minerals to be covered are: Calcium, Iron, Sodium, Iodine & fluoride. • Why the body needs energy and what the basal metabolic rate (BMR) is and how it is measured. • The function of water in the diet. <p>Practical applications:</p> <ul style="list-style-type: none"> • To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients. • To design and make a savoury dish that meets all the advice of the Eatwell guide. • To justify choice of dish and explain how it meets current dietary guidelines for healthy eating. 	<p>Students will learn:</p> <ul style="list-style-type: none"> • The importance of consuming the right diet at different life stages. • To include: The dietary needs of pre-school children, school children, teenagers, adults and the elderly. • Special dietary needs – medical and food related. • Medical diets - diabetes, coeliac, lactose intolerant, allergies. • Food related illnesses – Obesity, CHD, high fibre, reduced sugar, salt and fat diets. • Social, Moral and Cultural diets – vegetarians, Vegans, religion, family and peer choices. • To identify and discuss the different factors that influence what we eat today including: • Food provenance and Environmental influences, the use of Logos/assurances, • Locally sourced foods, Organic and fairtrade foods, Food availability and seasonality. • Students to build upon the idea of food provenance and compare cuisines from different cultures to British cuisine. <p>Practical applications:</p> <ul style="list-style-type: none"> • Students will learn the importance of adapting recipes to meet a range of these special dietary needs. • How to recognise multicultural cuisines and prepare dishes from a variety of different countries. • How to identify high, medium and basic practical skills.

		<ul style="list-style-type: none"> • Offer suggested improvements for their own meals by self assessing the aesthetics, skills and time management of their products.
<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</p> <p>You may watch this episode of the Food Inspectors to understand more about Food Safety in the real world: https://www.youtube.com/watch?v=MbH2fPAH4Vc&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=34</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: https://illuminate.digital/aqafood/</p> <p>Login: SRING3 Password: Student3</p>	<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1 https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1 https://www.bbc.co.uk/bitesize/guides/znnqqhv/revision/1 https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1 https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: https://illuminate.digital/aqafood/</p> <p>Login: SRING3 Password: Student3</p>	<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Nutrition through Life unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zk92msg/revision/1 https://www.bbc.co.uk/bitesize/guides/zgvnpbk/revision/1 https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1 https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1 https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1 https://www.bbc.co.uk/bitesize/guides/zjjsrd/revision/1 https://www.bbc.co.uk/bitesize/guides/zdjvgdm/revision/1 https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: https://illuminate.digital/aqafood/</p> <p>Login: SRING3 Password: Student3</p>

FRENCH: How can I be a scholar?

F = Foundation tier / H = Higher tier

I will be able to...				
Term 1-2		Term 3-4		Term 5-6
<p><u>Content: Theme 2 – popular culture and Theme 3 communication and the world around us</u></p> <p>Exploring events in the Francophone world Talking about what you do online Saying what you do to stay active Talking about what you watch Making plans to go out Saying what you did last weekend</p> <p><u>Skills:</u> <i>Read aloud task (speaking exam)</i> <i>Role play (speaking exam)</i> <i>50 word writing (F written exam)</i> <i>90 word writing (H written exam)</i></p> <p><u>Grammar:</u> Using opinions + nouns or verbs Present tense of er verbs</p>	<p><u>Content: Theme 1 people and lifestyle and Theme 2 popular culture</u></p> <p>Talking about your identity Talking about weekend routine Discussing friends and friendship Describing favourite celebrity Talking about positive role models Talking about celebrations and traditions</p> <p><u>Skills:</u> <i>Photocard (speaking exam)</i> <i>Writing about a photo (F written exam)</i> <i>90 word writing (F written exam)</i></p> <p><u>Grammar:</u> Emphatic pronouns Reflexive verbs in the present tense</p>	<p><u>Content: Theme 1 people and lifestyle</u></p> <p>School life in Francophone countries School subject preferences School rules What school used to be like</p> <p><u>Skills:</u> <i>150 word writing (H written exam)</i> <i>Conversation questions from photocard (speaking exam)</i></p> <p><u>Grammar:</u> Opinions and reasons Comparatives Superlatives (H) Modal verbs + infinitive Using the imperfect tense (H) Using a range of negatives</p>	<p><u>Content: Theme 1 people and lifestyle</u></p> <p>Opinions on dishes and food Talking about meal and mealtimes Talking about good mental health Describing unhealthy lifestyles choices Improving your health Changing your lifestyle</p> <p><u>Skills:</u> <i>Translations (written exam)</i></p> <p><u>Grammar:</u> Recognising the imperative Partitive article (saying some) Using modal verbs Reflexive verbs in the perfect tense (H) Simple future (H) (F to recognise)</p>	<p><u>Content: Theme 3 Communication and the world around us and Theme 2 popular culture</u></p> <p>Talking about holidays and accommodation Describing your ideal holiday Saying what you do and see on holiday Talking about festivals Booking and reviewing holiday accommodation Talking about staycation activities</p> <p><u>Year 10 exam preparation to revise the key skills:</u> - <i>read aloud task</i> - <i>role play</i> - <i>photocard speaking (F)</i> - <i>photo description writing (F)</i> - <i>40 word writing (F)</i> - <i>90 word writing</i> - <i>150 word writing (H)</i> - <i>Translations</i> - <i>Reading</i> - <i>Listening</i></p> <p><u>Grammar:</u> Using je voudrais and j'aimerais + infinitive Using the conditional tense (H) Advice with il vaut la peine de and il vaud mieux + inf (H) Perfect and imperfect tenses together (H) Positive and negative opinions Perfect tense of modal verbs (H) Si clauses – si + present + future</p>

Present tense of avoir, être, aller and faire Near future tense Perfect tense	Sequencers to link activities Adjective order and agreement Object pronouns (H) Using present perfect and near future tenses together		Using imperfect, present and future tenses together		
Super Curricular: Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet	Super curricular Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet	Super curricular Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet	Super curricular Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet	Super curricular Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet	Super curricular: Log in to online text book and complete additional activities from the relevant pages. Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Quizlet of topic vocab / online workbook for topic-based activities. 2. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 					

GCSE PHYSICAL EDUCATION: How can I be a scholar?

