



DURHAM JOHNSTON  
**COMPREHENSIVE SCHOOL**  
— DARE TO BE WISE —

# Year 10

## Curriculum Overview ***Half Term 3***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 10, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

**Topics / tasks:** This is the overview of the topics Year 9 students will be covering this half term.

**Content and skills:** This explains what areas students will be looking at, and the skills they will be developing during the half term.

**Assessment:** This explains how students will be assessed on their understanding of this topic.

**Stretch and challenge:** This gives suggestions of how students can explore this area in more detail if they wish.

## Exam Boards

Please use the table if you wish to know which exam board the school uses for each qualification.

Click on the name of a subject to be taken directly to that page.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
<a href="#"><u>Art</u></a>	AQA	<a href="#"><u>Geography</u></a>	AQA	<a href="#"><u>Physical Education, GCSE</u></a>	AQA
<a href="#"><u>Business Studies</u></a>	OCR	<a href="#"><u>German</u></a>	AQA	<a href="#"><u>Religious Education</u></a>	Eduqas
<a href="#"><u>Computer Science</u></a>	OCR	<a href="#"><u>Health &amp; Social Care</u></a>	Edexcel	<a href="#"><u>Science: Biology</u></a>	Edexcel
<a href="#"><u>Creative iMedia</u></a>	OCR	<a href="#"><u>History</u></a>	AQA	<a href="#"><u>Science: Chemistry</u></a>	Edexcel
<a href="#"><u>Design Technology</u></a>	AQA	<a href="#"><u>Latin</u></a>	Eduqas	<a href="#"><u>Science: Physics</u></a>	Edexcel
<a href="#"><u>Drama</u></a>	AQA	<a href="#"><u>Mandarin</u></a>	AQA	<a href="#"><u>Spanish</u></a>	AQA
<a href="#"><u>English</u></a>	AQA	<a href="#"><u>Maths</u></a>	AQA	<a href="#"><u>Textiles</u></a>	Eduqas
<a href="#"><u>Engineering</u></a>	AQA	<a href="#"><u>Music</u></a>	Edexcel	<a href="#"><u>Vocational Construction</u></a>	WJEC
<a href="#"><u>Food Preparation and Nutrition</u></a>	Eduqas	<a href="#"><u>Photography</u></a>	AQA	<a href="#"><u>Vocational Engineering</u></a>	WJEC
<a href="#"><u>French</u></a>	AQA	<a href="#"><u>Physical Education, BTEC</u></a>	Edexcel		

# Art

<b>Topics / tasks:</b>	<b>Component One- personal projects</b>
<b>Content and skills:</b>	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working in sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbooks pages, it is possible to monitor levels of progress at home.
<b>Assessment:</b>	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons, with written comments provided for main outcomes on MS teams.
<b>Stretch and challenge:</b>	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

