



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 10

## Curriculum Overview

### *Half Term 4*

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.

<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>
<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</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>	AQA
<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

<p><b>Topics / tasks:</b></p>	<p><b>Students will complete the following topics this term:</b>  <b>2.3 Market segmentation Y10 – Mini Mock – cover work done for Unit 1 &amp; 2</b>  <b>2.4 The marketing mix (4 P's) ; 2.4 Media in marketing (social media) ; 2.4 Marketing Mix test</b>  <b>3.1 The role of human resources - The purpose of human resources within business</b>  <b>3.2 Organisational structures and different ways of working</b></p>
<p><b>Content and skills:</b></p>	<p><b>GCSE Business – the fundamentals and beyond.</b>  <b>Be able to discuss:</b></p> <ul style="list-style-type: none"> <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 (among 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 (team challenges and group presentations).</li> </ul>
<p><b>Assessment:</b></p>	<p>Range of exam questions, classwork, homework.          Q&amp;A in lessons.          Marketing test (50 marks)          Topic tests (at end of each unit).          Essay style question (at the end of the unit).          Use of key terms &amp; application assessed.</p>
<p><b>Stretch and challenge:</b></p>	<p>The Secret Behind Coca-Cola Marketing Strategy: <a href="http://www.youtube.com/watch?v=XhMVWzVXNNk">www.youtube.com/watch?v=XhMVWzVXNNk</a>          Marketing trends: <a href="http://www.youtube.com/watch?v=huU_0WYO5Z8">www.youtube.com/watch?v=huU_0WYO5Z8</a>          4 P's research: <a href="http://neilpatel.com/blog/4-ps-of-marketing/">neilpatel.com/blog/4-ps-of-marketing/</a>          BBC Bitesize - Business GCSE: <a href="http://www.bbc.co.uk/bitesize/examspecs/zv8gvk7">www.bbc.co.uk/bitesize/examspecs/zv8gvk7</a>          SENECA: <a href="http://www.senecalearning.com/">www.senecalearning.com/</a>          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).</p>

# Computer Science

<b>Topics / tasks:</b>	<b>Python Programming Fundamentals (Challenges and File Handling)</b> <b>Searching and Sorting Algorithms (Bubble, Insertion, and Merge Sort)</b> <b>Ethics of Computer Science</b>
<b>Content and skills:</b>	Students will apply file handling routines to read and write to/from a text file Students will analyse and design a solution to a given problem as part of a project Students will trace the steps of 3 sorting algorithms and determine the differences between them Students will consider the consequences of misusing technology and the effects of technology on society
<b>Assessment:</b>	Programming Challenges (1-5) assessed individually Assessment of Searching / Sorting algorithms and Operating Systems / System Security /40
<b>Stretch and challenge:</b>	Learn about the different “modes” of file handling in the Python documentation <a href="https://stackabuse.com/file-handling-in-python/">stackabuse.com/file-handling-in-python/</a> Look into a more complex algorithm known as “quick sort” and compare its effectiveness to merge sort <a href="https://www.youtube.com/watch?v=ZHVk2blR45Q&amp;t=54s">www.youtube.com/watch?v=ZHVk2blR45Q&amp;t=54s</a> Continue to test your programming ability using Project Euler: <a href="https://projecteuler.net/">projecteuler.net/</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>R081 – Pre-Production Skills (25% of final grade)</b>
<b>Content and skills:</b>	<p>This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>✓ Mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)</li><li>✓ Mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)</li><li>✓ Visualisation diagrams (e.g. for still images and graphics)</li><li>✓ Storyboards (e.g. for use with video, animation)</li><li>✓ Scripts (e.g. for a video production, voiceover, comic book or computer game)</li><li>✓ Health &amp; Safety</li><li>✓ Compression</li><li>✓ Hardware &amp; Software</li><li>✓ File types &amp; Naming conventions and folder set-up</li><li>✓ Work plans/work flow</li><li>✓ Legislation</li><li>✓ Reviews</li></ul>
<b>Assessment:</b>	Teacher assessed tasks for certain topics (set via Teams). Exam questions relating to the topics and Q&A in lessons. External exam Jan 2022
<b>Stretch and challenge:</b>	Learning materials: <a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a> Revision videos: <a href="https://www.youtube.com/watch?v=lmugYUXVqtc&amp;list=PL27vaenVnLtYyEunitZKTAKh6VMrxTw8z">www.youtube.com/watch?v=lmugYUXVqtc&amp;list=PL27vaenVnLtYyEunitZKTAKh6VMrxTw8z</a> Long answer questions: <a href="https://www.youtube.com/watch?v=lmugYUXVqtc">www.youtube.com/watch?v=lmugYUXVqtc</a> In addition, feedback will show students how to develop their ideas/answers. Videos will be posted to Teams to support individual topics.

