



Dear Year 10 Student

Here is your work for each of your subjects for this half term if you are having to work remotely. Try to follow your timetable as if you were in school.

Start each day by doing the following:

- Go to **Microsoft Teams**
- **Class Team**
- On the '**posts**' under '**general**' you will see instructions about the work and resources or an invite to the live lesson
- Check **Assignments** in the class for work to be done that week and any assignments that should be handed in.

Your teacher will communicate with you in the 'post' feed under 'general' about the work that needs to be done each week. **You must read the information and instructions carefully and complete the set work first before you need to hand in any Assignment.**

If you are not sure about the work set, remember **Brain. Book. Buddy. Boss.** Use the post feed to check with your peers or teacher about work set. If you need to email your teacher, make sure you are specific with your enquiry so they can help you first time rather than needing more details.

Make sure you find time for **enrichment activities** as well as reading and activities to support your well-being, especially to get some exercise, if it is safe to do so. <https://www.parkfieldschool.org/remote-learning>

**Do one more thing:** remember you are more likely to get knowledge into your long-term memory if you go back and revisit it after you have learnt it. Remember to ask someone at home to ask you questions about your work for each subject to make you think about and recall what you learnt.

Good luck!



Get up! Get dressed! Be ready!

1. Treat the VIRTUAL classroom exactly the same way you would treat the REAL classroom.
2. Use Microsoft Teams and the online learning tools to complete the work set by your teacher. This is a new environment and we are all learning together. Be helpful, respectful and supportive to your teacher and each other.
3. When joining a video call with your teacher, ensure you blur your background using the 3 dots on the call toolbar.
4. Address your teacher and peers politely and when communicating, use correct grammar and appropriate writing style. Don't confuse the online learning with social media; remember you are in a working environment and contributing to a learning discussion.
5. Use the message board for questions related to the topic so your teacher can help you. Off task behaviour and conversations will be treated the same as low level disruption in the classroom.
6. Do not do anything that would compromise the online safety of anyone in the class, including the teacher. The use of someone's image without their permission and posting inappropriate material go against our anti-bullying and e-safety policy.
7. Online safety of students and staff at Parkfield School is taken very seriously and will be dealt with if compromised.

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# English

<ul style="list-style-type: none"> <li>✓ <b>Prior Learning:</b></li> <li>✓ Recognise some subject terminology from previous learning.</li> <li>✓ Recap characters names and role within the play so far.</li> <li>✓ Reflect on how the characters have interacted with each other so far.</li> </ul>		<p><b>I can revise and review my prior learning by:</b></p> <ul style="list-style-type: none"> <li>• identifying anything that needs revisiting because I cannot easily recall it</li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>
<b>Week commencing</b>	<b>Learning objective- Romeo and Juliet cont.</b>	<p><b>Go to Teams first not to email</b></p> <p>All resources can be found:</p> <ul style="list-style-type: none"> <li>• in <b>Microsoft Teams</b></li> <li>• <b>Class Team</b></li> <li>• On the <b>'posts'</b> under <b>general</b> you will see instructions about the work &amp; resources</li> </ul> <p>Check <b>Assignments</b> in the class team for work that needs to be handed in</p> <p>Text and translation can be found at:  <a href="https://www.sparknotes.com/shakespeare">https://www.sparknotes.com/shakespeare</a></p> <p>Romeo and Juliet</p>
22/02/2021	Create Character profiles for the Characters – including Key quotes, Relationships, Mind map each Act so far, summary of scene Characters involved/theme/quotes	
01/03/2021	<ol style="list-style-type: none"> <li>1. Lord Capulet and Patriarchy</li> <li>2. The Friars plan</li> <li>3. Juliet's Death</li> <li>4 'I Defy Thee Stars'</li> </ol>	
08/03/2021	<ol style="list-style-type: none"> <li>1. The lovers tragic end</li> <li>2. Reconciliation</li> <li>3/4 Assessment: Love and Conflict</li> </ol>	
15/03/2021	Mind map final Acts, summary of scene, characters involved/theme/key quotes	
22/03/2021	<ol style="list-style-type: none"> <li>1/2 Theme – Love</li> <li>3/4 Theme – Conflict</li> </ol>	
29/03/2021	1/2 Theme - Fate	
14/12/20	Assessment : modelling, planning, key quotes Drafting, improving and final copy.	
<p><b>Completed all you work for the week? Why not have a go at one of these extension tasks?</b></p>		