YEAR 10 Skills and Knowledge					
Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<p>Identification of the major bones in the body Structure & Function of the skeleton Structure of a synovial joint and their role in injury prevention Movement terminology Levers Mechanical Advantage ASSESSMENT 1</p>	<p>Identification of the major muscles of the body Antagonistic Pairs Planes and Axis To be able to conduct a full movement analysis of the shoulder, elbow, knee, hip and ankle in a range of sporting movements. ASSESSMENT 2 Definitions of Health & Fitness Reasons to participate (linked to mental, physical and social well-being) The consequences of a sedentary lifestyle Definition of Obesity Somatotypes</p>	<p>Nutrients – their role in exercise Balanced & specialised diets Hydration ASSESSMENT 3</p>	<p>Components of fitness, including: Definitions Sporting examples Fitness testing including: Test procedures Reasons for and limitations of testing How data is collected ASSESSMENT 4</p>	<p>Training, including: Types of training (purpose, method, example athletes) Warming up and cooling down Principles of training (SPORT, FITT) Keeping safe Training intensities Seasons ASSESSMENT 5</p>	<p>Analysis and Evaluation (NEA). This written piece of coursework contributes to 10% of your overall grade. You will analyse your sport performance: 2x Strengths 2x Weaknesses You will then complete an action plan to correct your weakness over the SUMMER HOLIDAY</p>
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Log on to your everlearner account. Watch the topic videos linked to the lessons and complete the quizzes. • Watch as much sport and documentaries about sport as possible! Freeze the TV when watching sport, try to analyse the sporting action at the major joints! 		<p>Super-Curricular:</p> <ul style="list-style-type: none"> • This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical. 		<p>Super-Curricular: VERY IMPORTANT FOR SUMMER ATHLETES, TENNIS PLAYERS AND CRICKET PLAYERS: This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</p>	

How can I revise?

- Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme

Extend yourself with your HL!

- Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic.

GEOGRAPHY: How can I be a scholar?

Skills and Knowledge					
Half-term 1: UK Landscapes. Coastal Landscapes	Half-term 2: Glacial Landscapes	Half-term 3: The living world – Ecosystems and Tropical Rainforests	Half-term 4: Urban issues and challenges	Half-term 5: Urban issues and challenges	Half-term 6: Tectonic Hazards
<p>Knowledge: UK Relief, landscape & rock type & river systems Waves characteristics and formation Formation of landforms of coastal erosion & deposition Costs & benefits of coastal management strategies Case studies: Dorset coastline & Lyme Regis coastal management</p> <p>Processes & Concepts: Weathering & mass movement Coastal processes of erosion, transportation & deposition</p> <p>Skills: Identify patterns and features on atlas maps Cross sections Height on maps OS map skills Annotated sketches</p>	<p>Knowledge: Extent of Ice coverage during last Ice Age Formation of landforms of erosion and deposition Economic activities in upland glaciated areas and conflicts that arise between development and conservation Case studies: Lake District, landforms and economic activities of UK Upland area</p> <p>Processes & Concepts: Glacial processes of Weathering, erosion, transportation & deposition</p> <p>Skills: OS map skills Annotated sketches Photo analysis</p>	<p>Knowledge: Ecosystems Distribution & characteristics of biomes Physical characteristics of Tropical rainforest Plant and animal adaptations Deforestation Case study: Malaysia – to Physical conditions of cold environments. Plants & animal adaption to the physical environment Biodiversity in cold environments. Case study: Svalbard – Opportunities & challenges of development. Threats & management of cold environments</p> <p>Processes & Concepts: Value of TRF's to people & environment Sustainable management</p>	<p>Knowledge: Global pattern of Urban change Mega cities Case study LIC/NEE: Rio de Janeiro – its location & importance, causes of growth, social and economic opportunities & challenges. How urban planning is improving quality of life for the poor.</p> <p>Processes & Concepts: Urban trends in HIC's and LIC's Urbanisation</p> <p>Skills: Interpretation of a variety of complex graphs</p>	<p>Knowledge: Urban transport strategies Case study UK city: Southampton – its location & importance, impact of migration on growth and character. Social, economic and environmental opportunities & challenges. West Quay as an example of urban regeneration project</p> <p>Processes & Concepts: Sustainable urban living (Curitiba)</p> <p>Skills: OS map skills Calculation of mean, median & mode + range</p>	<p>Knowledge: What a natural hazard is Factors that affect hazard risk Causes, effects and responses to a tectonic hazard in a HIC and LIC (Chile and Nepal Earthquakes)</p> <p>Processes and concepts: Plate tectonic theory</p> <p>Skills: Map reading. GIS skills</p>

		<p>Interdependence of climate, permafrost, soils, plants, animals and people in cold climates</p> <p>Skills: Graph completion & interpretation World maps</p>			
<p>Super Curricular: Investigate coastal management strategies in your local area, follow local news about coastal management decisions, do you think local coastal management is effective? Visit the local coastline and see if you can identify landforms and processes – make annotated sketches</p>	<p>Super Curricular: Use Google earth & Bing map images and maps to virtually investigate the landscape of the Lake District – create a virtual video tour of the key landscapes Create annotated models of landforms to illustrate their formation</p>	<p>Super Curricular: Investigate commercial Palm Oil farming in Malaysia. What is palm oil used for and what damage has been done to the ecosystem by palm oil production Survey products & foodstuffs in your home – how many products contain palm oil</p>	<p>Super Curricular: Watch Andrew Marr Mega cities TV series – which cities do you think have successfully coped with urbanisation?</p>	<p>Super Curricular: Visit Southampton/West Quay, do you consider the regeneration a success? Conduct further research on this regeneration project</p>	<p>Super Curricular: Watch “How to Build the Ultimate Earthquake’ documentary. Royal Geography Society – Young Geography of the Year summer competition</p>

How can I revise for assessments?

You are strongly encouraged to use active revision methods where you test yourself on knowledge content using the knowledge organisers and own made que cards.

What do I need to revise:

First use the unit outline tick sheets you have for each section of the course – ‘RAG’ each one to prioritise your revision. Then use **Seneca, Quizlet and the Y10 and 11 Geography Knowledge Organisers** to self-test and improve your knowledge and understanding of each topic. If you have a revision guide (we recommend purchasing the **CGP GCSE Geography AQA** revision guide) you can also use this to go over topics and concepts you are unsure on.

More specifically:

- For **exam question** practise – go back over questions we have completed in class, along with end of unit tests and exams – see how you gained and missed out on marks. Remember with **Outline/Suggest/Explain** questions you need to logically explain processes using at least two connectives and

also key terms. For **Assess/To What Extent/Evaluate/Discuss** questions you need to explain two different viewpoints before writing an overall conclusion to the question.