# Business

<b>Topics / tasks:</b>	<p><b>Students will complete the following topics this term:</b></p> <p><b>Topic 2 Marketing (role of, research, segmentation and the marketing mix)</b></p> <p><b>3.1 The role of human resources - The purpose of human resources within business</b></p> <p><b>3.2 Organisational structures and different ways of working</b></p>
<b>Content and skills:</b>	<p><b>Be able to discuss:</b></p> <ul style="list-style-type: none"> <li>• The role of the marketing function (department)</li> <li>• How business can conduct their market research using both primary and secondary methods</li> <li>• How and why we segment a market (for marketing purposes)</li> <li>• What the 4 P's are and why they are important</li> <li>• The use (and rise) of social media advertising (amongst certain brands)</li> <li>• The purpose of human resources within business (and its function)</li> <li>• Organisational structures and different ways of working (and the impact on the business, employee and stakeholders)</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Use and analyse graphical data and statistics</li> <li>• Analyse information from a given scenario. Use key information when compiling an answer (application)</li> </ul> <p><b>Interpersonal skills:</b></p> <ul style="list-style-type: none"> <li>• Collaborative working, ideas, business and presenting.</li> </ul>
<b>Assessment:</b>	<p>Range of exam questions, classwork, homework; Q&amp;A in lessons.</p> <p>Marketing test (50 marks)</p> <p>Topic tests (at end of each unit).</p> <p>Essay style question (at the end of the unit).</p> <p>Use of key terms &amp; application assessed.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• The Secret Behind Coca-Cola Marketing Strategy: <a href="http://www.youtube.com/watch?v=XhMVWzVXNNk">www.youtube.com/watch?v=XhMVWzVXNNk</a></li> <li>• Marketing trends: <a href="http://www.youtube.com/watch?v=huU_0WYO5Z8">www.youtube.com/watch?v=huU_0WYO5Z8</a></li> <li>• 4 P's research: <a href="http://neilpatel.com/blog/4-ps-of-marketing/">neilpatel.com/blog/4-ps-of-marketing/</a></li> <li>• BBC Bitesize - Business GCSE: <a href="http://www.bbc.co.uk/bitesize/examspecs/zv8gvk7">www.bbc.co.uk/bitesize/examspecs/zv8gvk7</a></li> <li>• SENECA: <a href="http://www.senecalearning.com/">www.senecalearning.com/</a></li> <li>• Research - BBC Business: <a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a> - Identify potential marketing opportunities / drawbacks based on today's news (opportunity / threat)</li> </ul>

# Computer Science

<b>Topics / tasks:</b>	<b>Python Programming Fundamentals (Challenges)</b> <b>Operating Systems and Utility Software (including System Software)</b> <b>System Security (Identification and Prevention techniques)</b> <b>Searching and Sorting Algorithms (Binary and Linear Search)</b>
<b>Content and skills:</b>	Students will use what they have learnt in Python to tackle a series of Programming Challenges Students will consider the purpose of the Operating System and what key items of software are needed to maintain a computer Students will identify the risks associated when using computers and the software used to tackle these risks Students will investigate the steps of two algorithms used to search the contents of a list
<b>Assessment:</b>	Assessment on System Security Security and Sorting Algorithms /27 Programming Challenges (evidence is assessed, 5 tasks in total) Test on Memory, Binary and the Operating System /40
<b>Stretch and challenge:</b>	<a href="#">Learn the steps used by anti-virus software to identify new threats</a> <a href="#">Learn how an Operating System manages the regular tasks of a computer</a> (learn the different methods of <b>memory management</b> ) Continue to test your programming ability using Project Euler: <a href="https://projecteuler.net/">projecteuler.net/</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>RO94 – Creating Visual Identity</b>
<b>Content and skills:</b>	<p>This unit builds on units R093 (Examination unit) and learners will be able to apply the skills, knowledge and understanding gained in those units.</p> <p>Visual identity is a vital component of any business, product or brand. Animation can enhance applications, and be used to entertain and inform the viewer. This unit enables students to understand how to create visual identity for clients, they will also understand how to incorporate visual identity to engage a target audience.</p> <p>Learners will be able to use graphic design software to develop their products. They will also look into how to source and store their media effectively from a range of sources. The completion of this unit will help prepare students for a wide range of job roles in the media sector or for further study of the creative media industries.</p> <p>(OCR 2022)</p>
<b>Assessment:</b>	Teacher assessed coursework which will begin during this half term and continue into the summer (Completion for Summer 2022 series)
<b>Stretch and challenge:</b>	<p>All coursework must be completed in class under teacher supervision – knowledge, understanding and technical skills can all be revised and practised outside of school – organisation and an in-depth understanding of the topic is key!</p> <p>Practice using Adobe Photoshop to refine your skills – this can be accessed outside of school via your <b>own</b> device.</p> <p>Learning materials: <a href="#">Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</a></p>

