



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 10

Curriculum Overview

Half Term 5

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

Art

Topics / tasks:	Component One- personal projects
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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 Studies

<p>Topics / tasks:</p>	<p>Students will complete the following topics this term: Y10 – Mini Mock – cover work done for Unit 1 & 2 3.1 The role of human resources - The purpose of human resources within business 3.2 Organisational structures and different ways of working 3.3 Communication in business</p>
<p>Content and skills:</p>	<p>GCSE Business – the fundamentals and beyond. Be able to discuss:</p> <ul style="list-style-type: none"> • The purpose of human resources within business (and its function) • Organisational structures and different ways of working (and the impact on the business, employee and stakeholders) • The importance of business communications • The influence of digital communication on business activity) <p>Data:</p> <ul style="list-style-type: none"> • Use and analyse graphical data and statistics • Analyse information from a given scenario. Use key information when compiling an answer (application) <p>Interpersonal skills:</p> <ul style="list-style-type: none"> • Collaborative working, ideas, business and presenting.
<p>Assessment:</p>	<p>Range of exam questions, classwork, homework. Q&A in lessons. Min mock (topic 1 & 2) Topic tests (at end of each unit) & Essay style question (at the end of the unit). Use of key terms & application assessed.</p>
<p>Stretch and challenge:</p>	<p>Research, role of HR: www.poppulo.com/blog/what-is-the-role-of-human-resource-management-in-an-organization/ www.breathehr.com/en-gb/blog/topic/business-process/why-is-human-resources-important How HR has evolved: www.youtube.com/watch?v=ukmC6F0JvQw BBC Bitesize - Business GCSE: www.bbc.co.uk/bitesize/examspecs/zv8gvk7 SENECA: www.senecalearning.com/</p>

Computer Science

Topics / tasks:	Python Programming Project (System Life Cycle) Memory (RAM/ROM/Virtual) Data Representation (Binary / Hexadecimal / Images / Sound) Operating Systems
Content and skills:	Students will learn the steps of the System Life Cycle when completing a long-term project Students will use what they have learnt so far to analyse a problem, design a solution, write the solution in Python, and successfully test and evaluate their finished program Students will revise topics from the start of the year in preparation for an assessment on all 3 topics
Assessment:	Programming Project (Analysis / Design / Implementation / Testing) sections graded separately OS Revision Quiz /15 Images/Sound Revision Quiz /15
Stretch and challenge:	Look at the steps of the system life cycle that are used in modern day technology businesses: sites.google.com/site/advancedsofteng/software-acquisition/software-development-lifecycle-approaches Take a look at some amazing examples of "Vector Art" using Vector Images and see how you can make your own: www.pinterest.co.uk/ctshirtsandhats/cool-vectors/

Creative iMedia

Topics / tasks:	R081 – Pre-Production Skills (25% of final grade)
Content and skills:	<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>Topics:</p> <ul style="list-style-type: none">✓ 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)✓ Visualisation diagrams (e.g. for still images and graphics)✓ Storyboards (e.g. for use with video, animation)✓ Scripts (e.g. for a video production, voiceover, comic book or computer game)✓ Health & Safety✓ Compression✓ Hardware & Software✓ File types & Naming conventions and folder set-up✓ Work plans/work flow✓ Legislation✓ Reviews
Assessment:	<p>Teacher assessed tasks for certain topics Exam questions relating to the topics and Q&A in lessons Mini mock(s) April/May 2021 External exam Jan 2022</p>
Stretch and challenge:	<p>Learning materials: https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/ Revision videos: https://www.youtube.com/watch?v=lmugYUXVqtc&list=PL27vaenVnLtYyEunitZKTAkh6VMrxTw8z Long answer questions: https://www.youtube.com/watch?v=lmugYUXVqtc In addition, feedback will show students how to develop their ideas/answers. Videos will be posted to Teams to support individual topics.</p>

Design Technology

Topics / tasks:	Mock NEA
Content and skills:	<p>Students will continue to work on their 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">• Generation of design ideas• Design development• CAD- using 2D Design and Inventor (3D software)• Card modelling
Assessment:	<p>The progress of the Mock NEA will be monitored but it is also important for students to work independently on this- in line with AQA marking policy.</p>
Stretch and challenge:	<p>Students should consider exploring (researching and evidencing) the theory areas to extend their learning- www.Technologystudent.com is an excellent resource. Students should look at past examples of student NEA work online.</p>