# Design Technology

<b>Topics / tasks:</b>	<b>Specific theory content</b>
<b>Content and skills:</b>	<p>This half term will begin a mock NEA (non-examined assessment) project, in preparation for the release of their actual NEA guidance in June. The areas of focus will include:</p> <ul style="list-style-type: none"><li>• Investigating contexts</li><li>• Producing a research plan</li><li>• Client interview and assessing their needed</li><li>• Primary and secondary investigation</li><li>• Write a detailed design brief and specification</li></ul>
<b>Assessment:</b>	<p>The progress of the NEA will be monitored but it is also important for students to work independent on this- in line with AQA marking policy</p>
<b>Stretch and challenge:</b>	<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>Component 3: Devised work. Researching topics for performances.</b>
<b>Content and skills:</b>	<ol style="list-style-type: none"><li>1. Continue to explore and understand the text from a design and performance perspective.</li><li>2. 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.</li><li>3. Start deciding upon and researching topics for devised coursework.</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Teacher marked practice questions on the set text.</li><li>2. Drafting sections of written log for devised coursework.</li></ol>
<b>Stretch and challenge:</b>	Research text and contextual influences in more depth. BBC Bitesize GCSE Drama and <a href="http://skillsup.co.uk">Vocal Skills (skillsup.co.uk)</a>

# English Language

<b>Topics / tasks:</b>	<b>AQA GCSE English Language: Paper 1 Reading Fiction</b>
<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>
<b>Assessment:</b>	Answering a full reading section of the exam
<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="https://www.youtube.com/user/mrbruff/featured">https://www.youtube.com/user/mrbruff/featured</a>.</li></ul>

# English Literature

<b>Topics / tasks:</b>	<b>AQA GCSE English Literature: 'Romeo and Juliet' William Shakespeare</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Studying 'Romeo and Juliet'.</li><li>• Analysing 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>	Writing exam responses on both characters and themes
<b>Stretch and challenge:</b>	<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</b> <b>Section 4: Testing &amp; Evaluation</b>
<b>Content and skills:</b>	Students will complete section 3 Systems : 3.3 Electronic systems, 3.5 Structural systems , 3.6 Pneumatic systems Students will begin section 4 Testing and evaluation: 4.1 Modelling & Calculation 4.2 Testing, 4.3 Aerodynamics
<b>Assessment:</b>	Student will receive summative online testing at the end of each unit and will be required to complete short assignments most lessons based on what they have learned.
<b>Stretch and challenge:</b>	Students should be actively revising theory tasks completed during term 1 in preparation for mock exams next year. Students have been given a digital copy of the revision book so they can read ahead for topics not yet covered.

# Food

<b>Topics / tasks:</b>	<b>Component 1 – Principles of Food Preparation and Nutrition (50%). We will continue to cover the exam content of the course.</b>
<b>Content and skills:</b>	<p>Student will cover a topic each week, over three 1 hour lessons.</p> <ol style="list-style-type: none"><li>1. Different dietary needs - Modifying recipes and meal planning.</li><li>2. International cultures and cuisine – student's will work independently on a chosen country and explore; history of food, ingredients, preparation methods, cooking methods, how they eat, traditional and modern variations.</li><li>3. Food choice - recap of various vegetarian diets, religion and culture. Consider the ethics, culture, local traditions, and seasonal limitations. Also consider influence of media and marketing.</li><li>4. Where our food comes from; grown foods, GM crops, reared foods, caught foods. Waste, packaging, carbon foot print, food miles.</li><li>5. Global food production. Fortification and moderation</li></ol>
<b>Assessment:</b>	<p>There will opportunity to recap and revise topics in class. At the end of half term there will be a test made up of exam questions from the topics we have covered over the past 5 weeks.</p>
<b>Stretch and challenge:</b>	<ol style="list-style-type: none"><li>1. Recipes will be shared each week in relation to topics. Students are encouraged to cook at home if and when they can. This does not have to be using our recipes, these are just suggestions.</li><li>2. The textbook is available online for students to use: <a href="https://illuminate.digital/eduqasfood/">https://illuminate.digital/eduqasfood/</a></li><li>3. At the end of each topic create your own revision materials to suit your learning style. This could be flash cards, mind maps, Top Trumps, videos or presentations, diagrams etc.</li></ol>