# Design Technology

Topics / tasks:	Specific theory content
Content and skills:	<p>Student this half term will study their specialist area of wood, metals and polymers. The areas of focus will be:</p> <ul style="list-style-type: none"><li>• The uses of wood, metals and polymers</li><li>• Stock forms</li><li>• Shaping materials</li><li>• Shaping techniques</li><li>• Moulding and joining</li><li>• Treatments and finishes</li></ul> <p>After this theory work, students will begin working on a mock NEA (in preparation for the release of their real NEA).</p>
Assessment:	<p>Each section is recapped and tested in an examination question booklet.</p> <p>These are peer / teacher assessed.</p> <p>Students will also complete a mock exam that will test understanding of theory. This will be sat towards the end of term.</p>
Stretch and challenge:	<p>Students should consider exploring (researching and evidencing) the theory areas to extend their learning- <a href="http://www.Technologystudent.com">www.Technologystudent.com</a> is an excellent resource.</p> <p>Students should be actively reviewing theory tasks to help consolidate learning.</p> <p>Students should engage with the class team to access further opportunities for learning.</p>



# Drama

<b>Topics / tasks:</b>	<b>Component 1: Written exam. Section B, Set Text: Reading and researching Blood Brothers.</b>
<b>Content and skills:</b>	Continue to explore and understand the text from a design and performance perspective. Learn and practice how to write responses for the different questions in the examination, describing and explaining acting and design choices for a given extract from the play.
<b>Assessment:</b>	Teacher marked practice questions on the set text.
<b>Stretch and challenge:</b>	Research text and contextual influences in more depth.

# English

Topics / tasks:	AQA GCSE English Language: Paper 1 Reading Fiction	AQA GCSE English Literature: 'Romeo and Juliet' William Shakespeare
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>Analysing the conventions of different genres of fiction.</li> <li>Understanding each of the four exam questions.</li> <li>Understanding which methods to use to answer each of the four exam questions.</li> <li>Revising descriptive language methods.</li> <li>Studying how writers structure narratives.</li> <li>Evaluating viewpoints and providing personal responses.</li> <li>Completing individual questions.</li> <li>Completing a full reading section of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>Studying 'Romeo and Juliet'.</li> <li>Analysing the Shakespeare's use of language and structure.</li> <li>Considering the social and historical contexts of the play and how these influence the text.</li> <li>Analysing characters and themes both in extracts and across the whole play.</li> <li>Understanding how to answer an exam question.</li> <li>Learning key quotations from the play.</li> </ul>
<b>Assessment:</b>	Answering a full reading section of the exam	Writing exam responses on both characters and themes
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>Reading fiction and examining how writers structure chapters of writing.</li> <li>Accessing Mr Bruff on YouTube and watch the series of videos on 'English Language Paper 1: reading', whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading the play more than once.</li> <li>Watching filmed versions of the play.</li> <li>Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> <li>Researching more about Shakespeare and his tragedies.</li> <li>Researching more about Elizabethan theatre.</li> <li>Reading critical articles from the British Library e.g. <a href="http://www.bl.uk/shakespeare/articles/new-mutiny-the-violence-of-romeo-and-juliet">www.bl.uk/shakespeare/articles/new-mutiny-the-violence-of-romeo-and-juliet</a></li> </ul>

# Engineering

<b>Topics / tasks:</b>	<b>Section 3 : Systems &amp; Control</b>
<b>Content and skills:</b>	<p>Students will complete section 3 in the text book. This was started during school closure March-July.</p> <ul style="list-style-type: none"><li>1) Mechanical Systems</li><li>2) Electrical Systems</li></ul> <p>Students will begin their practical lessons making a series of projects that focus on Mechanical engineering in the engineered world.</p>
<b>Assessment:</b>	<p>Students will be assessed in a test at the end of half term.</p> <p>Students will be assessed throughout the course on written Responses to questions.</p>
<b>Stretch and challenge:</b>	<p>Students should be actively revising theory tasks completed in term 1 (Teams).</p> <p>Students have been given a digital copy of the revision book so they can read ahead for topics not yet covered (Teams).</p> <p>Students can independently look into employment that involves Mechanical Engineering.</p>