- For **key terms and definitions** make flash cards, practice alone & get others to test you – **quizlet** is also useful for this
- For revising **processes**: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process
- For revising the **formation of landforms**: eg Wave cut platform. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term. Your knowledge organisers can help with this.
- For revising **case studies**: draw a mind-map to include all the different aspects and categories involved in your case study – make connections between aspects of the study.

For revising **skills**: SENECA has a variety of activities to help you to test yourself.

HISTORY: How can I be a scholar?

1:	2:	3:	4:	5:
<p>Medicine through time: change and continuity - What did medieval and Renaissance society believe caused disease and illness? What preventions and treatments were used?</p> <p>Skills: explanation (using the PEEL structure)</p> <p>Causation</p> <p>Individuals' roles</p> <p>Factors</p> <p>Significance</p> <p>Progress or lack of</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Causation e.g. Four Humours • Individuals e.g. Galen and Vesalius • Factors e.g. The Church and Government • Significance e.g. Printing Press and Plague • Progress or lack of e.g. superstition 	<p>Medicine 1700-1900 [pre-industrial to early modern] and 1900 to present day: change and continuity: approaches to prevention, treatment, cause of disease and illness.</p> <p>Skills: constructing an argument with a judgement.</p> <p>Causation</p> <p>Individuals' roles</p> <p>Factors</p> <p>Significance</p> <p>Changing pace of progress</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Causation e.g. Germ Theory • Individuals e.g. Jenner and Simpson • Factors e.g. Science and Global War • Significance e.g. DNA and NHS • Changing pace of progress: e.g. technology and the world wide web 	<p>How did warfare on the Western Front 1914-18 affect injuries?</p> <p>Skills: evaluating the usefulness of sources; how to follow up a source and consideration of two features of a medical aspect.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Wounds, illnesses and treatment e.g. mustard gas and trench foot • How the injured were cared for e.g. the evacuation route • How medicine advanced due to the Great War e.g. Gillies' tube pedicle 	<p>Cold War: The Grand Alliance, Soviet expansion in Eastern Europe, Truman doctrine and Marshall Plan, Berlin and reactions</p> <p>Skills:</p> <p>Explaining the consequences of an event, narrative account of an event, ability to explain an event in relation to context of the Cold War</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What were the ideological differences between Yalta, Potsdam and Tehran? • How did Stalin tighten his control on Europe? • How did USA respond to Soviet expansionism? • Berlin Airlift and the consequences 	<p>Cold War: Arms race, Hungary, Cuban missile crisis, Czechoslovakia, Détente, Collapse of Soviet Union, Revision</p> <p>Skills:</p> <p>Explain the consequences of an event, narrative account of an event, explain an event in relation to context of the Cold War</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is the importance of the Arms Race in the development of the Cold War? • What was the Hungarian uprising and what were the consequences? • What was the impact of the Cuban Missile Crisis on Soviet-USA relations? • What were the consequences of the invasion of Czechoslovakia? <p>Why do relations between USSR and USA improve between 1967 – 1979?</p>
<p>Super Curricular:</p> <p>Visit BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2</p> <p>Create a revision mind map.</p> <p>Visit Dan Snow History Hits: https://play.acast.com/s/dansnowhistoryhit</p> <p>on life and death in medieval England or see it on TIMELINE: https://www.youtube.com/watch?v=doqh-q3Z1cyo</p>	<p>Super Curricular:</p> <p>Visit BBC Bitesize and create a revision mind map.</p> <p>Visit the Old Operating Theatre: https://oldoperatingtheatre.com/</p> <p>Read 'The Butchering Art' - not for the squeamish! https://www.amazon.co.uk/Butchering-Art-Transform-Victorian-Medicine/dp/0374117292</p> <p>Read Mark Bostridge's book on Florence Nightingale – Kindle edition: https://www.amazon.co.uk/Florence-Nightingale-Woman-Her-Legend/dp/0140263926</p>	<p>Super Curricular:</p> <p>Visit https://www.sciencemuseum.org.uk/object-and-stories/medicine/medicine-war-zone</p> <p>Read this online article on Gillies https://theconversation.com/world-war-i-the-birth-of-plastic-surgery-and-modern-anaesthesia-106191</p>	<p>Super Curricular:</p> <p>Visit BBC Bitesize and create a revision mind map.</p> <p>Watch the film 'Bridge of Spies'</p> <p>Visit national archives website for materials and sources on Cold War. Cold War on File - The National Archives</p>	<p>Super Curricular:</p> <p>Visit BBC Bitesize and create a revision mind map.</p> <p>Watch the film '13 days' for an understanding of the Cuban Missile Crisis.</p> <p>Visit national archives website for materials and sources on Cold War. Cold War on File - The National Archives</p>
<p>How can I revise for assessments?</p> <p>Reread or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.</p>				

HOSPITALITY & CATERING: How can I be a scholar?

Half-Term 1 Health, Safety and Hygiene	Half- term 2 Nutrition and Factors affecting food choice	Half-term 3 The Industry and Types of Provision
<p>Students will learn:</p> <ul style="list-style-type: none"> • What is meant by Personal hygiene and its importance in the kitchen. • The importance of temperatures in the storage, cooking and re-heating of food. • What is meant by the term Micro-organisms. • Which micro-organisms cause food to spoil and make it unsafe to eat. • Conditions for growth of micro-organisms in order to grow and multiply e.g. Moulds, yeast and Bacteria. • The 3 main types of contamination in the food industry – Biological, Physical and Chemical. • The definition of HACCP and how it is carried out in kitchens. <ul style="list-style-type: none"> ○ Legislation, to include: <ul style="list-style-type: none"> ○ Food Safety Act ○ Food Safety (General Food Hygiene Regulations) ○ Food Labelling Regulations • The role and responsibilities of Environmental Health Officers (EHOs). <ul style="list-style-type: none"> ○ Enforcing environmental health laws ○ Inspecting business for food safety standards ○ Follow up complaints ○ Follow up outbreaks of food poisoning ○ Collecting samples for testing ○ Giving evidence in prosecutions ○ Maintaining evidence ○ Submitting reports <p>Practical applications:</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> • To understand the importance of eating a variety of different foods from the Eatwell Guide. • To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet. • The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates. • The effects of deficiency and excess of these macro nutrients in the in diet. • The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals. • Vitamins to be covered are: Fat soluble A,D and Water soluble B & C • Minerals to be covered are: Calcium and Iron. • The function of water in the diet. • The importance of consuming the right diet at different life stages. • To include: The dietary needs of pre-school children, school children, teenagers, adults and the elderly. <p>Practical applications:</p> <ul style="list-style-type: none"> • To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients. • To design and make a savoury dish that meets all the advice of the Eatwell guide. • To justify choice of dish and explain how it meets current dietary guidelines for healthy eating. 	<p>Students will learn:</p> <ul style="list-style-type: none"> • How to describe the structure of the hospitality and catering industry. • The Types of provider to include: <ul style="list-style-type: none"> ○ Restaurants, fast food, schools, prisons, B&BS, Hotels etc • The Types of service to include: <ul style="list-style-type: none"> ○ Table service e.g. silver service ○ Counter ○ Buffet ○ Family dining ○ Vended ○ Gueridon ○ Meals on wheels ○ Transport service. • The difference between Commercial establishments and Non-commercial catering establishments • Services provided • Where hospitality is provided at non-catering venues • Standards and ratings • Explain how hospitality and catering provision meet customer requirements e.g. Leisure, Business/corporate, Local residents Requirements • Customer needs • Customer expectations • Customer trends • Equality • Customer rights <p>Practical applications:</p>