Drama

Topics / tasks:	Component 1: Written exam. Section B, Set Text: Reading and researching Noughts and Crosses. Component 3: Devised work. Researching topics for performances.
Content and skills:	<ol style="list-style-type: none">1. Continue to explore and understand the text from a design and performance perspective.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.3. Start deciding upon and researching topics for devised coursework.
Assessment:	<ol style="list-style-type: none">1. Teacher marked practice questions on the set text.2. Drafting sections of written log for devised coursework.
Stretch and challenge:	Research text and contextual influences in more depth. BBC Bitesize GCSE Drama and Vocal Skills (skillsup.co.uk)

English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives and Spoken Language Endorsement
Content and skills:	<ul style="list-style-type: none">• Revising persuasive language techniques and using these techniques in extended writing.• Learning how to spend time planning an exam response to ensure it meets the criteria of the mark scheme.• Planning and writing responses to exam questions in which students are asked to argue their opinion on an issue.• Utilising vocabulary and gaining confidence to use it in writing.• Revisiting speaking skills and analysing famous speakers' skills.
Assessment:	Producing and delivering a speech that links Paper 2 writing and the spoken language endorsement.
Stretch and challenge:	<ul style="list-style-type: none">• Following issues in the media that are commonly seen in this exam e.g. environmental issues, school based issues, issues affecting teenagers. Gaining an understanding of such issues and forming viewpoints on them.• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured• Watching Ted-ed talks and considering how they are written and also delivered to captivate and persuade the audience.

English Literature

Topics / tasks:	AQA GCSE English Literature: Modern Text (An Inspector Calls or Blood Brothers)
Content and skills:	<ul style="list-style-type: none">• Studying either 'An Inspector Calls' or 'Blood Brothers'.• Analysing the writer's use of language and structure.• Considering the social and historical contexts of the play and how these influence the text.• Analysing characters and themes across the whole play.• Understanding how to answer an exam question.• Learning key quotations from the play.
Assessment:	Writing exam responses on both characters and themes
Stretch and challenge:	<ul style="list-style-type: none">• Reading the play more than once.• Watching filmed versions of the play.• Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes. www.youtube.com/user/mrbruff/featured• Researching more about the writers and their aims.• Researching more about the relevant historical period.• Reading critical articles such as from the British Library e.g. www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls or literature.britishcouncil.org/writer/willy-russell

Engineering

Topics / tasks:	Section 3 : Systems Section 4: Testing & Evaluation
Content and skills:	Students will complete section 3 Systems : 3.5 Structural systems , 3.6 Pneumatic systems Students will begin section 4 Testing and evaluation: 4.2 Testing, 4.3 Aerodynamics Students will start making practical examples of Mechanical Products, Structures and electronic products.
Assessment:	Student will receive summative online testing at the end of each unit and will be required to complete short assignments in most lessons based on what they have learned.
Stretch and challenge:	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

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition (50%). We will continue to cover the exam content of the course.
Content and skills:	Student will cover a topic each week, over three 1 hour lessons. <ol style="list-style-type: none">1. Why food is cooked2. Heat transfer; conduction, convection, radiation3. Cooking methods; moist, dry and fats & oils4. Food science - changing properties while cooking: protein, carbohydrates, fats and oils.5. The use of raising agents and microorganism in cooking There may be some teacher demonstrations this half term which will relate directly to the topics covered.
Assessment:	There will opportunity to recap and revise topics in class. Towards the end of half term there will be a test made up of exam questions from the topics we have covered.
Stretch and challenge:	<ol style="list-style-type: none">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.2. The textbook is available online for students to use: illuminate.digital/edugasfood/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.

French

Topics / tasks:	Charity and volunteer work
Content and skills:	<p>Charity and volunteer work: 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> <p>Some students may <i>begin</i> the topic of The Environment by the end of the next half term.</p>
Assessment:	Students will complete regular vocabulary tests as well as listening/reading/speaking/writing exercises. A written assessment will take place in due course.
Stretch and challenge:	Students will be encouraged to research French charities in both France and French speaking nations. They should also complete all the interactive activities on Kerboodle.