# Food Preparation and Nutrition

<b>Topics / tasks:</b>	<b>Scientific application in practical recipes</b>
<b>Content and skills:</b>	<p>In this term students will look more in-depth at the scientific content of the course developing knowledge of gluten, plasticity, gelatinisation, caramelisation, dextrinization, enzymes, microorganisms, emulsions, foams and raising agents.</p> <p>As well as continue to build upon their cooking skills creating recipes that show practical applications of the knowledge listed above.</p>
<b>Assessment:</b>	<p>Students will complete an end of unit test using past paper exam questions to help promote good exam technique practice.</p> <p>Student will carry out a mock NEA1 in this half term.</p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA1 and NEA2.</p> <p>Students have received login details for the online textbook which can be accessed at <a href="https://illuminate.digital/eduqasfood/">https://illuminate.digital/eduqasfood/</a></p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult at home when completing practical tasks.</p>

# French

<b>Topics / tasks:</b>	<b>Students will study the topics of Customs and Festivals / Home, town, neighbourhood and region.</b>
<b>Content and skills:</b>	<p><b>Customs and Festivals:</b> Some classes have already started the topic of Customs and Festivals just prior to Christmas. Within this unit, students will learn about festivals from around the world and how they are celebrated. They will also describe a festival or event that they have attended. They will study reflexive verbs in the past tense, the perfect infinitive, the imperfect tense and using the imperfect and perfect together.</p> <p><b>Home, town, neighbourhood and region:</b> In this topic, students will describe their home and their ideal home. They will learn how to describe where they live, and what there is to see and do there. They will study negative sentences, the conditional tense, use of demonstrative adjectives and possessive pronouns.</p>
<b>Assessment:</b>	In class there will be weekly vocabulary tests, grammar tests and assessment of listening, reading and translating skills.
<b>Stretch and challenge:</b>	Students will be able to research the customs and festivals of France and French speaking countries.

# Geography

<b>Topics / tasks:</b>	<b>Physical Landscapes in the UK</b>
<b>Content and skills:</b>	Students will study the processes shaping rivers then build on this knowledge to examine the key features formed by rivers in the upper, middle and lower course and study one UK river in detail from source to mouth. Students will then study the causes, impact of and responses to flooding in the UK.
<b>Assessment:</b>	A knowledge recall test on the topic of Physical Landscapes in the UK.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://www.bbc.co.uk/bitesize/topics/zpypgdm">https://www.bbc.co.uk/bitesize/topics/zpypgdm</a>

# German

<b>Topics / tasks:</b>	<b>Technology in Everyday Life and Free Time Activities</b>
<b>Content and skills:</b>	Students will study the topics of Technology in Everyday Life and Free time activities, including a full range of vocabulary linked to these topics. By the end of these units, students will know how to form the perfect tense of all verbs (regular, irregular, separable, inseparable, reflexive, modal). They will deepen their knowledge of German syntax.
<b>Assessment:</b>	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal assessment in Listening, Reading and Translation, covering content from term 1 and 2.
<b>Stretch and challenge:</b>	Students who want to challenge themselves will do so by completing extra Listening, Reading and Translation exercises on these topics.

