

## Year 10 Curriculum Second Half Summer Term

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**English**

<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Narrative writing	Y9 End of Year exam: creative writing inspired by the play Blood Brothers	To revise narrative (story) writing skills and write a GCSE style narrative	This skill is worth 25% of your final GCSE in Language. It will prepare you for extended writing tasks.	You will revise the skills of narrative writing in a series of short tasks before completing an exam-style response.	GCSE past paper questions A task from 'nomoremarking' based on an image.
<b>w/b 8<sup>th</sup> June</b>	Transactional writing	Letter writing (Craig and Bentley unit) and structuring an argument	To revise transactional (non-fiction) writing skills and write a GCSE style piece	This skill is worth 25% of your final GCSE in Language. It will prepare you for extended writing tasks.	You will revise the skills of transactional writing in a series of short tasks before completing an exam-style response.	GCSE past paper questions A task from 'nomoremarking' with 2 non-fiction prompts
<b>w/b 15<sup>th</sup> June</b>	Power and Conflict Poetry: What is power?	Different cultures poetry in Y9 (poetry techniques, annotation of poems and writing analytically about poetry)	To revise poetry techniques To explore the concept of power To understand a poem and create 3 BIG ideas	You will read a GCSE poem from the AQA anthology. This is a collection of poems you need to know for Literature Paper 2.	You will mind-map the examples of Power we have seen in Literature so far. You will read and annotate the poem 'Ozymandias' by Percy Bysshe Shelley. You will finish the week with 3 BIG ideas about the poem.	A copy of the poem Loom videos to help with annotation
<b>w/b 22<sup>nd</sup> June</b>	Power and Conflict Poetry: What is power?	The 3 BIG ideas technique and analytical writing	To understand the story of a poem To create 3 BIG ideas To write analytically about a poem	You will read another GCSE poem and write a response that focuses on AO1 +AO2 (ideas and analysis) to prepare for written responses in the exam.	You will read and annotate the poem 'My Last Duchess' by Robert Browning. You will choose 3 BIG ideas about the poem. You will then write an analysis of one of the poems studied.	A copy of the poem Loom videos to help with annotation

<b>w/b 29<sup>th</sup> June</b>	Exploring the speech form	Transactional writing work and persuasive techniques.	To analyse the speech form	I will learn how successful speeches are written and delivered	I will read 3 example speeches, label the techniques used in them and consider the effects of the language chosen	3 weblinks to famous speeches, 2 transcripts of those speeches
<b>w/b 6<sup>th</sup> July</b>	Writing a speech	Understanding of the form of the speech and how language is used for effect	To be able to plan and write a speech	I will create a speech which I will learn for my Spoken Language Assessment	I will choose a topic that interests me and plan and write a speech on this topic	Planning resource Weblinks to example spoken language assessments
<b>w/b 13<sup>th</sup> July</b>	Spoken Language Assessment	Knowledge of the Assessment process. My prepared speech.	To be able to deliver a speech	I will learn my speech and record myself delivering it. This will lead to a qualification in Spoken Language (separate to the English GCSEs)	I will learn my speech off by heart (or use cue cards) and record my presentation ready for teacher assessment.	Use of the Loom app.

**Maths**

Year 10	Topic	Prior knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources	
<b>w/b 1<sup>st</sup> June</b>	Proportion	I can answer proportion questions using the unitary method, I can understand scale drawings	I can use and find scale factors for enlarged shapes  I can use and find scale factors as ratios	TBAT use proportional reasoning to solve problems.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%  Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u>  608 609 610 611 612 613 614	<u>Corbett Maths</u>  291 292
<b>w/b 8<sup>th</sup> June</b>	3D Objects and Pythagoras recap	I understand nets of 3D Shapes	I can draw plans and elevations of 3-D solids  I can find any missing side of a right angled triangle	TBAT recognise 3-D shapes from their nets, create them and use them in calculations.  Prepare students for the following 2 weeks	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%  Some of the teachers may pose alternative questions for you to attempt	<u>Hegarty Maths</u>  499 837 838 839 840 841 842 843	<u>Corbett Maths</u>  257 354

					through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	844	
<b>w/b 15<sup>th</sup> June</b>	Trigonometry	I understand Pythagoras theorem	I understand how to find missing sides using trigonometry  I understand how to find missing angles using trigonometry	The ability to use formulae to solve mathematical problems.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%  Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u>  509 510 511 512	<u>Corbett Maths</u>  330 331
<b>w/b 22<sup>nd</sup> June</b>	Pythagoras and Trigonometry	I can find missing sides and missing angles using trigonometry	I understand when to use trigonometry and when to use Pythagoras  I understand how to do multi step trigonometry questions	The ability to use formulae to solve mathematical problems and to recognise when to use different mathematical proofs.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%	<u>Hegarty Maths</u>  513 514	<u>Corbett Maths</u>