Geography

Topics / tasks:	Changing Economic world
Content and skills:	Students will examine the different ways the world is classified into categories and the strengths and weaknesses of the different development indicators used. Students will interpret population pyramids and the Demographic Transition Model (DTM) and link this to the level of development in different places. Students will then study the factors affecting, consequences of and solutions to uneven development.
Assessment:	A knowledge test on the topic of Changing Economic World.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/understanding-development-a682 classroom.thenational.academy/units/the-development-gap-8df6

German

Topics / tasks:	Home, town, neighbourhood and region.
Content and skills:	As part of a wider theme on local, national, international and global areas of interest, the students will learn to describe in detail where they live, starting with their homes and moving on to their town and the surrounding area. They will revise prepositions and the cases they take, the future tense and the perfect tense and the whole range of interrogative pronouns. They will be using grammatical markers and breaking down compound words in order to extract their meaning.
Assessment:	Students will complete regular vocabulary tests as well as listening/reading/speaking/writing exercises. A written assessment will take place in due course.
Stretch and challenge:	Students will be encouraged to study a region of a German speaking country. They should also do all the interactive activities on Kerboodle.

Health and Social Care (BTEC)

Topics / tasks:	Component 1 – Learning Aim A part 2	Component 2 – Learning Aim A
Content and skills:	<p>Learning Aim A Students will submit first and resubmission for coursework written assignment for Component 1 Learning Aim A. This coursework will be timed and managed. This has been extended into this term.</p> <p>Learning Aim B – learning for this part will start this half term Student will learn about the impact of life event on growth and development.</p>	<p>Learning Aim A: Students will submit first and resubmission for coursework written assignment for Component 2 Learning Aim A. This is coursework that will be timed and managed. This has been extended into this term.</p> <p>Students will revise and review their previous learning of the following areas and will start their assignment: Services for adults with specific needs ; Services for older adults; Informal social care; Physical barriers; Sensory barriers; Social, cultural and psychological barriers</p> <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, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p>
Assessment:	<p>Component 1 30% of overall grade. Component 2 30% of overall grade. Embedded in lessons will be:</p> <ul style="list-style-type: none"> • Assessment criteria- How to understand coursework- How to present work • Command words and keywords review: ✓ Describe – not just identify but to describe a situation ✓ Explain – how to expand sentences ✓ Compare – how to look at both arguments and support with evidence ✓ Assess – how to justify, add opinion and support argument with evidence <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>Component 3 40% of overall grade is started end of Year 10, beginning of Year 11.</p>	
Stretch and challenge:	<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

Topics / tasks:	Germany, 1933-1945
Content and skills:	Students will be continuing to study how the Nazis seized power in Germany and how they established a dictatorship. They will then be looking at a wide range of aspects of life in Nazi Germany, covering the impact of Nazi rule upon different areas of public life in Germany, as well as different groups within German society.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.
Stretch and challenge:	<p>For those wishing to understand the experience of life in Nazi Germany, <i>Alone in Berlin</i> by Hans Fallada is a gripping novel of the experiences of civilians living under Nazi rule and a horrifying glimpse into the fear and paranoia that pervaded people's lives under the Nazis. 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. <i>The Third Reich: A New History</i> by Michael Burleigh has chapters dedicated to understanding Nazi policies on eugenics and race, the working classes and those who resisted Nazi rule for those wishing to further their studies of these areas.</p> <p>For those wishing to understand the Holocaust in greater depth, the series <i>Auschwitz: The Nazis and 'The Final Solution'</i> is available on Netflix. The series is an extraordinary, unflinching study of the Holocaust and how it came about. It should be considered essential viewing for those with access to Netflix.</p>

Latin

Topics / tasks:	Entertainment in Rome & the role of freedmen; Future Tense
Content and skills:	Revising all the tenses needed for GCSE and learning more about the pinnacle of Roman society, the Imperial household.
Assessment:	Grammar assessment and a translation task.
Stretch and challenge:	Students should read about the Emperors – from Augustus to Domitian.