# French

## The key points I should know from last half-term:



## I can revise and review my prior learning by:

- by self-quizzing using my knowledge organiser (a copy can be found on Teams)
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later
- Use Memrise to learn new vocabulary

## If your teacher is unavailable because they are ill or isolating:

Complete the translation table for Module 3 and the start of Module 4 in your knowledge organiser

Go on Memrise and complete the following for your Year group:

<https://app.memrise.com/course/5785067/parkfield-essential-adjectives/>

<https://app.memrise.com/course/5785208/parkfield-essential-time-expressions/> (all 3 tenses)

<https://app.memrise.com/course/5810778/parkfield-essentials-fantastic-4/>

<https://app.memrise.com/course/1680295/parkfield-gcse-french-grammar-perfect-tense/>

<https://app.memrise.com/course/1680002/parkfield-gcse-french-grammar-present-tense/>

<https://app.memrise.com/course/1819542/parkfield-gcse-french-grammar-near-future-tense/>

<https://app.memrise.com/course/1289768/studio-gcse-french-module-1/>

<https://app.memrise.com/course/1374874/studio-gcse-french-module-2/>

<https://app.memrise.com/course/1492911/studio-gcse-french-module-3/>

<https://app.memrise.com/course/1616714/studio-gcse-french-module-4/>

<https://app.memrise.com/course/1709079/studio-gcse-french-module-5/>

[quizlet.com/gb/559360661/studio-aqa-gcse-french-module-5-le-grand-large-flash-cards/](https://quizlet.com/gb/559360661/studio-aqa-gcse-french-module-5-le-grand-large-flash-cards/) (Module 1-5)

[https://padlet.com/n\\_tournaire/unxm0a1e14za](https://padlet.com/n_tournaire/unxm0a1e14za) (Modules 1-5)

Week commencing	Learning objective – what I will know by the end of this half term	For students isolating
22/02/21	Module 5- Unit 2 En route- Talking about travelling and modes of transports, using the 'nous' form.	Read page 1 about remote learning to understand what you have to do (this is also emailed home). You need to be present on Teams 9:00am – 3:15pm with a book, pen and your knowledge organiser ready to complete the work.
01/03/21	Module 5 Unit 1- Les hotels. Describe a hotel stay and booking reservations	
08/03/21	Module 5 Unit 4 – Bon appétit. Ordering food in a restaurant	
15/03/21	Module 5 Unit 5 – C'était catastrophique – talking about holiday disasters using the perfect tense.	
22/03/21	Module 5 Unit 5 – C'était catastrophique – talking about holiday disasters using all 3 tenses.	
29/03/21	<b>Mid- term Assessment:</b> <b>Your assessment will be posted on Teams – this could be in the form of a quiz or a writing task (write a paragraph or translate a text). Use your knowledge organiser Module 5 (all sections + vocabulary list) to help you prepare.</b>	

		For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)
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**Extension tasks (for if you have completed all of your work). Some worksheets will be posted in the 'files' sections on teams for you to complete at home. Print and keep them until your return.**

Research project La Francophonie: French Speaking countries. Research French speaking countries in the world. Include details such as currency, flag, capital cities and geographical location as well as any other relevant details like cultural events and celebrations