# French

<b>Topics / tasks:</b>	<b>Home, town, neighbourhood and region / Charity and voluntary work / healthy and unhealthy living</b>
<b>Content and skills:</b>	<p><b>Home, town, neighbourhood and region:</b> Some students will have already started this unit. Within 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> <p>Students will then move on to study:</p> <p><b>Charity and volunteer work:</b> Students will learn how to talk about charities and the importance of their work. They will compare old and new health habits and learn how to discuss health resolutions. To do this, they will revise the imperfect and conditional tenses as well as negative phrases, learn subjunctive phrases, use expressions of quantity and learn to use the pluperfect tense.</p>
<b>Assessment:</b>	There will be weekly vocabulary and grammar tests as well as reading, listening and writing assessment over the course of the half term.
<b>Stretch and challenge:</b>	Students can research a town in France or another French speaking country. Students can find out about charities both in France and internationally.

# Geography

<b>Topics / tasks:</b>	<b>Physical Landscapes in the UK</b>
<b>Content and skills:</b>	Students will continue their study of this topic, building on the work from last half term to examine the different processes of weathering, erosion, mass movement, transport and deposition that shape the UK coastline. Students will then apply this knowledge to examine how key features form at the coast and how management strategies are used to reduce the risk to coastal landscapes. Students will study one UK coastline in detail, examining the key landforms and management strategies.
<b>Assessment:</b>	A knowledge 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://classroom.thenational.academy/units/coasts-eff">https://classroom.thenational.academy/units/coasts-eff</a>

# German

<b>Topics / tasks:</b>	<b>Technology in Everyday Life and Free Time Activities</b>
<b>Content and skills:</b>	Students will continue with the topic of Technology in Everyday Life and start the topic of Free Time Activities. By the end of these units, students will be familiar with the vocabulary and grammar specific to these topics. Students will learn how to paraphrase when speaking, how to spot different words used to express the same idea and how to use the context when doing listening exercises, how to use infinitives as nouns.
<b>Assessment:</b>	Students will complete regular vocabulary and grammar tests.
<b>Stretch and challenge:</b>	Students are able to research technology in everyday life and free time activities in German-speaking countries.

# Health and Social Care (BTEC)

Topics / tasks:	Component 1 – Learning Aim A part 2	Component 2 – Learning Aim A
<b>Content and skills:</b>	<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 submit first and resubmission for coursework written assignment for Component 1 Learning Aim A. This is coursework that will be timed and managed.</li> </ul> <p><b>Learning Aim B</b> Student will learn about the impact of life event on growth and development. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and the students will learn about how people adapt to these changes, as well as the types and sources of support that can help them. They will learn from case studies, programmes and practice pieces before they start their coursework assignment. They will develop transferable skills, such as written communication skills.</p>	<p><b>Learning Aim A:</b> This component will give the students an understanding of health and social care services and will help them develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).</p> <p><b>Students will revise and review their previous learning of the following areas and will start their assignment:</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> <p>In the assignment students will show their understanding of the different types of health and social care services and the barriers to accessing them. The assignment will be a written assignment and will develop the students written communication skills.</p>
<b>Assessment:</b>	<p><b>Component 1 30% of overall grade. Component 2 30% of overall grade.</b> <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</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>	
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations. Students should watch related TV programmes which will be advised in class and on Teams. 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