Mandarin

Topics / tasks:	Healthy Living (continuing with the topic)
Content and skills:	In this topic students will learn about healthy living; sports and visiting the doctor as well as how to have a healthy life style. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks. 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'.
Assessment:	In class there will be weekly vocabulary tests and there will be listening and reading assessment.
Stretch and challenge:	Research Chinese ' tai ji'. Use Chinese Idiom in speaking and writing.

Maths (Foundation)

Topics / tasks:	<ol style="list-style-type: none">1. Plotting linear graphs2. Equation of a line3. Gradient and intercept4. Parallel and perpendicular lines5. Real life graphs6. Angle review
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Summer assessment on Year 10 work carried out in class.
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Maths (Higher)

Topics / tasks:	<ol style="list-style-type: none">1. Surds2. Circle Theorems3. Exclusive and independent events4. Tree diagrams5. Relative frequency
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Summer assessment on year 10 work carried out in class.
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

	10C	10K
Topics / tasks:	Composition – Ternary Form AOS2: Killer Queen AOS4: Spalding	Composition – Ternary Form AOS3: Wicked Performance
Content and skills:	Developing skills of rhythmic, melodic and harmonic composition within the context of ternary form – focusing on chord progressions, modulation to a related key, and melodic development Developing listening skills in analysis of set works – ‘Killer Queen’ and ‘Spalding’	Developing skills of rhythmic, melodic and harmonic composition within the context of ternary form – focusing on chord progressions, modulation to a related key, and melodic development Developing listening skills in analysis of set work – ‘Wicked’ Preparing a sample performance and test recording
Assessment:	Practical composition assessment – Ternary Form Exam-style listening questions on ‘Killer Queen’ and ‘Spalding’.	Practical composition assessment – Ternary Form Exam-style listening questions Performance recording
Stretch and challenge:	Developing initial ternary form ideas into a more complete composition, with a contrasting B section and modifications in A1 Listening to related works and comparing and contrasting them with the set works	Developing initial ternary form ideas into a more complete composition, with a contrasting B section and modifications in A1 Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

Photography

Topics / tasks:	<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>Macro Photography This will involve students photographing the natural world, looking at nature and developing work that takes the work onto an abstracted level using new skills in Photoshop.</p>
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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.

Physical Education (GCSE)

Topics / tasks:	In theory lessons complete Chapter 5 – Socio-cultural influences. In practical lessons tennis and cricket.
Content and skills:	Understand the engagement patterns of different social groups and the factors affecting participation. Understand commercialisation of sport and the impact of the media and technology. Understand the conduct of performers can vary. Understand the issues around performance enhancing drugs in sport and the role of spectators.
Assessment:	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
Stretch and challenge:	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)

Topics / tasks:	To complete Design of personal fitness training program (Unit 3). Unit 2 Practical Sports Performance.
Content and skills:	Students will complete a series of fitness tests to be able to review personal fitness and establish if the training program was successful. Students will continue to examine a variety of sports in both practical and theoretical setting, looking at rules, regulations, scoring systems and roles of officials.
Assessment:	Unit 2 – complete learning aim D assignment. Unit 3 – begin learning aim A assignment.
Stretch and challenge:	Make use of past on-line assignments and text books to enhance knowledge.

Religious Education

Topics / tasks:	GCSE: Focussed study of Jewish belief, teachings and practices.
Content and skills:	<p>The study comprises looking at diversity of belief among different Jewish identities in the UK, Orthodox and Reform Jewry.</p> <p>Beliefs and Teachings: * The Nature of God * Beliefs about the Messiah *Concept of Covenant * Religious teachings about Life on earth * Belief in the afterlife.</p> <p>Jewish Practices: Pupils will study different aspects of worship* The significance of the Synagogue * Rituals surrounding rites of passage, marriage, death * Daily Life for a Jew * Festivals.</p> <p>Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two religions studied.</p>
Assessment:	<p>Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make.</p>
Stretch and challenge:	<p>Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website</p>

Science: Biology

Topics / tasks:	Finish Topic 8 - Animal exchange and transport Topic 9 – Ecosystems
Content and skills:	The heart and circulatory system Aerobic and anaerobic respiration Biotic and abiotic factors in ecosystems Parasitism and mutualism Sampling investigations Energy transfer through food chains (triple only) Biodiversity
Assessment:	Past exam questions
Stretch and challenge:	Research different examples of parasitic relationships and mutualistic relationships or find an example of a project somewhere in the world that aims to help maintain biodiversity.