# Health and Social Care (BTEC)

Topics / tasks:	Component 1 – Learning Aim A part 2	Component 2 – Learning Aim A
Content and skills:	<p><b>Learning Aim A</b> Completion of PIES &amp; factors that affect an individual's growth and development.</p> <ul style="list-style-type: none"> <li>• Students will carry out a practice assessment</li> <li>• Students will be taught command words, learning criteria and assessment criteria.</li> <li>• Students will start and complete first independent written assessment for Component 1 Learning Aim A. This is coursework that will be timed and managed.</li> </ul>	<p><b>Learning Aim A part 2: Students will learn and revise the following areas:</b></p> <ul style="list-style-type: none"> <li>• Services for adults with specific needs</li> <li>• Services for older adults</li> <li>• Informal social care</li> <li>• Physical barriers</li> <li>• Sensory barriers</li> <li>• Social, cultural and psychological barriers</li> </ul>
Assessment:	<p><b>Component 1 30% of overall grade. Component 2 30% of overall grade.</b></p> <p><b>Embedded in lessons will be:</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• How to understand coursework</li> <li>• How to present work</li> <li>• Command words and keywords review: <ul style="list-style-type: none"> <li>✓ Describe – not just identify but to describe a situation</li> <li>✓ Explain – how to expand sentences</li> <li>✓ Compare – how to look at both arguments and support with evidence</li> <li>✓ Assess – how to justify, add opinion and support argument with evidence</li> </ul> </li> </ul> <p>All work is set and collected in Microsoft Teams. Students will complete a mini mock exam of knowledge covered so far, using past paper exam questions to help promote good exam technique practice.</p> <p><b>Component 3 40% of overall grade is started end of year 10 beginning of year 11.</b></p>	
Stretch and challenge:	<p>Students should familiarise themselves with the specification for the course and expectations.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should speak to people in their circle of family and friends to gain re life experiences and opinions. They will create a person time line and for further understanding of different life stages should do one for someone they know.</p>	



# History

Topics / tasks:	The End of the First World War	Germany in the early 20 <sup>th</sup> Century
<b>Content and skills:</b>	Students will be completing their work on the First World War by studying the varied reasons why the Allies were victorious, including changes in tactics, the failure of the Ludendorff Offensive, the role of Haig and Foch, the impact of the Americans, and the Battle of Amiens and the Hundred Days Campaign. They will study the Armistice and its key terms.	Students will then progress onto the Democracy and Dictatorship model, but studying Germany under Kaiser Wilhelm II, with a focus on the political structures, its economic development and its social structure. Students will then begin to study the post war crises that faced Germany- in particular the impact of the Treaty of Versailles, the Spartacist Uprising, the Kapp Putsch, the Hyperinflation Crisis and the Beer Hall Putsch.
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.	
<b>Stretch and challenge:</b>	Students who wish to consolidate their learning on the First World War can read <i>Forgotten Voices of the Great War</i> , edited by Max Arthur- a collection of first-hand accounts of different experiences from those who were involved in the conflict. On BBC iPlayer, a number of engaging documentaries, including <i>Our World War</i> (advisory: some strong language) are available. A series on the legacy of the conflict, <i>The Long Shadow</i> , has been uploaded to YouTube.	For the Germany topic, a good place to start for an overview of the topic is the <i>BBC Bitesize</i> site, with a range of details, video explainers and activities that will support the work in the classroom. <i>The Dark Charisma of Adolf Hitler</i> by Laurence Rees, and the TV series that it accompanies, will also help students place the material that we are studying in class into the wider context of the rise of (and appeal of) the Nazis in Germany in the 1930s.

# Latin

<b>Topics / tasks:</b>	<b>The city of Rome and Roman Society</b>
<b>Content and skills:</b>	Students will continue to work on the passive tenses, as we learn more about life in Rome among the governing class. We will also revise participles and the other tenses encountered so far.
<b>Assessment:</b>	Regular vocabulary and grammar tests, plus practice at translating Latin in test conditions.
<b>Stretch and challenge:</b>	Students should read and research about the city of Rome under the emperors.