			I understand how to do questions involving Pythagoras and trigonometry		Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning		
<b>w/b 29<sup>th</sup> June</b>	Hegarty Maths catch up	N/A	I have caught up on all outstanding Hegarty maths tasks  I have challenged myself to complete as many fix up 5 tasks as I can  All notes in my orange book have been completed.	To ensure that we have completed as much of the work that has been set over the year therefore preparing us for the following years learning.	At the minimum students will be expected to complete 2 pieces of outstanding work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%		
<b>w/b 6<sup>th</sup> July</b>	Project	I can use proportion, measures and estimation	TBAT use maths in a variety of different scenarios	TBAT use maths in a variety of different scenarios	Use your maths knowledge to be able to have a go and work through the projects set by your teacher.		
<b>w/b 13<sup>th</sup> July</b>	Maths Competitions	Recall maths knowledge taught over the last year.	To complete the competitions set by your teacher with a chance to win prizes	To use maths to win prizes (given on our return)	Challenge yourself to be able to complete as much as possible. The more completed the better the chance of winning a prize.		

## Science - Biology

Year 10 Set 1 Biology	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Cells retrieval practice	Students have previously learned the topic in school and have recently been set cells revision as home learning	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	<i>We have completed all the biology required for this year so will be revising.</i>  Revision for exams	Students will be sent a Google form with multiple choice questions about Cells and will be asked to complete it three times, spread across the week.	Student notes, BBC Bitesize, free science lessons on Youtube
w/b 8 <sup>th</sup> June	Organisation - Plant tissues	Students have previously learned the topic in school	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	Revision for exams	Students will be sent a selection of question which they should use all resources available to them to answer accurately.	Student notes, BBC Bitesize, free science lessons on Youtube
w/b 15 <sup>th</sup> June	Organisation retrieval practice	Students have learned this topic in school and have also been revising it as home learning	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	Revision for exams	Students will be sent a Google form with multiple choice questions about organisation and will be asked to complete it three times, spread across the week.	Student notes, BBC Bitesize, free science lessons on Youtube
w/b 22 <sup>nd</sup> June	Drugs and Disease – communicable non	Students have studied this topic in school	To revise and keep the knowledge of paper 1 biology	Revision for exams	Students will be sent a selection of question which they should use all resources available	Student notes, BBC Bitesize, free science lessons on Youtube

	communicable diseases, and pathogens		fresh in preparation for Y11		to them to answer accurately.	
<b>w/b 29<sup>th</sup> June</b>	Drugs and disease – immunity and defence, and testing drugs	Students have studied this topic in school	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	Revision for exams	Students will be sent a selection of question which they should use all resources available to them to answer accurately.  Students will also be asked to complete the cells retrieval quiz three times across the week.	Student notes, BBC Bitesize, free science lessons on Youtube
<b>w/b 6<sup>th</sup> July</b>	Drugs and disease retrieval practice	Students have studied this topic in school	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	Revision for exams	Students will be sent a Google form with multiple choice questions about drugs and disease and will be asked to complete it three times, spread across the week.	Student notes, BBC Bitesize, free science lessons on Youtube
<b>w/b 13<sup>th</sup> July</b>	Cells, organisation and drugs and disease	Students have studied these topics in school	To revise and keep the knowledge of paper 1 biology fresh in preparation for Y11	Revision for exams	Students will be asked to complete each of the retrieval quizzes three times across the week. These will continue to be available for students to test themselves throughout the summer.	Student notes, BBC Bitesize, free science lessons on Youtube

## Science - Chemistry

Year 10 Set 1 Chemistry	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Using Electrolysis to extract metals  Alternative methods of extraction	Electrolysis, Positive anodes and negative cathodes. Oxidation and Reduction (OIL RIG)  Plants absorb minerals through roots (biology)	Be able to explain how metals are extracted using electrolysis, especially aluminium.  Be able to describe the processes of phytomining and bioextraction.	To understand how metals are extracted for everyday use.	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
w/b 8 <sup>th</sup> June	Alloys  Corrosion Prevention	Alloys are a mixture of metals.  Corrosion is the oxidation of a metal.	Be able to interpret information about some common alloys.  Be able to explain why metals need protection from corrosion.	To know how metals can useful materials and how their properties can be improved.	As Above	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
w/b 15 <sup>th</sup> June	Cells and Batteries	Cell are found in electrical circuits. Half Equations.	Be able to explain how a voltage is produced in a battery using transition metals	To know how the oxidation and reduction of metals is able to cause the movement of	As Above	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai

	Fuel Cells	Electrolysis	and their electrolytes.  Be able to describe how water could be used in electrolysis in fuel cells.	electrons through an electrical circuit.		
<b>w/b 22<sup>nd</sup> June</b>	Revision  End of Topic Test	Whole of the previous topic	To look at the whole topic and understand how exam questions might be asked and what the answers are.	Understanding the types of questions that OCR might ask in the final exams.	Independent learning.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 29<sup>th</sup> June</b>	Revision of Ionic Bonding (From Y9)	What ionic bonding is and it effects the properties of ionic compounds.	Be able to explain an ionic bond and the properties of the compounds that have this type of bonding.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 6<sup>th</sup> July</b>	Revision of Covalent bonding (From Y9)	What covalent bonding is and it effects the properties of	Be to explain an covalent bond and the properties of the	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or	Revision guide. BBC bitesize.

		simple covalent compounds.	compounds that have this type of bonding.		freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 13<sup>th</sup> July</b>	Revision of giant covalent structures (From Y9)	What giant covalent compounds are and how their properties relates to their structure.	Be able to explain an giant covalent structure and the properties of the compounds that have this type of structure.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai

## Science - Physics

Year 10 Set 1 Physics	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Radioactivity - uses and hazards	Alpha, beta, gamma Radioactive decay and half life	To understand the effects and hazards if radiation including in the home	To know how radioactive isotopes are used safely and to appreciate risk	Complete tasks set	BBC Bitesize
w/b 8 <sup>th</sup> June	Nuclear fission and nuclear fusion	Atomic structure and isotopes	To understand the use and potential use of nuclear power	To be aware of current and future electricity generating potential	Complete tasks set.	BBC Bitesize
w/b 15 <sup>th</sup> June	Review and assessment radioactivity		To review topic for future revision		Complete assessments on Google forms Use BBC Bitesize	BBC Bitesize Tassomai
w/b 22 <sup>nd</sup> June	Revision Matter P1	Matter is made from atoms and subatomic particles that have interactions between them	Revise: The particle model Changes of state Pressure	Produce resources for GCSE Paper 1 Identify areas for future development	Watch Youtube clips. Complete Google form assessments. Complete revision task set	Online GCSE science lessons Youtube
w/b 29 <sup>th</sup> June	Revision Forces P2	Applying force alters the motion of an object in a predictable way	Revise: Motion Newton's laws Forces in action	Produce resources for GCSE Paper 1 Identify areas for future development	Watch Youtube clips. Complete Google form assessments. Complete revision task set	Online GCSE science lessons Youtube
w/b 6 <sup>th</sup> July	Revision Electricity P3	Complete conduction circuits	Revise: Static and charge Simple circuits	Produce resources for GCSE Paper 1	Watch Youtube clips. Complete Google form assessments.	Online GCSE science lessons Youtube

		are necessary for charge to flow		Identify areas for future development	Complete revision task set	
<b>w/b 13<sup>th</sup> July</b>	Revision Magnetism and magnetic fields P4	Fields generate a force exerted on an object in that field. Magnetism is linked to electricity	Revise: Magnets and magnetic fields Uses of magnetism	Produce resources for GCSE Paper 1 Identify areas for future development	Watch Youtube clips. Complete Google form assessments. Complete revision task set	Online GCSE science lessons Youtube