Science: Chemistry

Topics / tasks:	Topic 1: Key Concepts in Chemistry Topic 3: Chemical Changes Topic 4: Extracting Metals
Content and skills:	<ul style="list-style-type: none">• Acids, alkalis and indicators• Bases and salts• Alkalis and balancing equations• Alkalis and neutralisation• Solubility• Consolidation of Key concepts in Chemistry material• Reactivity and extracting metals
Assessment:	End of topic tests (where appropriate), Active Learn and Seneca in addition to a cumulative assessment test covering all of the GCSE material studied so far.
Stretch and challenge:	Research different types of alloy and prepare a poster which links the metals which make up the alloys and the properties that the alloys have

Science: Physics

Topics / tasks:	Topic 7: Energy – forces doing work Topic 8: Forces and their effects (dual)	Topic 6: Radioactivity (triple)
Content and skills:	<ul style="list-style-type: none"> • Energy stores and transfers • Sankey diagrams and efficiency • Kinetic and gravitational potential energy calculations • Work and power • Contact and non-contact forces, force fields • Newton's 3rd law of motion • Scalars and vectors • Vector diagrams – adding and resolving forces (H) • Free-body diagrams (H) 	<ul style="list-style-type: none"> • Atomic models • Inside atoms • Electrons and orbits • Background radiation • Types of radiation • Radioactive decay • Half-life • Using radioactivity • Dangers of radioactivity • Radioactivity in medicine • Nuclear energy and fission • Nuclear fusion
Assessment:	End of topic tests compiled by the exam board.	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Unit 8: Travel and Tourism
Content and skills:	They will cover holiday accommodation and activities, understanding tourist leaflets and websites, and describing a region. They will also look at expressions of sequence; revising preterite and imperfect tenses; estar and Past participles; use of the passive voice.
Assessment:	Weekly vocabulary tests and end of unit tests
Stretch and challenge:	Students should try to immerse themselves in Spanish language as much as possible via radio, TV programmes and film, in order to improve their listening skills. They could also attempt to read some non-curriculum authentic text in Spanish, such as poetry, magazine or newspaper articles or even a short novel that interests them.

Textiles

Topics / tasks:	Mock NEA
Content and skills:	<p>Students will continue investigate the following Textiles techniques/processes through a mock NEA:</p> <p>Practice NEA</p> <ul style="list-style-type: none"> • Generation of ideas • Construction techniques / material and card modelling <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>Practical: Where possible students will do paper modelling and surface decoration techniques that are relevant and will enhance their projects</p> <p>Theory: 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"> • Construction & joining techniques • Development of new materials
Assessment:	<p>Students will carry out a written assessment at the end of the half term covering the topics studied.</p> <p>Student's completion of the research & design task (textiles techniques) will be assessed holistically, in mirroring the AQA marking criteria.</p>
Stretch and challenge:	<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

Topics / tasks:	Unit 2 : Developing Construction Projects
Content and skills:	Unit 2: This is a practical unit with an accompanying written portfolio. This unit will form 50% of final grade. Students will be introduced to Carpentry and Joinery. They will make a frame consisting of Corner bridle, housing and Tee halving joints.
Assessment:	Work will be assessed using the Eduquas assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Unit 2 is 50% of overall grade. This unit is coursework not exam so all work completed will be sampled and send to exam board.
Stretch and challenge:	<ul style="list-style-type: none">• If students have access to a workshop, tools & timber at home, they can practice their joinery skills with a supervising adult.• Students can compete missing work / complete revision from the whole course using Microsoft Teams.• Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam.• 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

Vocational Engineering

Topics / tasks:	Unit 2 – Producing Engineering Products – Students are tasked to make an adjustable task light.
Content and skills:	<p>Students will be asked to complete the following tasks</p> <ol style="list-style-type: none"> 1. Be able to interpret engineering information. 2. Be able to plan engineering production. 3. Be able to use engineering equipment.
Assessment:	<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. This Unit is 50% of overall grade.</p>
Stretch and challenge:	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with examples of Unit 2</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 as applicable.</p> <p>Students should watch the Unit 2 Making video clips on Teams showing how each part is manufactured</p>