<ul style="list-style-type: none"> To be able to demonstrate and apply the principles of food safety and hygiene when cooking a variety of high risk food dishes. 		<ul style="list-style-type: none"> Working independently, in pairs or groups to produce a variety of different dishes to suit the different provisions and services e.g. their own version of 'pub grub' or healthier versions of 'fast food'. A brief based on a two course menu for a 4* fine dining restaurant.
<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</p> <p>You may watch this episode of the Food Inspectors to understand more about Food Safety in the real world: https://www.youtube.com/watch?v=MbH2fPAH4Vc&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=34</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class.</p>	<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/1 https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1 https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1 https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1 https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1 https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class.</p>	<p>Super Curricular</p> <p>Work through these topics on BBC bitesize about: The hospitality industry and sectors: https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1</p> <p>Star rating system: https://www.bbc.co.uk/bitesize/guides/zvjm47h/revision/1</p> <p>Service provision: https://www.bbc.co.uk/bitesize/guides/zr6f7nb/revision/1</p>

MEDIA STUDIES: How can I be a scholar?

<p>Skills and Knowledge: Introduction to the 4 key areas of the theoretical framework: Media Language, Institutional Context, Audience & Representation. These elements will be explored through written analysis, short-term practical projects and close study products across print, television, websites & social media. Students will learn key terminology related to audience members, image composition and moving image production, then apply these concepts to demonstrate mastery.</p>					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Purpose of media products: Who makes media products, why do they make them and why do we choose to consume them?</p> <p>Audience segmentation: Defining primary & secondary audiences using demographics & psychographics</p> <p>Representation & Stereotypes: How audiences may interpret and respond to media products.</p>	<p>Audience theory:</p> <ul style="list-style-type: none"> Hypodermic Needle Model Uses & Gratifications Two Step Flow Maslow's Hierarchy of Needs <p>Social, cultural & political context of production: What is the significance of media products and why do their interpretations change over time.</p>	<p>Design Principles: Layout, typography & how to create audience appeal.</p> <p>Micro-elements of Mise-en-scène & Cinematography: How technical codes are used to create meaning for audiences.</p> <p>Industry context: How media ownership influences content & the impact of convergent media.</p>	<p>Developing textual analysis skills: Exploring how technical codes are used to create meaning for the audience.</p> <p>Construction of reality: How the media creates or reflects versions of reality.</p> <p>Unseen Analysis practice:</p> <ul style="list-style-type: none"> Exam 1 Section A – Print media analysis Exam 2 Section A – Moving image analysis <p>Constructing an extended essay response.</p>	<p>Theories of Narrative:</p> <ul style="list-style-type: none"> Propp Todorov Strauss Barthes <p>Using the theoretical framework: Analyse a range of media products using the theoretical framework in relation to their contexts, to make judgements and draw conclusions.</p>	<p>Magazines: In-depth study of how codes & conventions are used in media product production.</p> <p>Pre-production: The key planning elements to a successful media product.</p> <p>NEA Practice: Applying learning to create a media product to a brief. Demonstrating ability to create representation & use conventions of the chosen medium.</p>
<p>Super Curricular: Explore target audience bit.ly/AudienceRW What are demographics bit.ly/3jfNPOB</p>	<p>Super Curricular: Uses & Gratifications Theory bit.ly/BlumlerRW Passive Audiences bit.ly/HypNTRW Active Audiences</p>	<p>Super Curricular: Mise-en-scène bit.ly/MiseExplainedRW Framing bit.ly/ShotSizesRW Angles</p>	<p>Super Curricular: Lighting bit.ly/Light-ExplainedRW Editing bit.ly/EditExplainedRW Sound bit.ly/DiegeticRW</p>	<p>Super Curricular: Propp's theory bit.ly/ProppTheoryRW Todorov's theory bit.ly/TodorovTheoryRW Strauss's theory</p>	<p>Super Curricular: Photoshop guide youtu.be/zCi9CkElgPI Photoshop guide 2 youtu.be/-pc55S7FD64</p>

What are psychographics bit.ly/PsychoRW	bit.ly/ReceptionTheoryRW	bit.ly/AnglesExplainedRW Movement bit.ly/CamGuideRW	Music bit.ly/UsingMusicRW	bit.ly/BinaryOppositesRW Barthes theory bit.ly/BarthesEnigmaRW	Typography youtu.be/OSFadE6nrh8
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How can I revise for assessments?

- By re-reading your Teams class notes and using your unit sheets to self-quiz or create a [quizlet](#) / online flash cards for key terms
- Check out BBC Bitesize @ <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- Test yourself using the [Seneca online learning](#) platform (your teacher will set the relevant topics on your class login)

MUSIC: How can I be a scholar?