# Geography

<p><b>Prior Learning:</b> Always see if you can make links between your learning from KS3 and your new, GCSE subjects</p> <p>For interleaving revision you need to draw on knowledge from all our topics this far; this covers Paper 1 Physical Geography.</p>		<p><b>I can revise and review my prior learning by:</b></p> <ul style="list-style-type: none"> <li>• by re-reading previous work and learning the Knowledge Organisers</li> <li>• identifying anything that needs revisiting because I cannot easily recall it</li> <li>• asking someone at home to question me about what I have learnt</li> <li>• making flashcards of vocabulary and definitions</li> <li>• creating a one-paged document / mind map of key vocab and knowledge to help me remember it later</li> </ul>
<p><b>Week commencing</b></p>	<p><b>Learning objective- what I will know</b></p> <p><b>Lessons are split three across a fortnight. Lessons may move a different paces. The list below is for sequencing and to be used as a guide only.</b></p>	<p><b>Go to Teams first not to email</b> All resources can be found:</p> <ul style="list-style-type: none"> <li>• in <b>Microsoft Teams</b></li> <li>• On the <b>'posts' under general</b> the Files tab has a folder Class Materials, then January 2021. Work/resources will be in here.</li> <li>• Check <b>Assignments</b> in the class team for work that needs to be handed in</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1">https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1</a></p>
22/02/21	<p><b>INTERLEAVING PAPER 1</b> Ecosystems, Small scale Revision Ecosystems Small scale Test</p>	<p><b>INTERLEAVING</b> Use your knowledge organisers for all Paper 1 Physical Geography topics. All found on BBC Bitesize also.</p> <p>All topics are covered through the Oak National Academy which can be used for revision of topics where extra support may be needed.</p> <p><a href="https://classroom.thenational.academy/subjects-by-year/year-10/subjects/geography">https://classroom.thenational.academy/subjects-by-year/year-10/subjects/geography</a></p> <p><a href="https://classroom.thenational.academy/subjects-by-year/year-11/subjects/geography">https://classroom.thenational.academy/subjects-by-year/year-11/subjects/geography</a></p> <p>All are KS4 topics</p> <p><b>Urban Challenges PAPER 2</b> Work can be followed on the knowledge Organiser</p>
01/03/21	<p><b>INTERLEAVING PAPER 1</b> Ecosystems, Deserts, Tropical Rain Forests Revision Ecosystems, Deserts, Tropical Rain Forests Test</p>	
08/03/21	<p><b>Urban Challenges PAPER 2</b></p> <ul style="list-style-type: none"> <li>• Population distribution. How have urban populations changed?</li> <li>• Why have urban populations increased: migration and natural increase?</li> </ul>	
15/03/21	<ul style="list-style-type: none"> <li>• Introduction to Rio de Janeiro. Breakdown of their population statistics.</li> </ul>	
22/03/21	<ul style="list-style-type: none"> <li>• How has urban growth provided social and economic opportunities in Rio? (2 lessons)</li> <li>• How has urban growth resulted in social challenges in Rio? <i>How have they counteracted these challenges?</i></li> </ul>	
29/03/21	<ul style="list-style-type: none"> <li>• How has urban growth resulted in economic challenges in Rio? <i>How have they counteracted these challenges?</i></li> </ul>	
<p><b>Completed all you work for the week? Why not have a go at one of these extension tasks?</b> Revise, Test, Revise, Test – find your best way to recall, explain and evaluate information. Try making mind maps, posters, revision cards, writing it out, ask someone to question you. Make a blog of your learning! Urban Challenges: Explore Rio de Janeiro</p>		

# History: Elizabethan England 1558 - 1603

## The key points I should know from last half-term:

- Key features of medicine in the medieval, Renaissance, and Industrial periods including: causes, treatments and preventions.
- The significance of key individuals in the Industrial period; Jenner, Pasteur, Koch, Lister, Simpson, Snow and Chadwick.
- The role of factors: individuals, religion, science & technology, war, government, chance/luck, communication.

## I can revise and review my prior learning by:

- by re-reading work
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later

## If your teacher is unavailable because they are ill or isolating:

Complete some of the work in this box in your usual lesson time (choose something and spend 100 minutes on it)

- Lesson resources will be in class materials.
- Complete the relevant lessons from your relevant topic from the Oak Academy:  
<https://classroom.thenational.academy/units/elizabeth-i-meeting-the-challenge-1558-1588-8fc9>
- Or complete the review (top right box) or extension tasks (bottom box) on this sheet.