## Science

Year 10 Set 2 With Miss Cooper	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Crude oil, hydrocarbons and alkanes	Compounds and Mixtures. Separation techniques.	Describe how crude oil can be separated Uses of crude oil Describe general formula of alkanes	To know how useful crude oil is to everyday life	Consolidate new learning- notes/mind maps Video clips Exam Questions	YouTube BBC Bitesize
w/b 8 <sup>th</sup> June	Cracking and alkenes	Compounds and Mixtures. Separation techniques.	Describe general formula of alkenes	Useful products being made all around us.	Consolidate new learning- notes/mind maps Video clips Exam Questions	YouTube BBC Bitesize
w/b 15 <sup>th</sup> June	Assessment		To review topic		Complete assessments on Google forms Use BBC Bitesize	YouTube BBC Bitesize
w/b 22 <sup>nd</sup> June	Learning about land use	Deforestation, increased populations.	To understand uses of land. Ad/ Disadvantages of land use	To link changes in land use to changes in pollution/species/biodiversity	Consolidate new learning- notes/mind maps Video clips Exam Questions	YouTube BBC Bitesize
w/b 29 <sup>th</sup> June	Human impact on landscape	Deforestation, increased populations.	To understand how humans specifically affect ecosystems	To understand importance of reduce carbon footprint	Consolidate new learning- notes/mind maps Video clips	YouTube BBC Bitesize

					Exam Questions	
<b>w/b 6<sup>th</sup> July</b>	Revision of paper 1 topics	Cells/microscopy/ B1	To review year 9 topics	Produce resources for GCSE Paper 1 Identify areas for future development	Consolidate new learning- notes/mind maps Video clips Exam Questions	YouTube BBC Bitesize
<b>w/b 13<sup>th</sup> July</b>	Revision of paper 1 topics	B2 topics- Plant transport	To review year 9 topics	Produce resources for GCSE Paper 1 Identify areas for future development	Consolidate new learning- notes/mind maps Video clips Exam Questions	

<b>Year 10 Set 2 With Miss Waller</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Ecosystems - Pollution	Students studied habitats since KS2 and organisms in KS3. They have already completed the first half of this topic	To investigate the effects of pollution	To understand the effects of pollution on ecosystems	Students will be sent a google form with video to teach and assess learning	Youtube (free science lessons), google form
<b>w/b 8<sup>th</sup> June</b>	Ecosystems - Biodiversity	Students cover this concept in KS3. Also, they should know	To understand the concept of biodiversity and explain how it can be maintained	To understand why it is important that high biodiversity is maintained	Students will be sent a google form with video to teach and assess learning	Youtube (free science lessons), google form

		about the idea of conservation				
<b>w/b 15<sup>th</sup> June</b>	Ecosystems - Competition	Students covered the concept that animals are in competition with each other in KS3	Explain how and why animals compete for resources.	To understand the impact of changes in an ecosystem on all populations within that ecosystem	Students will be sent a google form with video to teach and assess learning	Youtube (free science lessons), google form
<b>w/b 22<sup>nd</sup> June</b>	Ecosystems –Predator-Prey relationships	Students covered the concept that animals are in competition with each other in KS3	Explain how changes in one population affect another.	To understand the impact of predators in an ecosystem	Students will be sent a google form with video to teach and assess learning	Youtube (free science lessons), google form
<b>w/b 29<sup>th</sup> June</b>	Ecosystems - Symbiosis and Parasitism	Limited prior knowledge but students will be able to access from the learning in this topic so far	To explain what is meant by symbiosis and parasitism	To understand the negative effects of the life cycle of some organisms on others	Students will be sent a google form with video to teach and assess learning	Youtube (free science lessons), google form
<b>w/b 6<sup>th</sup> July</b>	Revision		To revise the topic of ecosystems	To consolidate knowledge	Students will be asked to form their own revision but will be provided with an array of materials to assist	BBC bitesize, free science lessons (on Youtube), CGP books
<b>w/b 13<sup>th</sup> July</b>	End of unit test and marking		To assess knowledge of the topic of ecosystems	To assess knowledge	Students will be expected to complete the test and mark it afterwards.	Test, mark scheme