Skills and Knowledge					
Skills building	Area of Study 3 Music for Stage & Screen	Area of Study 3 Music for Stage & Screen	Composition	Area of Study 2 Vocal Music	Performance
<p>You will learn:</p> <ul style="list-style-type: none"> To build confidence in reading music notation To understand more about primary and secondary triads To use Sibelius To confidently use the elements of music to describe music you hear To begin score reading 	<p>Star Wars You will learn:</p> <ul style="list-style-type: none"> To build confidence in score reading To analyse music composed by others To understand how composers use different instruments to create different moods 	<p>Defying Gravity You will learn:</p> <ul style="list-style-type: none"> About the musical theatre genre To analyse a song from a musical To write confidently to compare two pieces of music 	<p>You will learn:</p> <ul style="list-style-type: none"> To compose your own ideas using Star Wars as a model Use Sibelius to input your ideas To develop your ideas To create coherent, well-structured pieces 	<p>You will learn:</p> <ul style="list-style-type: none"> To analyse vocal music in a variety of styles To analyse scores of vocal music To understand specific vocal music vocabulary and use this confidently in written and listening work. 	<p>You will learn:</p> <ul style="list-style-type: none"> To perform in a variety of styles To perform as an ensemble To perform with accuracy and interpretation
<p>Super-Curricular: Listen to a wide range of music in a variety of styles. Try to describe the music you hear. Watch some live music at a concert/gig. Watch a performance on YouTube.</p>	<p>Super-Curricular: Watch a film of your choice and listen specifically to the music. Write about how the composer has used different ideas and instruments to create the mood.</p>	<p>Super-Curricular: Watch a musical – live or on YouTube Watch a film of your choice and listen specifically to the music.</p>	<p>Super-Curricular: Experiment at home, composing your own ideas on your instrument or software available to you. Analyse pieces you enjoy listening to and use these as models to create your own pieces.</p>	<p>Super-Curricular: Listen to music by different performers and composers. Compare performances of the same vocal piece and analyse the difference.</p>	<p>Super-Curricular: Take any opportunity to perform – in school, out of school, to friends and family. Make films or audio recordings of your performances and listen critically to them to help you improve.</p>

How can I revise in this subject?

You have a log on to 'Focus on Sound, which can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during GCSE, but feel free to explore and deepen your musical understanding by yourself. There is much opportunity here for independent study as well as reflection on topics covered in lessons across the course.

Listen to the set works from the GCSE Anthology.

Listen to your favourite music – try to describe and explain what is happening.

You will have unit sheets which will help you to revise for the end of year exam.

OCR PHYSICAL EDUCATION: How can I be a scholar?

YEAR 10				
Skills and Knowledge				
Autumn Half Term 1/2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<ul style="list-style-type: none"> ➤ User Groups who participate in sport ➤ Barriers to participation in sport ➤ Solutions to overcome barriers to participation in sport ➤ Current trends in popularity of sport in the UK ➤ Factors affecting the popularity of sport in the UK ➤ Values which can be promoted through sport ➤ Olympic creed/ significance of the Olympic flag ➤ Olympic and Paralympic values ➤ Sporting initiatives ➤ Etiquette, Gamesmanship, Sportsmanship ➤ Use of drugs in sport/WADA ➤ Major sporting events (features, benefits, drawbacks, legacy) ➤ The role of the NGB 	<ul style="list-style-type: none"> ➤ Developing skills in individual sports ➤ Developing skills in team sports 	<p>Understanding and applying rules of sporting activities while performing as an official</p>	<p>How to identify areas of improvement in your own performance</p> <p>Types of skills</p> <p>Types of practice</p>	<p>Methods to improve own performance</p> <p>How to measure improvement in skills</p>
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Log on to your everlearner account. Watch the topic videos linked to the lessons and complete the quizzes. • Watch as much sport and documentaries about sport as possible! • Read/watch/listen to sport in the media! 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical. 		<p>Super-Curricular:</p> <p><i>VERY IMPORTANT FOR SUMMER ATHLETES, TENNIS PLAYERS AND CRICKET PLAYERS:</i></p> <p>This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</p>	

How can I revise?

- Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme

Extend yourself with your HL!

- Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic.

PHOTOGRAPHY: How can I be a scholar?

Yr 10 GCSE Photography Skills, Knowledge and Understanding of the creative process: Throughout Year 10 you will explore the visual elements of photography using variety of photographic processes which are both darkroom based and digital to produce refined outcomes. You will analyse and create responses to photographers during your studies. All your work will focus on Developing, Recording, Experimenting and Presenting a refined portfolio of work.					
The Visual Elements of Photography - Darkroom and Pinhole	The Darkroom – Black and White photography	Digital Photography - Portraiture	Digital Photography - Portraiture	Photography Brief - Structures	Photography Brief - Structures
7 wks (6) Intro to the course/dept and how to set up and use a digital portfolio. Intro to theme – Visual Elements of Photography. <u>AO1</u> <ul style="list-style-type: none"> Exploring the Visual Elements of Photography. The Darkroom – Shadow Printing <u>AO1, AO2 and AO3</u> <ul style="list-style-type: none"> Intro to the Darkroom, Shadow printing and Man Ray/ Photograms. Understand how to use the darkroom and wet processing. Research Man Ray and the use of light to create images. Create a series of Photograms. 	7 wks Light, Form, Shape <u>AO1, AO2 and AO3</u> <ul style="list-style-type: none"> Intro into how to use an SLR – Key features. Exploring the work of Key Black and White Photographers Black and white film development, creating a contact print and printing. Class critique looking at outcomes of experiments. Development of images using postproduction techniques. <u>AO4 OUTCOMES</u> <ul style="list-style-type: none"> Scan and present all black and white work. Digital portfolio work and DIRT. 	6 wks (5) Light, Composition, Space <u>AO1, AO2 and AO3</u> <ul style="list-style-type: none"> Intro to basic DSLR use and controls. Understanding studio lights and how to take a portrait. Intro into different portrait photographers and how they produce images. Development of ideas for first planned shoot using ambient and studio lighting. Take portraits. Analysis of outcomes in line with visual elements of photography. 	6 wks Light, Composition, Space <u>AO1, AO2 and AO3</u> <ul style="list-style-type: none"> Intro to Photomontage Project based on the work of Paul M Smith. Further development of photoshop skills/use of DLSR camera. Work in small groups to create images. Individual focused tasks agreed with teacher. Present final piece which realises intentions and makes connections between visual and contextual elements. 	6 wks Structure, Shape, Composition <u>AO1, AO2 and AR3</u> <ul style="list-style-type: none"> Intro to theme – Structures and Photographers/Artists - Inspiration/research . Alexander Rodchenko and Lewis Baltz photo and editing challenge. Further development of Photoshop skills. Focus on developing analysis/ research and responses either to Ernst Haas / Aaron Siskind / Horst P Horst / Olivia Parker. Create Structures image inspiration 	7 wks (6) Structure, Shape, Composition <u>AO1, AO2 and AO3</u> <ul style="list-style-type: none"> Individual structures project development and final piece development. Tutorial with teacher and tasks set individually. <u>AO4 OUTCOMES</u> <ul style="list-style-type: none"> Digital portfolio and course work completion week. Final hand in for all yr 10 coursework. Assessment Point 3 AO1 – Developing AO2 – Experimenting AO3 – Recording AO4 – Presenting