Week commencing	Learning objective – what I will know by the end of this half term	For students isolating
22/2/21	<b>Learning Objectives:</b> Course introduction <u>AO1/2:</u> To understand the context of Elizabeth’s succession to the throne. <u>AO1/2:</u> To describe and assess who was powerful in Elizabethan England.	You need to be present on Teams 9:00am – 3:15pm.  <b>Communicate with your teacher in Teams posts or private chat to find out if your lessons will be live streamed or an Assignment set in Teams.</b>  All Assignments can be found: <ul style="list-style-type: none"> <li>• in <b>Microsoft Teams</b></li> <li>• <b>Class Team</b> (On the ‘posts’ under <b>general</b> you will see instructions about the work &amp; resources)</li> <li>• Check <b>Assignments</b> in the class team for work that needs to be handed in</li> <li>• Remember to <b>click ‘hand-in’</b> when you have done your work</li> </ul> For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)
1/3/21	<b>Learning Objectives:</b> <u>AO1/2:</u> To explain and evaluate the challenges faced by Elizabeth when she became queen.	
8/3/21	<b>Learning Objectives:</b> <u>AO1/2:</u> To explain why Elizabeth’s marriage was so important. <u>AO1/2:</u> To analyse the role of Parliament in Elizabeth’s decision to marry.	
15/3/21	<b>Learning Objectives: Revisit/recap</b> <u>AO1/2:</u> To evaluate the role of religion in the development of people’s health.	
22/3/21	<b>Learning Objectives:</b> <u>AO1/2:</u> To explain the problems of religion and evaluate the success of Elizabeth’s Religious Settlement. <u>AO1/2:</u> To explain and assess the threat of the Puritans.	
29/3/21	<b>Learning Objectives: Revisit/recap</b> <u>AO1/2:</u> To evaluate the role of governments in the development of people’s health.	

## Extension tasks (for if you have completed all of your work).

- Make a timeline of the key events of the period.
- Use Seneca Learning.
- Use BBC bitesize website to complete further reading on your topic to supplement your notes.
- Update your glossary of key terms.

# Maths (content underlined is crossover content and BOLD is higher content)

<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>✓ Name of 2D shapes</li> <li>✓ Basic angle rules</li> <li>✓ Substitute into simple expressions</li> <li>✓ Solve simple linear equations</li> <li>✓ Square numbers</li> </ul>		<ul style="list-style-type: none"> <li>• <b>I can revise and review my prior learning by:</b></li> <li>• re-reading work</li> <li>• Making flashcards of vocabulary and definitions</li> <li>• Hegarty Maths Memri tasks, building blocks and fix up 5 tasks</li> </ul>
<b>Week commencing</b>	<b>Learning objective- what I will learn</b>	<b>Go to Teams first not to email</b>  All resources can be found: <ul style="list-style-type: none"> <li>• in <b>Microsoft Teams</b></li> <li>• <b>Class Team</b> (On the 'posts' under general you will see instructions about the work &amp; resources)</li> <li>• Check <b>Assignments</b> in the class team for work that needs to be handed in</li> <li>• Remember to <b>click 'hand-in'</b> when you have done your work</li> </ul>
22/03/21	<ul style="list-style-type: none"> <li>• Know the names and properties of polygons</li> <li>• Derive and use the sum of angles in a triangle to deduce the angle sum of any polygon</li> </ul>	
01/03/21	<ul style="list-style-type: none"> <li>• Substitute into expressions and formulae</li> <li>• Solve linear equations</li> </ul>	
08/03/21	<ul style="list-style-type: none"> <li>• Use positive integer powers and associated real roots (square, cube and higher) including square numbers up to 15 x 15</li> <li>• <b>Estimate powers and roots of any given positive number</b></li> </ul>	
15/03/21	<ul style="list-style-type: none"> <li>• Recognise powers of 2, 3, 4, 5 know that <math>10^3 = 1000</math> and <math>10^6 = 1</math> million</li> <li>• <u>Calculate with roots, and with integer indices and fractional indices</u></li> <li>• <b>Calculate exactly with surds</b></li> <li>• <b>Simplify surd expressions involving squares</b> (e.g. <math>\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}</math>)</li> <li>• <b>Rationalise the denominator</b></li> </ul>	
22/03/21	<ul style="list-style-type: none"> <li>• Calculate with and interpret standard form <math>A \times 10^n</math> where <math>1 \leq A &lt; 10</math> and 'n' is an integer, with and without a calculator</li> <li>• Interpret calculator displays</li> </ul>	
2/03/21	Revision for end of term test	

## Completed all you work for the week? Why not have a go at one of these extension tasks?

- Students can find a variety of topics related to their current learning through Hegarty maths.

Other useful links:

- Positive and Negative numbers: <https://www.bbc.co.uk/bitesize/guides/z77xsbk/revision/1>
- Fractions: <https://www.bbc.co.uk/bitesize/topics/zsxhfg8>
- Mixed number and Improper fractions: <https://www.bbc.co.uk/bitesize/guides/zt6p34j/revision/5>

# Physical Education

## PE Remote Learning

It is vital that you continue to be physically active whilst you are quarantined/self-isolating, it will be hugely beneficial to both your physical and mental well-being.