<b>Year 10 Sets 3 and 4 Mr Haigh</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
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<b>w/b 1<sup>st</sup> June</b>	Radiation lesson 4	Atomic structure, isotopes, alpha, beta and gamma, nuclear equations	Understanding half-life of radioactive materials	An understanding of why scientists choose certain radioactive materials for different purposes	To be able to calculate half-life and interpret half-life graphs	Within lesson Power point/ pdf
<b>w/b 8<sup>th</sup> June</b>	Radiation5	Half-life	Understanding background radiation and health risks	To develop an understanding of where radiation comes from and to assess its risks to health	To state where radiation comes from and to discuss the potential risks to health	Within lesson Power point/ pdf
<b>w/b 15<sup>th</sup> June</b>	Radiation 6	Background radiation and health risks	Understanding the uses of radiation in hospitals	A better appreciation of the positive uses of radiation in diagnosis and treatment of diseases	To explain the role of radioactive isotopes in diagnosis and treatment of diseases	Within lesson Power point/ pdf
<b>w/b 22<sup>nd</sup> June</b>	Radiation7	The medical uses of radioactive substances	Industrial and environmental use of radioactive substances	To understand the uses of radiation in industry and in monitoring the environment	Research the uses of different types of radiation in different industries and by environmental agencies	Within lesson Power point/ pdf
<b>w/b 29<sup>th</sup> June</b>	Radiation8	Uses of radiation in non-medical situations	Radioactive contamination and irradiation	To understand how accidental exposure to dangerous radiation can occur and contrast this with the purposeful exposure of radiation	To be able to describe how contamination can occur and its associated dangers. To be able to give examples of the use of irradiation e.g. in sterilisation and in the food industry	Within lesson Power point/ pdf
<b>w/b 6<sup>th</sup> July</b>	Radiation revision	The difference between contamination and irradiation	Revision of all key concepts and ideas within the unit	To identify areas of knowledge and understanding need to be developed further	Hi-light areas for further development and practise exam style questions to bolster	Within lesson Power point/ pdf

				prior to the end of unit test	confidence prior to summative assessment of unit	
<b>w/b 13<sup>th</sup> July</b>	Radiation test	All of the above		To measure progress towards GCSE target grade	Complete the test	

<b>Year 10 Sets 3 and 4 (Mrs Jeffries)</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Biology – Communicable Diseases <b>L5 Bacterial diseases</b>  <b>L6 Viral diseases</b>	Students met bacteria before-know organelles that a bacteria contains. Would never have learnt about virus but will know lots now. Will have to address misconceptions.	5 Understand symptoms of bacterial disease and how they can be spread and controlled  6 Understand symptoms of viral diseases, transmission and control of spread	Students will know the differences between bacterial and viral infections, and learn about specific diseases such as HIV and Measles.	Work through ppt, watch clips, complete set tasks and answer set questions.	PPT OCR textbook Clips Revision guide
<b>w/b 8<sup>th</sup> June</b>	Biology – Communicable Diseases <b>L7 Using antibiotics and antivirals</b>	Varied- Prior knowledge may be limited. Will have heard of antibiotics. Not been discreetly taught.	7 Find out how antibiotics and antivirals can be used to treat disease  8 Understand different causes	Understand differences between antivirals and antibiotics. They will be able to explain the limitations of Antibiotics.	As above	PPT OCR textbook Clips Revision guide

	<b>L8 Plant disease</b>		and symptoms of plant disease and how they can be identified and controlled	Recall differences between a variety of plant diseases and learn how they can be controlled.		
<b>w/b 15<sup>th</sup> June</b>	Biology - Human Impact <b>L1 Learning about land use</b>	Deforestation, increased populations.	Find out why land use has changed and evaluate the effects of this change	Evaluate the advantages and disadvantages of pollution due to a change in land use.	As above	PPT OCR textbook Clips Revision guide
<b>w/b 22<sup>nd</sup> June</b>	<b>New Topic</b> Human Impact - <b>L2 Human impact on landscape</b>	Deforestation, increased populations.	Evaluate impacts of deforestation and peat bog destruction	Understand the human impacts on the landscape due to destruction and deforestation.	As above	PPT OCR textbook Clips Revision guide
<b>w/b 29<sup>th</sup> June</b>	Human Impact <b>L3 Greenhouse effect</b>	Varied- Carbon dioxide emissions, knowledge of increased population	Learn what is meant by Greenhouse Effect	Describe what is meant by the greenhouse effect and explain how it alters the climate.	As above	PPT OCR textbook Clips Revision guide
<b>w/b 6<sup>th</sup> July</b>	Human Impact – <b>L4 Global Warming</b>	Varied- Carbon dioxide emissions, knowledge of increased population	Be able to explain causes of Global Warming and the impacts on biodiversity	Recall the meaning of global warming, explaining the causes and make links to how it affects biodiversity.	As above	PPT OCR textbook Clips Revision guide
<b>w/b 13<sup>th</sup> July</b>	<b>L5 Looking at waste management</b>	Students will not have looked at this before	Explain how population growth has led to increased waste and evaluate	Learn how as the population increases, more household waste is generated which ends up in landfill sites	As above	PPT OCR textbook Clips Revision guide

			how this impacts ecosystems and biodiversity	impacting on the environment and biodiversity.		
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<b>Year 10 Set 5 With Mr Wood</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Revision  Test	Whole of the radioactivity topic	To revise and practice exam type questions for GCSE preparation for Year 11.	Getting experience of exam style questions and how to answer them.	Independently revise.  Take the test.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 8<sup>th</sup> June</b>	Revision of Ionic Bonding (From Y9)	What ionic bonding is and it effects the properties of ionic compounds.	Be able to explain an ionic bond and the properties of the compounds that have this type of bonding.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 15<sup>th</sup> June</b>	Revision of Covalent	What covalent bonding is and it effects the properties	Be to explain an covalent bond and the	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either	Revision guide. BBC bitesize.