<b>Topics / tasks:</b>	<b>Germany, 1918-1933</b>
<b>Content and skills:</b>	Students will be continuing their work on Germany following the First World War. They will look at the crises of the Weimar Republic, particularly the invasion of the Ruhr, the hyperinflation crisis and the Beer Hall Putsch, before studying the strengths and weaknesses of the Weimar Republic. They will then go on to look at the causes of the Weimar Republic's collapse and the reasons for the increasing popularity of the Nazi Party.
<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>	<p>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. <i>The Coming of the Third Reich</i> by Richard Evans is another excellent book worth investigating. An acclaimed 1977 German documentary, <i>Hitler: A Career</i>, is available on Netflix and discusses how and why Hitler achieved his rapid rise to power in the 1930s/</p> <p>For those wishing to consolidate their learning on the First World War should read <i>The Pity of War</i> by Niall Ferguson, an influential revisionist account of key questions about the war. Many will have read an extract from this already.</p>

# Latin

<b>Topics / tasks:</b>	<b>Roman Society, Philosophy and beliefs</b>
<b>Content and skills:</b>	Staying with the upper classes in the city of Rome, we will learn about the influence of Greek philosophy and foreign cults; Language topics include the ablative absolute, deponent verbs and future participles.
<b>Assessment:</b>	Regular vocabulary and grammar tests, plus a translation assessment.
<b>Stretch and challenge:</b>	Students should read and research about Stoicism and/or the cult of Mithras.

# Mandarin

<b>Topics / tasks:</b>	<b>Healthy Living</b>
<b>Content and skills:</b>	In this topic students will learn about healthy living; sports and visiting the doctor as well as how to have a healthy lifestyle. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing. They will also study the following grammar: the use of comparatives 'he...yi yang'; the use of commands 'dui' 'rang'; the use of conjunctions 'bu dan...er qie' 'yue...yue'.
<b>Assessment:</b>	In class there will be weekly vocabulary tests (characters). There will be a formal assessment of listening, reading and translating.
<b>Stretch and challenge:</b>	Research Chinese 'tai ji'. Use Chinese Idiom in speaking and writing.

# Maths (Foundation)

<b>Topics / tasks:</b>	<b>Basic Angle Facts</b> <b>Angles in Parallel lines</b> <b>Angles in Quadrilaterals</b> <b>Area of basic shapes</b> <b>Circles</b> <b>Compound Shapes</b> <b>Volume of a prism</b> <b>Pythagoras</b>
<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 4 assessment
<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>

# Maths (Higher)

<b>Topics / tasks:</b>	<b>Arcs and sectors</b> <b>Volume and surface area</b> <b>Similar shapes</b> <b>Compound units</b> <b>Pythagoras</b> <b>Trigonometry</b> <b>Congruence</b>  <b>Extension: Circle Theorems and proof</b>
<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 4 assessment
<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

	10C	10K
<b>Topics / tasks:</b>	<b>Composition – Text-Setting</b> <b>AOS2: Purcell</b> <b>AOS4: Release</b>	<b>AOS2: Queen</b> <b>Composition – Ternary Form</b> <b>Performance</b>
<b>Content and skills:</b>	Developing listening skills in analysis of set works – ‘Music for a While’ and ‘Release’ Developing skills of rhythmic, melodic and harmonic composition within the context of text-setting – focusing on speech patterns and underlay of text as the basis for successful song-writing	Developing listening skills in analysis of set work – ‘Killer Queen’ Preparing a sample solo performance and test recording
<b>Assessment:</b>	Practical composition assessment – NB if ‘remote Learning’ continues this will be exercises rather than a full composition Exam-style listening questions	Performance recording Exam-style listening questions
<b>Stretch and challenge:</b>	Listening to related works and comparing and contrasting them with the set works Developing initial text-setting exercises into longer sections working towards a full song composition	Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

# Photography

<b>Topics / tasks:</b>	<b>Location.</b>
<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>In theory lessons begin Chapter 6 – Health and Fitness. In practical lessons football, netball and basketball.</b>
<b>Content and skills:</b>	Link participation in physical activity to fitness, health and well-being. Consequences of a sedentary lifestyle Somatotypes Reasons for having a balanced diet.
<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>To complete Design of personal fitness training program (Unit 3). Begin Unit 2 Practical Sports Performance.</b>
<b>Content and skills:</b>	Students will evaluate their training program looking at strengths and areas of improvement. Students will examine rules, regulations and scoring systems of practical sport and understand the roles and responsibilities of officials.
<b>Assessment:</b>	Students will be assessed using Unit 3 learning aims B, C & D official assignment. Students will begin Unit 2 Learning Aim A assignment.
<b>Stretch and challenge:</b>	Make use of past on-line assignments and text books to enhance knowledge.