There are a list of activities below that you can access and complete at home.

During your PE lesson please select activities and write what you have completed on the [Core PE Remote Learning Activity Log](#).

Please do let your PE teacher know what activities you have completed and how you found them. Any pictures or videos would also be great to see!

### Core PE Remote Learning Activity Log

<b>Date</b>	<b>Activities</b>

### KS4 Core PE Remote Learning Activities

- 1) The [Youth Sport Trust](#) website has a range of PE at home learning activities which incorporates athletics, dance, gymnastics and outdoor adventure activities.
  - a. There is also a fun compete against yourself approach to physical activity with a focus on resilience and perseverance and the chance to earn Bronze, Silver and Gold awards (<https://www.youthsporttrust.org/free-home-learning-resources-secondary>)

- 2) **Skill drills**; sport specific drills to complete at home are readily on the internet such as;
  - a. Rugby (<https://www.rugbycoachweekly.net/rugby-drills-and-skills/10-rugby-pass-catch-skills-to-practise-at-home/>)
  - b. Football (<https://www.bbc.co.uk/cbbc/watch/kickabout-home-skills-football-to-do-in-home-and-garden>)
  - c. Netball (<https://australiansportscamps.com.au/blog/simple-netball-drills-kids-home/>)
  - d. Tennis <https://www.lta.org.uk/play-compete/lta-youth/tennis-at-home/>
  
- 3) **PE with Joe Wicks** – A 30 minute High Intensity Interval Training session every day at 9am  
Follow this link – <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
  
- 4) Just **Dance** – Fun dance routines to popular songs. Can be found on Youtube  
Examples here: [https://www.youtube.com/results?search\\_query=just+dance](https://www.youtube.com/results?search_query=just+dance)
  
- 5) Try **Yoga** – Flexibility is very important for blood flow and growth so why not have a go!?  
Link: <https://www.youtube.com/watch?v=7kgZnJqzNaU>
  
- 6) **Tabata Work out**. This is doing 20s of activity with 10s of rest 8 times. Pick two of the moves from number 7 and try to alternate them for a tabata song. Then do it with two different moves to the song then maybe try and hit three songs or even 4! It's harder than you would think. <https://www.youtube.com/watch?v=cXX6CvpKsa4>  
Coach tells you when to go and stop.
  
- 7) Download the app "**Daily Workouts- Exercise Fitness Workout Trainer**", Select 'Full' Select '30 minutes'; Begin.
  
- 8) Do a **bodyweight circuit**. There are lots of moves you can do without equipment. Try linking some of these together. Working for 30 seconds then resting for thirty seconds.. - Push Ups, Sit ups, squats, tricep dips on a chair, burpees, skipping, star jumps, high knees, heel flicks, run on the spot, leg raises... you can find lots more online. Make sure you take your time doing each movement and focus on technique rather than speed.
  
- 9) **Plyometric Circuit** or **Metabolic Conditioning** (see below)

# Plyometrics Circuit

Home Physical Education

Complete a steady state warm up to gently raise heart rate and perform dynamic stretches. Search on YouTube any exercise you do not understand!

Have a water bottle to hand and complete outside in a garden (if possible) or in a large area on a yoga mat or soft ground

Complete 1 set of each exercise, then have a 2 minute rest period- then repeat until all sets are complete

1



2



3



4



Perform on bottom step of stairs if no access to blocks- or just perform standing vertical jump

5



6



Complete a cool down to return heart rate back to resting- drink plenty of fluids!

# Metabolic Conditioning

Home Physical Education

Complete a steady state warm up to gently raise heart rate and perform dynamic stretches. Search on YouTube any exercise you do not understand!

Have a water bottle to hand and complete outside in a garden (if possible) or in a large area on a yoga mat or soft ground

Complete 1 set of each exercise with no rest---rest for 2 minutes--- completing 4 sets in total



Complete a cool down to return heart rate back to resting- drink plenty of fluids!

# PSHE: Living in the wider world

Not all PSHE education topics are appropriate to deliver remotely due to many being complex and sometimes sensitive. Students should engage with such topics in discussions and activities facilitated by their teacher within a safe classroom environment. Therefore, we have used the PSHE Association's guidance on suitable activities or lessons that students could complete during their regular PSHE session to help boost either their physical, mental, emotional or financial well being.