# Mandarin

<b>Topics / tasks:</b>	<b>Travelling and online activity</b>
<b>Content and skills:</b>	Students will study the topic of travelling. They will be learning vocabulary relevant to this topic and be able to apply this through speaking, listening, reading and writing. Also, we will study the following grammar: the use of comparatives and superlatives; the use of question words 'shen me shi hou' the use of 'guo' for past completed action, use of 'yi qian' 'yi hou' to indicate past and future plans, use of "de" after a verb, use of conjunction 'chu le .....yi wai / hai.....'.
<b>Assessment:</b>	In class there will be weekly vocabulary tests (characters) and a formal assessment of listening, reading and translation skills.
<b>Stretch and challenge:</b>	Students can research Chinese 'zhong qiu jie' and culture around the festival.

# Maths

<b>Topics / tasks:</b>	<u>All students</u> Arithmetic, Geometric and Fibonacci Sequences Linear Graphs Inequalities	<u>Higher Tier only</u> Quadratic sequences Quadratic graphs Representing linear inequalities graphically Parallel and perpendicular lines Quadratic Inequalities	<u>Higher Tier Extension</u> Turning points of quadratics Gradient of a curve (Including interpretation) Quadratic Inequalities Iteration
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Revision and consolidation of previously learned skills</li> <li>• Extension of skills to unfamiliar contexts</li> <li>• Reasoning and problem solving skills</li> </ul>		
<b>Assessment:</b>	Half term assessment covering content covered this half term as well as previously covered content.		
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li> <li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li> </ul>		

# Music

	10A	10K
Topics / tasks:	<b>Ternary Form Composition</b> <b>AOS1: Review &amp; Listening</b> <b>AOS3: Review &amp; Listening</b>	<b>AOS4: Release</b> <b>AOS2: Purcell</b> <b>Performance</b>
Content and skills:	Developing listening skills in analysis of set works Developing skills of rhythmic, melodic and harmonic composition	Developing listening skills in analysis of set works Preparing a sample performance and test recording
Assessment:	Practical composition assessment Exam-style listening questions	Performance recording Exam-style listening questions
Stretch and challenge:	Listening to related works and comparing and contrasting them with the set works	Listening to related works and comparing and contrasting them with the set works

# Photography

Topics / tasks:	LOCATION.
<b>Content and skills:</b>	<p>Students will be introduced to various techniques using Photoshop to produce a range of tasks. The projects will introduce the students to Photoshop and enable them to have a creative approach to digital photography. Students will be given set briefs which will introduce them to more complex techniques. After each completed task pupils will receive a marked grade on AO1 AO2 AO3 and AO4.</p> <p>This will involve students learning about the Rules of Photography and producing their own photographs that relate to each title.</p> <p>The project will then develop onto work that will be based on their own choice of City/Country. This will include ideas for posters and adaptable to mechanise for promotion of the culture of the country.</p> <p>With each new task students will be introduction to new process, new artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Students will be expected to cover all the AQA Assessment objectives and work to a deadline.</p>
<b>Assessment:</b>	<p>Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.</p>
<b>Stretch and challenge:</b>	<p>Extend their work through a greater exploration of materials and processes. Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.</p>

# Physical Education (GCSE)

<b>Topics / tasks:</b>	<b>Complete applied anatomy and physiology (Chapter 1) and start Movement analysis (Chapter 2). In practical lessons football, netball and basketball</b>
<b>Content and skills:</b>	Understand the different classes of levers Understand how muscles work to cause movement. Understand the planes and axes of different movements Understand the types of movement that occur at joints
<b>Assessment:</b>	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
<b>Stretch and challenge:</b>	Become involved in school teams (as they become available) and also train and compete regularly outside of school. Read articles and journals to widen knowledge around sporting issues.

# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>Design of personal fitness training program (Unit 3)</b>
<b>Content and skills:</b>	Students will use knowledge already gained from autumn term on components of fitness, training method and fitness testing. They will use this to create their own personal training program setting their own targets.
<b>Assessment:</b>	Students will be assessed using Unit 3 learning aim A official assignment.
<b>Stretch and challenge:</b>	Use Everlearner for exam content. Make use of the BTEC revision guides and past papers.