<p>The Darkroom – Pinhole Photography AO1 and AO2</p> <ul style="list-style-type: none"> • Intro to Pinhole Photography, the technique and artists. • Make a pinhole camera and experiment with taking images. (Exposure time and light) • Create a series of images using lens less photography. <p>AO4 OUTCOMES Scan and present all black and white work. Digital portfolio work and DIRT.</p> <p>CREATIVE LANGUAGE Recording – Analyse – Experiment - Refine</p>	<p>Assessment Point 1 CREATIVE LANGUAGE Experiment - Intentions – Select - Refine</p>	<p>Intro to the basics of photoshop editing. (Crop/contrast/colour balance etc) Individual tutorials and focused development tasks agreed with the teacher.</p> <p>AO4 OUTCOMES</p> <ul style="list-style-type: none"> • Present a final set of images for the Portrait Project which realise intentions and makes connections between visual and contextual elements. Digital portfolio work and Group Critique <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections - Refine</p>	<p>AO4 OUTCOMES</p> <ul style="list-style-type: none"> • Present all work. Digital portfolio work, presenting and DIRT. <p>Assessment Point 2 CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>page and mind map ideas for further personal development.</p> <p>AO4 OUTCOMES</p> <ul style="list-style-type: none"> • Present all work. Digital portfolio work, presenting and DIRT. <p>CREATIVE LANGUAGE Intentions – Select – Refine</p>	
<p>Super-Curricular: Watch The Great British Photography Challenge on BBC iPlayer.</p>		<p>Super-Curricular: Watch the creative conversations with Rankin on the Ringwood YouTube Channel.</p>		<p>Super-Curricular: Visit Art Galleries in person and online.</p>	
<p>How can I revise in this subject? Ensure that your Digital Portfolio is up to date and that you have completed all the work set. All classwork PowerPoints are available on Teams. Home learning is also an important element of your GCSE so ensure that this is completed to the best of your ability.</p>					

PSHE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Personal Finance</p> <p>Budgeting and evaluating savings options</p> <p>Preventing and managing debt, including understanding credit rating and pay day lending and being aware of fraud and scams</p>	<p>Diversity</p> <p>Knowing the benefits of living in a multi cultural society</p> <p>Understanding British Values and the Equality Act 2010</p> <p>Developing awareness of and appropriate response to discrimination in all forms</p> <p>Developing understanding of neurodiversity</p>	<p>Personal safety</p> <p>Developing awareness of responding in an emergency, including use of First Aid skills</p> <p>Knowing how to seek support for self and friends</p>	<p>Extremism and radicalisation</p> <p>Recognising and responding to extremism and radicalisation</p> <p>Learning how social media may distort, mis-represent or target information in order to influence beliefs and opinions (including the use of AI)</p> <p>Learning how to express views in a safe and positive way</p>	<p>Personal Skills Development</p> <p>Evaluating strengths and interests in relation to career development</p> <p>Constructing a CV</p> <p>Developing employability skills</p> <p>Preparing for an interview</p>	<p>Health and Well being</p> <p>Developing positive coping strategies in stressful situations</p> <p>Knowing how to access health support including self-screening</p> <p>Being aware of the risks and associated with substance misuse</p>
<p>Supporting websites for further information: https://natwest.mymoneysense.com/home/ https://www.brook.org.uk/ https://www.stonewall.org.uk/young-stonewall https://www.internetmatters.org/advice/14plus/</p>			<p>Supporting websites for further information: https://barclayslifeskills.com/ https://www.themix.org.uk/ https://chathealth.nhs.uk/ https://www.youngminds.org.uk/ https://www.talktofrank.com/ https://www.drinkaware.co.uk/</p>		

Supporting websites for further information:

<https://natwest.mymoneysense.com/home/>

<https://www.brook.org.uk/>

<https://www.stonewall.org.uk/young-stonewall>

<https://www.internetmatters.org/advice/14plus/>

Supporting websites for further information:

<https://barclayslifeskills.com/>



<https://www.themix.org.uk/>

<https://chathealth.nhs.uk/>

<https://www.youngminds.org.uk/>

<https://www.talktofrank.com/>

<https://www.drinkaware.co.uk/>

RELIGIOUS STUDIES: How can I be a scholar?

Autumn Term 1 – Christian Beliefs & Teachings	Autumn Term 2 – Christianity Practices	Spring Term 1 & 2 – Islam Beliefs & teachings	Summer Term 1 - Islam Practices	Summer Term 2 – Religion, Philosophy and Ethics Relationships and families (Christianity)
<p><u>Content:</u></p> <ul style="list-style-type: none"> Nature of God and The Trinity Biblical account of Creation Role & purpose of humans Different views of Genesis creation Evil & suffering Jesus Christ & His Teachings Christian love & belief about Jesus Sermon on the Mount Incarnation, resurrection, ascension and salvation Eschatological beliefs <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> Worship Sacraments Prayer Pilgrimage Christian celebrations Church in the local community Mission Church in the wider world <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> Core beliefs Tawhid Belief in Imams Belief in divine justice Prophethood Role & importance of prophets Muhammad PBUH Books – Kutub Angels Eschatological beliefs Life after death <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> Shahadah Salah Private acts of worship Zakah Sawm Hajj Id-ul-Adha Id-ul-Fitr Id-ul-Ghadeer Ashura Jihad <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> Human sexuality Sex before marriage Contraception and family planning Marriage Divorce and remarriage Nature of families Purpose of families Gender equality <p>Exam practice <u>Key Terms</u> – see Glossary</p>
<p>Super Curricular:</p> <p>Create a bank of quotes to support this topic. Analyse each quote to show a more in-depth understanding.</p> <p>Read the supporting chapters in your GCSE textbook and Revision guide, read a Bible and Qur’an – actual book or online (https://www.biblegateway.com/ / https://quran.com/)</p> <p>Research in more depth Christian places of pilgrimage: Lourdes, Jerusalem, Walsingham and Rome; and the Islamic Pilgrimage: Hajj (book in the EP Dept “The Hadj” by Michael Wolfe)</p> <p>Create a mini project/presentation on the Five Pillars of Faith. Explain each pillar and its influence upon the believer.</p> <p>Research a Christian marriage ceremony.</p> <p>Research Islamic festivals: Id-ul-Adha, Id-ul-Fitr, Id-ul-Ghadeer and Ashura.</p>				
<p>Skills to develop in Ethics and Philosophy</p>		<p>Revising in Ethics and Philosophy</p>		
<p>Show a knowledge and understanding of beliefs, teachings and practices.</p>		<p>Create cue cards using your topic glossaries: see Leither Learning System on YouTube. Reflect and act upon feedback given. Use super curricular ideas above to support and develop your learning.</p>		