<b>Week commencing</b>	<b>Learning objective: What I will be able to understand...</b>	<b>Where to find the resources</b>
22/02/21	How do I identify my values and align my actions?	<p>All the resources that you need for each lesson will be posted onto your Teams page either in the Files tab, in the Class Materials folder or as an assignment.</p> <p><b>Check Assignments on Teams</b></p> <p>Some lessons will require work to be submitted through the Assignments option on Teams.</p>
01/03/21	How can I make a difference in the career choices I make?	
08/03/21	How can I manage my online reputation?	
15/03/21	How do I share my information safely online?	
22/03/21	What are my personal strengths for employment?	
29/02/21	How can I overcome challenges?	
<p><b>Completed all you work for the week? Why not have a go at one of these extension tasks?</b></p> <ul style="list-style-type: none"> <li>• Research potential careers or jobs that you may be interested in (<a href="https://nationalcareers.service.gov.uk/explore-careers">https://nationalcareers.service.gov.uk/explore-careers</a>)</li> <li>• Create a fact file or information poster about a job that you are interested in doing later on.</li> <li>• Look at <a href="https://www.apprenticeships.gov.uk/#">https://www.apprenticeships.gov.uk/#</a> and discover more about apprenticeships. Create a poster to show a younger student what apprenticeships are available to them.</li> </ul>		

## **General activities you might like to do to boost your mood.**

1. Do 1 hour of an exercise of your choice.
2. Read your favourite book for an hour.
3. Make a healthy snack or meal of your choice that you could share with your family.
4. Complete the yoga for teens session <https://www.youtube.com/watch?v=7kgZnJqzNaU>

# Religious Education: AQA GCSE RE: Religion, Peace & Conflict

## The key points I should know from last half-term:

- ✓ Recall spellings and definitions from glossary
- ✓ Recall and explain Christian and Muslim attitudes towards marriage.
- ✓ Recall and explain Christian and Muslim attitudes about the purpose of family and the roles of men and women.

## I can revise and review my prior learning by:

- by re-reading work
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later

## If your teacher is unavailable because they are ill or isolating:

Complete some of the work in this box in your usual lesson time (choose something and spend 50 minutes on it)

Or complete the review (top right box) or extension tasks (bottom box) on this sheet.

Week commencing	Learning objective – what I will know by the end of this half term	For students isolating
22/2/21	Learning Objective: To explore and evaluate the concept of Jihad in Islam.	<p>You need to be present on Teams 9:00am – 3:15pm.</p> <p><b>Communicate with your teacher in Teams posts or private chat to find out if your lessons will be live streamed or an Assignment set in Teams.</b></p> <p>All Assignments can be found:</p> <ul style="list-style-type: none"> <li>• in <b>Microsoft Teams</b></li> <li>• <b>Class Team</b> (On the 'posts' under <b>general</b> you will see instructions about the work &amp; resources)</li> <li>• Check <b>Assignments</b> in the class team for work that needs to be handed in</li> <li>• Remember to <b>click 'hand-in'</b> when you have done your work</li> </ul> <p>For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)</p>
1/3/21	Learning Objective: To explore, explain and evaluate religious attitudes towards nuclear weapons.	
8/3/21	Learning Objective: To explore, explain and evaluate religious attitudes towards pacificism.	
15/3/21	Learning Objective: To explore, explain and evaluate the concept of forgiveness and reconciliation.	
22/3/21	Learning Objective: To explore, explain and evaluate the work of the Red Cross.	
29/3/21	Learning Objective: End of unit assessment To apply knowledge, understanding and analysis.	

## Extension tasks (for if you have completed all of your work).

- Learn keywords and definitions for the Religion and Life unit from your knowledge organiser;
- Select and complete practice GCSE questions from the class folder on Teams; submit your work for marking through Teams.