# Religious Education

Topics / tasks:	GCSE Study of Religion: Judaism—Jewish Beliefs and Teachings
Content and skills:	<p>Pupils must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p> <p><b><u>The nature of God</u></b> - Issues of God as: One, Creator: Genesis 1: 3-5; 1: 26-28, The Shema. Law-Giver and Judge: Exodus 20:1-15. The nature and significance of shekhinah (the divine presence).</p> <p><b><u>Messiah (Mashiach)</u></b> - Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signalling the end of the world, praying for his coming, concerned more with living life according to the mitzvot.</p> <p><b><u>Covenant</u></b> - The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the 'Promised Land' The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a 'Promised Land' Importance of the Ten Commandments: Exodus 20:2-14.</p> <p><b><u>Life on earth</u></b> - Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 The relationship between freewill and the 613 mitzvot (duties) between humans and with God.</p> <p><b><u>The afterlife</u></b> - Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next</p>
Assessment:	Pupils will have a 30 minute GCSE standard assessment
Stretch and challenge:	<p>Pupils may wish to read a general introduction to the religion.</p> <p>Dan Cohn-Sherbok—Judaism Today: An Introduction (Publisher Continuum 2010)</p>

# Science: Biology

Topics / tasks:	Topic 7 - Animal co-ordination, control and homeostasis
Content and skills:	Role of hormones Action of adrenalin (higher only) Action of thyroxine (higher only) Hormonal control of the menstrual cycle Contraception and Assisted Reproductive Technology Thermoregulation (triple only) Hormonal control of blood glucose concentration and diabetes Function of the kidney (triple only)
Assessment:	Past exam questions and end of topic assessment
Stretch and challenge:	Research the current treatments for diabetes

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Organic Chemistry (separates only), The Earth's Atmosphere, Chemical Calculations</b>		
<b>Content and skills:</b>	<u><b>Organic Chemistry (separates only)</b></u> <ul style="list-style-type: none"> <li>• Alkanes</li> <li>• Alkenes</li> <li>• Polymers</li> <li>• Alcohols and Carboxylic Acids</li> </ul>	<u><b>The Earth's Atmosphere</b></u> <ul style="list-style-type: none"> <li>• Gases in the atmosphere</li> <li>• Development of the atmosphere</li> <li>• The greenhouse effect</li> <li>• Tests for gases</li> <li>• Human impact on the atmosphere</li> </ul>	<u><b>Chemical Calculations</b></u> <ul style="list-style-type: none"> <li>• Relative formula mass</li> <li>• The mole</li> <li>• Empirical formula</li> <li>• Concentration</li> <li>• Reacting masses</li> </ul>
<b>Assessment:</b>	Short answer questions and more detailed end of topic test at end of half term.		
<b>Stretch and challenge:</b>	Find out about SMAs and describe how thermosetting and thermosoftening plastics vary in their structure and bonding.		

# Science: Physics

Topics / tasks:	Topic 4: Waves	Topic 5: Light and the electromagnetic spectrum
Content and skills:	<ul style="list-style-type: none"><li>• Describing waves</li><li>• Wave speeds</li><li>• Refraction</li><li>• Wave crossing boundaries (triple)</li><li>• Ears and hearing (triple)</li><li>• Ultrasound (triple)</li><li>• Infrasound (triple)</li></ul>	<ul style="list-style-type: none"><li>• Electromagnetic waves</li><li>• Uses of the electromagnetic spectrum</li><li>• Dangers of the electromagnetic spectrum</li><li>• Ray diagrams (triple)</li><li>• Colour (triple)</li><li>• Lenses (triple)</li></ul>
Assessment:	End of topic tests compiled by the exam board	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