<p>Use appropriate terminology/key words effectively both in your written and spoken work (refer to individual glossaries).</p> <p>An ability to select relevant sources of wisdom and authority (quotes, case studies) to support ideas (recall of prior learning – super curricular).</p> <p>Analyse, (pull apart), different topics and why they are followed.</p> <p>Reflect upon the Influence of different beliefs, teachings and practices upon different groups of people.</p> <p>Evaluate and judge issues raised through your studies on their validity, importance, significance, and strength. Compare different views on a topic. Structured written work, which demonstrates SPaG and the use of discourse markers to link ideas. Note-taking, Literacy, Organisation</p>	<p>Seneca (https://senecalearning.com/en-GB/)</p> <p>Create mindmaps</p> <hr/> <p>Assessment in Ethics and Philosophy?</p> <p>In this subject, you will have summative assessments covering all topics studied.</p> <p>You will be assessed on the recall and use of key words and their definitions, the skill of writing structured essays.</p>
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SPANISH: How can I be a scholar?

I will be able to...				
Term 1-2		Term 3, 4 and 5		Term 6
<p>Content:</p> <p>Learning about typical foods in Spanish-speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits</p> <p>Skills:</p> <p><i>Read aloud task (speaking exam)</i> <i>Role play (speaking exam)</i> <i>90 word writing (H written exam)</i> <i>50 word writing (F written exam)</i></p> <p>Grammar:</p> <p>revisiting preterite tense indirect object pronouns antes/después de +INF reflexive verbs in the present tense revising imperfect tense using ya no(H)</p>	<p>Content:</p> <p>Talking about illnesses and injuries Talking about future plans to improve health Christmas in Spanish speaking countries and celebrations</p> <p>Skills:</p> <p>Photocard element of speaking exam – F and H Conversation element of speaking after photo Translating into English</p> <p>Grammar:</p> <p>revisiting preterite tense simple future tense 'if' clauses Absolute superlative Relative pronouns</p>	<p>Content:</p> <p>Learning about schools in Spain Talking about your school Talking about a typical day at school Talking about your studies Talking about how you would change your school Describing teachers and students Describing a school trip in the past</p> <p>Skills:</p> <p>-Understand how to write a 150 word essay (H)</p> <p>Grammar:</p> <p>Using absolute superlatives Using relative pronouns que, donde, cuando Using lo que Revising opinions Conditional tense Impersonal verbs with and infinitive Forming questions</p>	<p>Content:</p> <p>Describing cities Describing how a town has changed Describing shopping preferences Giving preferences about where you live Talking about your area</p> <p>Skills:</p> <p>Revision of all skills so far Role play Photocard conversation questions Describing and photo and 50 words for F 90 words for higher</p> <p>Grammar:</p> <p>Using the perfect tense Using prepositions of place for directions Imperfect and present tense revision Demonstrative adjectives for descriptions Direct object pronouns Present subjunctive with cuando(H) Comparisons</p>	<p>Content:</p> <p>Continuing work on the local area topic Revision of all skills and content in preparation for exams.</p> <p>Skills:</p> <p>Revision of all skills so far for year 10 exams: Role play Photocard conversation questions Describing and photo and 50 words for F 90 words for higher</p> <p>Grammar:</p> <p>Recapping all tenses and grammar studied so far</p>
<p>Super Curricular:</p> <p>Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet www.languagesonline.org grammar section to practise tense and verb work BBC bitesize Healthy living and lifestyle in Spanish - BBC Bitesize Talking about changing habits & routines in Spanish - BBC Bitesize</p>	<p>Super curricular</p> <p>Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet www.languagesonline.org grammar section to practise tense and verb work BBC Bitesize Discussing illnesses in Spanish - BBC Bitesize</p>	<p>Super curricular</p> <p>Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet www.languagesonline.org grammar section to practise tense and verb work BBC Bitesize Education and work - GCSE Spanish - BBC Bitesize</p>	<p>Super curricular</p> <p>Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet www.languagesonline.org grammar section to practise tense and verb work BBC Bitesize Talking about your home and where you live in Spanish - BBC Bitesize Talking about where you live in Spanish - BBC Bitesize</p>	<p>Super curricular:</p> <p>Log in to Quizlet to practice the vocab from each module – assigned to your class in Quizlet www.languagesonline.org grammar section to practise tense and verb work</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Quizlet of topic vocab / Revision folder in Teams 2. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 				

TEXTILES: How can I be a scholar?