# Science

<b>Prior Learning:</b> Atomic structure Properties of alpha, beta and gamma Half life Irradiation and contamination		<b>I can revise and review my prior learning by:</b> Kay Science Online research BBC bitesize Knowledge organisers
<b>Week commencing</b>	<b>Learning objective- what I will</b>	<b>Go to Teams first not to email</b> All resources can be found:
22/02/21	Photosynthesis required practical: <ul style="list-style-type: none"> <li>• How to plan and carry out</li> <li>• Analysing results</li> <li>• The Limiting factors of Photosynthesis</li> </ul>	<p>Resources available on teams. Teacher will be available throughout day for pupils to email for any assistance</p> <p>Live sessions and lessons if required.</p> <p>Pupils can email assignments in through teams or email when required.</p> <p>Test and quizzes available through FORMS app in teams.</p>
01/03/21	Respiration: comparing aerobic and anaerobic respiration (a recap of the structure of the lungs) The uses of anaerobic respiration	
08/03/21	Metabolism <ul style="list-style-type: none"> <li>• What is metabolism and what affects it</li> <li>• Synoptic links</li> <li>• How digestion, breathing and circulation all work together</li> </ul>	
15/03/21	Exam techniques and topic review	
22/03/21	Maths in Science skills	
29/03/21	Revision and assessment	
<p><b>Completed all you work for the week?</b></p> <ul style="list-style-type: none"> <li>• Who was Ynes -Mexia? Research and find out about her studies.</li> <li>• Do some revision of past learning on Seneca.</li> </ul>		

# Technology

<b>Prior Learning: To understand:</b> <ul style="list-style-type: none"> <li>• The properties of smart materials , composites and technical textiles.</li> <li>• The difference between man made and natural materials and their differences.</li> <li>• The difference types of manufacturing are.</li> <li>• Market push and pull and the differences.</li> <li>• Different scales of production and their differences.</li> <li>• Vacuum forming and different industrial processes.</li> <li>• Stock forms for different materials.</li> <li>• Standard components and their uses.</li> <li>• Writing a design and manufacturing specification.</li> </ul>		<b>I can revise and review my prior learning by:</b> <ul style="list-style-type: none"> <li>• Re reading the work</li> <li>• Identifying anything that needs revisiting.</li> <li>• Asking someone at home to question me about what I have learnt.</li> <li>• Making flash cards of vocabulary and definitions.</li> <li>• Creating a mind map of key vocabulary</li> </ul>
<b>Week commencing</b>	<b>Learning objective- what I will know by the end of the lesson.</b>	<b>Go to Teams first not to email</b> All resources can be found: In Microsoft teams for 10P
22/02/21	<ul style="list-style-type: none"> <li>• To reflect on the dangers of plastics in the oceans from last terms lesson and understand the causes of pollution by watching the plastics pollution video.</li> <li>• To be able to identify how to reduce waste at home.</li> <li>• To understand what sustainability is.</li> <li>• Understand the 6 R's and which of these you use at home regularly.</li> <li>• To understand the Design task and Specification and how it relates to the 6 R's.</li> <li>• Pupils write a design Brief and Specification about their chosen gadget/torch that they are going to design and make from recycled items at home.</li> <li>• To understand how to create an informative mood board based on their chosen idea.</li> </ul>	
01/03/21	<ul style="list-style-type: none"> <li>• To understand given keywords.</li> <li>• To understand how to create Product investigations, based on one of their chosen images using given keywords.</li> <li>• To be able to create a 3D drawing based on their chosen idea.</li> <li>• To be able to create a working drawing, drawn to size with clear measurements, to use as plan for making.</li> <li>• Collect resources ready.</li> </ul>	
08/03/21	<ul style="list-style-type: none"> <li>• To be able to plan out tools, materials and processes, in the form of a mind map flow chart or logical list to work from.</li> <li>• To start making the model.</li> <li>• To keep a diary of making</li> </ul>	
15/03/21	<ul style="list-style-type: none"> <li>• To complete the making of the model and the diary for making &amp; upload a photograph.</li> </ul>	
22/03/21	<ul style="list-style-type: none"> <li>• Evaluate your made product and get someone in your house to answer the questions too. Draw the changes you would make to your improved design and label.</li> </ul>	
29/03/21	<ul style="list-style-type: none"> <li>• Theory based tasks on different industrial processes that we have not covered yet.</li> </ul>	

	Re cap and relate to different types of manufacturing.
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<b>Completed all you work for the week? Why not have a go at one of these extension tasks?</b>
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- Look at different everyday products and find out how they are manufactured.
- Work on the development of modelling skills.