	bonding (From Y9)	of simple covalent compounds.	properties of the compounds that have this type of bonding.		fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 22<sup>nd</sup> June</b>	Revision of giant covalent structures (From Y9)	What giant covalent compounds are and how their properties relates to their structure.	Be able to explain an giant covalent structure and the properties of the compounds that have this type of structure.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 29<sup>th</sup> June</b>	Revision of Newton's Laws of Motion (From Y9)	Newton's 3 laws of motion.	Be able to explain how changes in forces can affect the speed and motion of an object.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai

<b>w/b 6<sup>th</sup> July</b>	Revision of Rutherford's Experiment (From Y9)	Ernest Rutherford's (with Hans Geiger and Ernest Marsden) gold foil experiment.	Be able to explain how Ernest Rutherford was able to develop the nuclear model of the atom using the gold foil experiment.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai
<b>w/b 13<sup>th</sup> July</b>	Revision of Electrical circuits (From Y10)	How to set up series and parallel circuits and how to calculate: power, current, resistance, voltage and charge.	Be able to to explain how electricity is able to flow through a circuit.	Help with some of the key concepts that will appear in year 11	Complete a google form, this will included a video (from either fuse school or freescience lessons). Answer questions based on the video and prior knowledge. Then respond to the personalised feedback given.	Revision guide. BBC bitesize. YouTube (free Science Lessons .co.uk Fuse School) Tassomai

## Art

Year 10 Art	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
<b>w/b 1<sup>st</sup> June</b>	Surfaces and the abstract	Abstract art project year 8 and experience with various media.	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Jaime Gilli - Artist  Research, present facts and images creatively with an a5 copy.	Images, paper, internet research, rulers paint or coloured pencil.
<b>w/b 8<sup>th</sup> June</b>		Previous research and experiment with techniques and media.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Present your own A3 response using techniques inspired by Jaime Gilli.	Images, paper, internet research, rulers paint or coloured pencil.
<b>w/b 15<sup>th</sup> June</b>		Previous nature project	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Andy Goldsworthy - Artist  Research, present facts and images creatively with an a5 copy, leaves/petals etc.	Images, paper, internet research, rulers paint or coloured pencil.

<b>w/b 22<sup>nd</sup> June</b>		Previous research and experiment with techniques and media.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Present your own images in response to Andy Goldsworthy and objects found in nature. (Photographic evidence to be printed and presented.	Images, paper, internet research, rulers paint or coloured pencil.
<b>w/b 29<sup>th</sup> June</b>		Previous collage projects	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Sarah Fishburn- Artist Research, present facts and images creatively with an a5 copy, mixed media collage.	Images, paper, internet research, rulers paint or coloured pencil.
<b>w/b 6<sup>th</sup> July</b>		Previous research and experiment with techniques and media.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Present your own A3 response using techniques inspired by Sarah Fishburn.	Images, paper, internet research, rulers paint or coloured pencil.
<b>w/b 13<sup>th</sup> July</b>		Previous tasks and experiments.	To review refine and evaluate.	Make improvements and check progress/skills.	Review and refine your surfaces project, evaluate your findings and experiments.	Images, paper, internet research, rulers paint or coloured pencil.