# Religious Education

<b>Topics / tasks:</b>	<b>GCSE Study of Religion: Judaism—Jewish Beliefs and Teachings</b>
<b>Content and skills:</b>	<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>
<b>Assessment:</b>	Pupils will have a 30 minute GCSE standard assessment
<b>Stretch and challenge:</b>	Pupils may wish to read a general introduction to the religion. Dan Cohn-Sherbok—Judaism Today: An Introduction (Publisher Continuum 2010)

# Science: Biology

<b>Topics / tasks:</b>	<b>Topic 8 - Animal exchange and transport</b>
<b>Content and skills:</b>	Gas exchange in the lungs Blood and blood vessels Structure and function of the heart Aerobic and anaerobic respiration
<b>Assessment:</b>	Past exam questions
<b>Stretch and challenge:</b>	Research the differences between the human heart and circulatory system with that in a fish.

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Topic 1: Calculations Involving Masses</b>
<b>Content and skills:</b>	Calculations involving masses <ul style="list-style-type: none"><li>• Relative formula mass</li><li>• Mole calculations</li><li>• Reacting mass calculations</li><li>• Limiting reactants</li><li>• Empirical formula</li></ul> Concentration
<b>Assessment:</b>	End of topic tests (where appropriate) and assessed exam questions.
<b>Stretch and challenge:</b>	Research the development of the periodic table in preparation for the next topic.

# Science: Physics

Topics / tasks:	Topic 6: Radioactivity (all)	Topic 5: Light and the electromagnetic spectrum (triple only)
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Atomic models</li><li>• Inside atoms</li><li>• Electrons and orbits</li><li>• Background radiation</li><li>• Types of radiation</li><li>• Radioactive decay</li><li>• Half-life</li><li>• Dangers of radioactivity</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>• Radiation and temperature</li></ul>
<b>Assessment:</b>	End of topic tests compiled by the exam board. Quizzes on Microsoft Forms	
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.	

# Spanish

<b>Topics / tasks:</b>	<b>Social issues- Charity and Voluntary Work and Healthy and Unhealthy Living.</b> <b>6.1F Charity and voluntary work</b> <b>6.1H Learning more about charities and volunteering</b> <b>6.2F Healthy and unhealthy lifestyles</b> <b>6.2H Discussing opinions related to healthy living</b>
<b>Content and skills:</b>	Using <i>me gustaría</i> , recognising different tenses, approaching language in reading texts. Using the conditional tense, the formation and use of the gerund, conversation fillers. Using negative words, using <i>deber</i> , <i>tener que</i> and <i>hay que</i> , listening for different tenses. Learning about the present subjunctive, revising the imperfect tense, expressing agreement and disagreement.
<b>Assessment:</b>	There is no formal assessment this half term. Students will have regular vocabulary tests and may use the end of Unit 6 reading, listening and writing assessments as practice papers.
<b>Stretch and challenge:</b>	Using the interactive online exercises accessible to all students via Kerboodle. Continual revision of grammar points Developing an interest in current affairs in Spanish speaking countries Listening to Spanish radio and TV online.

# Textiles

<b>Topics / tasks:</b>	<b>Bag Design &amp; Investigating Textiles Techniques/Processes</b>
<b>Content and skills:</b>	<p>Students will continue investigate the following Textiles techniques/processes:</p> <ul style="list-style-type: none"> <li>• Drafting and construction project</li> <li>• Practice NEA</li> </ul> <p>Student will be able to explore this topics further through a series of teacher lead demonstrations and video tutorials to support their understanding in this time of reduced hands on practical work.</p> <p>Students will use the information generated to create a bag design, applying the knowledge they have gained.</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>• Scales OR production &amp; quality control</li> <li>• Construction. joining techniques</li> <li>• Development of new materials</li> </ul>
<b>Assessment:</b>	<p>Students will carry out a written assessment at the end of the half term covering the topics studied.</p> <p>Students completion of the research &amp; design task (bag &amp; textiles techniques) will be assessed holistically, in mirroring the AQA marking criteria.</p>
<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 Exam (Planning Construction tasks)</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>	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.</b>
<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>