Half-term 1: (7 Weeks)	Half-term 2: (7 Weeks)	Half-term 3: (7 Weeks)	Half-term 4: (6 Weeks)	Half-term 5: (5 Weeks)	Half-term 6: (7 Weeks)
<p>AO3 – Recording: Recording 1 – based on butterfly wings. 6 x Gridded image with 4 boxes removed – fill the gaps. A4:</p> <ol style="list-style-type: none"> 1. Tonal pencil 2. Fine Liner 3. Water colour <p>AO2 – Experimenting: Skills – follow on from butterfly wings. Double page. 4 x A5:</p> <ol style="list-style-type: none"> 1. Batik 2. Bondaweb applique 3. Fabric painting and Embroidery. 4. PVA Cellulose <p>AO2 – Experimenting: Monoprinting from mushrooms and fungi.</p> <ol style="list-style-type: none"> 1. Printing onto a painted background 2. Sewing into monprints 3. Printing onto different fabrics. 	<p>Intro to sewing machines & Free machine embroidery.</p> <p>AO3 – Recording Skills lesson how to use a sewing machine & free machine embroidery</p> <p>AO2 - Experimentation. Inspired by own bark photos</p> <ol style="list-style-type: none"> 1. Fabric Slashing 2. Reverse Applique & Free Machine Embroidery <p>AO2 – Experimenting: Moy McKay Felting inspired by coral –</p> <ol style="list-style-type: none"> 1. Wet felting and needle felting. Sew into to add detail. 2. Felt balls 3. Felting round a marble – put 	<p>SARAH MORRIS ARTIST STUDY & Patterns: Making responses to the artist Sarah Morris, present samples alongside artist research.</p> <ol style="list-style-type: none"> 1. How to work with creating patterns. 2. Own imagery 3. 3 Drawings from one of own imagery. Observation then simplified organic shape and simplified to geometric shapes 4. Students to find own pattern artist like what they have created for stencil template. 5. Create stencil 	<p>AO2 Experimenting & AO1 Developing: MARIE TERESE WISNIOWSKI artist study. 1.</p> <ol style="list-style-type: none"> 1. Heat transfer collage using own stencil and other textures to trap into 2. Research Trapunto & Quilting technique. 3. Use one of mixed samples and students have choice of doing trapunto or Quilting <p>AO1 – Developing: Sketchbook work, presenting and DIRT week.</p> <p>AO2 – Experimenting: KIM THITTICHAH ARTIST STUDY</p>	<p>AO1 – Developing:</p> <ol style="list-style-type: none"> 1. Mind map ideas for the magnification theme and where to go next. 2. Statement of intent. 3. Mood board of inspiring images linked to chosen theme. 4. Double page of own photos linked to chosen theme. 5. Design Ideas <p>AO1 – Developing: Sketchbook work, presenting and DIRT week.</p> <p>AO4. Start to create large sample using the techniques from the year</p>	<p>AO4. Response</p> <ol style="list-style-type: none"> 1. Create Large Sample 2. Evaluate the sample and response to magnification <p>AO1 – Developing: Sketchbook work, presenting and DIRT week. Wrap up and finish projects.</p> <p>Launch new project Simple or Complex</p> <p>AO3 –</p> <ol style="list-style-type: none"> 1. Mind map initial ideas 2. Collected imagery of Artists & Secondary sources <p>AO1 – Artist's study of x2 of their chosen artists.</p>

<p>AO2 – Experimenting: Weaving inspired by tree bark, presented as a double page.</p> <ol style="list-style-type: none"> 1. Plain weave 2. Circle weave 3. Experimental weave <p>AO1 – Developing: Sketchbook work, presenting and DIRT week. Use annotation sheets to get books written up.</p>	<p>together to resemble coral – embellish using beading and decorative machine embroidery stitching.</p> <p>AO1 – Developing: Sketchbook work, presenting and DIRT week.</p>	<p>6. Use heat press to create stencil outcomes x1</p> <p>AO1 – Developing: Sketchbook work, presenting and DIRT week.</p>	<p>Hot textiles fabric manipulation.</p> <ol style="list-style-type: none"> 1. Organza shibori 2. Tyvek – heat gunned / ironed / painted. 3. Synthetic fabrics heat gunned. 4. Sewn layers, heat gun, soldering iron. 		<p>SUMMER TASK INTO 11's</p>
<p>Super Curricular: Visit art galleries. Take own photos linked to the theme of magnification.</p>	<p>Super Curricular: Watch the creative conversation with Rosie James on the Ringwood YouTube channel.</p>	<p>Super Curricular: Watch the Alexander Mc Queen documentary. Focus on combining techniques taking risks to try something new and experimental.</p>	<p>Super Curricular: Create more sustained outcomes inspired by your artists, these could provide evidence for AO4.</p>		
<p>How can I revise for assessments? Ensure your sketchbook is up to date and annotated and avoid leaving empty space on your pages. Plan your work and focus on QUALITY not QUANTITY.</p>					

TRIPLE SCIENCE: How can I be a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Food (biology)- forms part of the Ecology topic taught later in combined science. Covering trophic levels, biomass, and food security.</p> <p>Nanoparticles (Chemistry) - forms part of the structure and bonding topic taught later in combined chemistry.</p> <p>More Waves (physics) - forms part of the wave properties topic taught later in combined science.</p>	<p>Evolution (biology) - forms part of the evolution topic taught in Y11 combined science. Covers the history of genetics and theories of evolution.</p> <p>Materials (chemistry) forms part of the using our resources topic taught later in combined science. Covers polymers, ceramics, glass and composites.</p>	<p>Ions (chemistry) - forms part of the chemical analysis topic taught later in combined science. covers testing for positive and negative ions and instrumental analysis.</p> <p>Space (physics) - Covers formation of the solar system, the lifecycle of a star, orbits and the beginning and future for our universe.</p>	<p>Plant diseases (biology) forms part of the infection and response topic already covered in combined science. A closer look at some plant diseases and plant defences.</p> <p>Cloning (biology) - forms part of the inheritance and variation topic taught later in combined science.</p> <p>Machines and pressure (physics) - forms part of the forces topic covered later in combined science. Looks at levers, gears, and pressure.</p>	<p>The Brain (Biology) - forms part of the topic on homeostasis and response taught later in combined science.</p> <p>Microorganisms (biology) - forms part of the infection and response topic already covered in combined science. Covers the growth of bacteria as well as practical work on preventing bacterial growth.</p>	<p>Fuel cells (chemistry) - forms part of the energy changes topic taught during this term. Covers chemical cells and batteries as well as fuels cells.</p> <p>Titration (chemistry) - forms part of the quantitative chemistry topic already covered in combined science. Learn about how to carry out a titration and complete calculations.</p>
<p>Super Curricular: the boy who sees without eyes https://www.youtube.com/watch?v=TB_yrWppP0c</p>	<p>Super Curricular: What is a species? Write your own definition using a variety of sources.</p>	<p>Super Curricular: write a report to advise a council on how to remove heavy metals from polluted water</p>	<p>Super Curricular: what is a barometer and how does it work?</p>	<p>Super Curricular: compare mitosis (from topic 1 combined science) with binary fission</p>	<p>Super Curricular: http://www.bmweducator.co.uk/cleanenergy/teachers_activities.asp</p>
<p>How can I revise for assessments? Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall Use your revision pack. This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you. Complete the short answer questions in the revision pack Complete the extended answer questions in the revision pack</p>					