**Design & Technology**

<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Introduction to the NEA and Mind mapping the NEA task.	Previous project work done during DT.	I will understand how the NEA is set out and what is required/ I will be able to successfully mind map the tasks set by the exam board.	To be able to practice what is expected of the NEA and to understand the layout of the NEA folder.	To complete a page of mind maps to explore the NEA contexts and develop possible ideas for products.	Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.
<b>w/b 8<sup>th</sup> June</b>	Deciding on a context, reasons for choice, client research and a summary.	Working from a set brief and mind mapping the task during previous projects.	I will be able to explain which context I have chosen and why. I will also be able to decide on a client and give detail about who they are and why they would be a good choice for the context.	I will be able to analyse the set briefs and choose one for the NEA coursework.  I will be able to Investage my client to understand who they are and what they want.	Students will decide on which context they will use and explain their reason for choosing that NEA task. Students will evaluate a potential client and list their needs and wants.	Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.
<b>w/b 15<sup>th</sup> June</b>	Client Interview and Research	Students have previously looked into designers of the	I will be able to ask my chosen client a series of questions to help identify what their	I will be able to use the existing work of a designer or company	Students will interview their chosen client and ask a detailed list of questions. Students will	Information sheets uploaded to class charts

	into a designer or company.	past and present.	wants and needs are to be able to design a successful product for them.	to help influence my work.	record the results and summarise what they have found out. Students will Investigate and analyse the work of past and present designers.	including examples of how to complete each task and examples of completed work.
<b>w/b 22<sup>nd</sup> June</b>	Product analysis of existing products	Students have analysed and discussed the properties of products every year during DT.	I will be able to investigate and analyse existing product to identify their strengths and weaknesses and to use these as inspiration for my own work.	I will be able to Investigate similar products to what my client might like and I will be able to use the properties of those products to help make a better product for my client.	Students will eluate at least 2 different products that are similar to what they might choose to design. They will record what strengths and weaknesses the products have and will evaluate how this will help them design their own product.	Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.
<b>w/b 29<sup>th</sup> June</b>	Summary of research and Design Brief	During ks3 students summarize and evaluate their research before writing a design brief.	I will be able to fully justify all my research and create conclusions based on what I have found out. I will be able to write a detailed design brief to explain what my product could be and what I have chosen this task.	I will understand what a summary of research is and how to write a detailed design brief for my own NEA.	Students will write conclusions for all the research they have done and should explain how this will help them with their work. Students will Write a design brief, which explains what they are doing and who they are designing for and why.	Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.

<p><b>w/b 6<sup>th</sup> July</b></p>	<p>Speciation</p>	<p>Students in ks3 have followed specifications to help them design a product.</p>	<p>I will be able to write a detailed list of points that my design should follow. I will be able to identify the essential and desirable criteria and explain how my research has helped me develop the specification points.</p>	<p>I will understand how to write a specification and how to use my research to help me create measurable criteria.</p>	<p>Students will use their research summary to help them write a list of 10 points that will guide them when designing and making. Students will identify which points are desirable or essential.</p>	<p>Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.</p>
<p><b>w/b 13<sup>th</sup> July</b></p>	<p>Design ideas.</p>	<p>Students have already completed a half term on different design techniques.</p>	<p>I will be able to create a wide range of design ideas to meet the needs and wants of my client which link to my speciation.</p>	<p>I will be able to design a wide variety of ideas that fulfil the needs and wants of my client.</p>	<p>Students will create a wide range of design ideas for their client based on their design brief, specification's and client's wants and needs. The design ideas will be well drawn and labelled to fully explain each product.</p>	<p>Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.</p>

## Drama

Year 10	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
<b>w/b 1<sup>st</sup> June</b>	Comp 3 Live Theatre	Acting and design keywords; previous review tasks (The Lovely Bones; A Midsummer Night's Dream, The Time of Your Life etc)	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key features of Live Theatre and express conclusions in writing in your exam	Access Digital Theatre + Performance 1 (See Class Charts)  Answer the questions set by the teacher	<a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a>
<b>w/b 8<sup>th</sup> June</b>	Comp 3 Live Theatre	Learning from previous week	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key TECHNICAL features of Live Theatre and express conclusions in writing in your exam	Access Digital Theatre + Performance 2 (See Class Charts)  Answer the questions set by the teacher	<a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a>
<b>w/b 15<sup>th</sup> June</b>	Comp 3 Live Theatre	Learning from previous week	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key ACTING features of Live Theatre and express conclusions in writing in your exam	Access Digital Theatre + Performance 3 (See Class Charts)	<a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a>

					Answer the questions set by the teacher	
<b>w/b 22<sup>nd</sup> June</b>	Comp 2 PFAT	Performance from a text (lines, stage directions, design)	To read and interpret a play extract as an actor or designer	Improvement in skills as an actor/designer in preparation for your exam next Spring	You will be given a text and assigned a character or design role.  Task appropriate to your role will be on Class Charts.	<a href="https://www.bbc.co.uk/bitesize/topics/zm7rgwx">https://www.bbc.co.uk/bitesize/topics/zm7rgwx</a>
<b>w/b 29<sup>th</sup> June</b>	Comp 2 PFAT	Performance from a text (lines, stage directions, design)	To rehearse a performance or model a design based on your. text extract	Improvement in skills as an actor/designer in preparation for your exam next Spring	Same role as previous week.  Task details appropriate to your role will be on Class Charts. Access to camera/video would be an advantage.	<a href="https://www.bbc.co.uk/bitesize/topics/zm7rgwx">https://www.bbc.co.uk/bitesize/topics/zm7rgwx</a>