# Spanish

<b>Topics / tasks:</b>	<p><b>Local, national and international areas of interest.</b></p> <p><b>Unit 5- Home, town, neighbourhood and region.</b></p> <p><b>5.1 F- Saying what your house is like.</b></p> <p><b>5.1 H- Describing your house and where it is.</b></p> <p><b>5.2 F- Talking about the amenities in your area.</b></p> <p><b>5.2 H- Discussing the advantages and disadvantages of living in the town and the country</b></p>
<b>Content and skills:</b>	<p>Using prepositions to say where things are, using important quantifiers, formulating complex questions, using <i>en qué</i>, <i>con quién</i>, <i>a quién</i> in questions, using different vocabulary to express the same idea, using demonstrative adjectives and pronouns, revising <i>ir</i> and <i>hacer</i> in the present and preterit tenses, dealing with past, present and future questions, using possessive pronouns, using <i>el que</i>, <i>la que</i>, <i>los que</i>, <i>las que</i> + a verb, using a wider range of connectives.</p>
<b>Assessment:</b>	<p>Students to complete listening and reading assessments (including and translation into English) by 17<sup>th</sup> February. The assessment is on Unit 4 (Customs and Festivals) and Unit 5 (Home, town, neighbourhood and region).</p>
<b>Stretch and challenge:</b>	<p>Using the interactive online exercises accessible to all students via Kerboodle.</p> <p>Continual revision of grammar points</p> <p>Developing an interest in current affairs in Spanish speaking countries</p> <p>Listening to Spanish radio and TV online.</p>

# Textiles

<b>Topics / tasks:</b>	<b>Pattern Production &amp; 3D forms</b>
<b>Content and skills:</b>	<p>Students will pattern making techniques to create 3D garments and products.</p> <p>Students will continue to gain knowledge and understanding of the greater world of design covering the following topics:</p> <ul style="list-style-type: none"><li>• Powering systems</li><li>• Energy storage systems</li><li>• Process devices</li><li>• Movement types and Leavers/linkages/gears/cams</li></ul>
<b>Assessment:</b>	Students will carry out a written assessment at the end of the half term covering the topics studied.
<b>Stretch and challenge:</b>	<p>Students should consider exploring (researching and evidencing) textiles techniques not explored in lesson time to show further understanding of the subject.</p> <p>Students should be actively reviewing theory tasks to revise for the end of term test.</p> <p>Students should be engaged with the class team to access further opportunities for learning.</p>

# Vocational Construction

<b>Topics / tasks:</b>	<b>Unit 3 (Planning Construction tasks) – They will sit their final exam in June 2021</b>
<b>Content and skills:</b>	Unit 3: This unit focuses on job roles and responsibilities, planning construction jobs (Gant charts) and calculating floor plans.
<b>Assessment:</b>	Work will be assessed using the Eduquas assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. <b>Unit 3 is 25% of overall grade.</b>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam.</li><li>• Students can complete missing work / complete revision from the whole course using Microsoft Teams.</li><li>• A text book is available for this course: WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0</li></ul>

# Vocational Engineering

<b>Topics / tasks:</b>	<b>Unit 1 – Engineering Design – Students are tasked to design a new generic mobile phone charger.</b>
<b>Content and skills:</b>	<p>Students will be asked to complete the following tasks</p> <p><b>Annotated Sketches</b></p> <ol style="list-style-type: none"> <li>1. Draw three engineering design solutions.</li> <li>2. Review the suitability of each design and recommend the best option.</li> </ol> <p><b>Final Drawing</b></p> <ol style="list-style-type: none"> <li>1. Using accepted standards and conventions draw your best option on paper and using Computer Aided Design (CAD). This should include a 3D rendered computer version of final design.</li> <li>2. Develop a creative solution that meets the criteria in the design specification.</li> </ol>
<b>Assessment:</b>	<p>Work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. <b>This Unit is 25% of overall grade. They will sit their final exam in June 2021.</b></p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with <b>examples of Unit 1</b>.</p> <p>Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should watch the Engineering video clips on Manufacturing Processes and Materials.</p>