<b>w/b 6<sup>th</sup> July</b>	Comp 2 PFAT	Performance from a text (lines, stage directions, design)	To evaluate your performance / design	Improvement in skills as an actor/designer in preparation for your exam next Spring	Same role as previous week.  Task details appropriate to your role will be on Class Charts.	<a href="https://www.bbc.co.uk/bitesize/topics/zm7rgwx">https://www.bbc.co.uk/bitesize/topics/zm7rgwx</a>
<b>w/b 13<sup>th</sup> July</b>	Evaluation	Year 10 evaluation of strengths and weaknesses	Year 10 evaluation of strengths and weaknesses	This will lead into supporting next year's Year 10 class	Offer a written or spoken evaluation of Y10. Instructions on Class Charts.	

## Food and Nutrition

Year 10	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
<b>w/b 1<sup>st</sup> June &amp; w/b 8<sup>th</sup> June</b>  <b>(two weeks – mini food science project)</b>	Food science – Protein denaturation and Coagulation.	Food provenance – Eggs – food science – emulsification/ dextrinisation	I will understand the difference between protein denaturation and coagulation - using an acid, curdling, using mechanical action and using heat – introduction to writing an NEA 1 piece of coursework	To be able to understand the chemical and scientific element of ingredients and to be able to make an informed use when choosing ingredients especially when linked to NEA 1(coursework)	To complete theory work by watching a video and/or read a presentation. Do some independent research – choose some recipes that could show protein denaturation or coagulation – second week – optional practical work such as meringues or quiches.	Video link and/or presentation uploaded to class charts, useful web links Example of what is expected for the mini NEA 1 project
<b>w/b 15<sup>th</sup> June</b>	Food choice  Many factors influence what people choose to eat	Aware of food choices when doing family food shop or when going out with friends and own preference for types of foods	I will be able to explain the different factors affecting that may influence food choice	I will be able to understand the many different factors such as PAL, Healthy eating, cost, income, culinary skills, lifestyle, seasonality, availability, special occasions and enjoyment.	Students will read a ppt/theory books/watch a video – complete some research and makes notes – then complete relevant pages in theory exam practice book. Question 8 from example gcse exam paper. Optional – create a dish for a chosen factor – such as low income	Video link and/or presentation Information sheets uploaded to class charts  Website links for recipe choice to be on class charts

					or seasonal dish to make – own choice	
<b>w/b 22<sup>nd</sup> June</b>	Food Choice Cultural, religious and moral food choices	Following on from general factors affecting food choice from last week	I will be able understand how food can be limited to some people if they have health or religious or moral reasons.	I will be able to explain the different groups within cultural, religious and moral food choices – I will be more aware when planning food for guests or friends of the need to be aware of these issues	Students will read a ppt/theory books/watch a video – complete some research and makes notes – then complete relevant pages in theory exam practice book. Optional – create a dish for a chosen factor – such as people with intolerances or a different religion	Video link and/or presentation Information sheets uploaded to class charts  Website links for recipe choice to be on class charts
<b>w/b 29th June</b>	Food choice  British and International cuisines	Previous learning in Y9 briefly looked at British cuisine and some international cusines	I will be able to understand that each part of the UK has its own distinct dishes related to the 4 countries – England/Wales/Northern Ireland and Scotland The dishes in the UK are very different to those from international countries	I will be able to recount and explain the different dishes for each country in the UK plus a variety of different international countries	Students will read a ppt/theory books/watch a video – complete some research and makes notes – then complete relevant pages in theory exam practice book. Complete any outstanding pages from the exam paper at the back of the white book	Video link and/or presentation Information sheets uploaded to class charts  Website links for recipe choice to be on class charts

					Optional – create a dish for a chosen country within the UK	
<b>w/b 6<sup>th</sup> July</b>	End of year exam – 2019 and sample paper	AQA Past paper covering everything learnt in Y10	To be able to put all learning into practice into a written exam	I will be able to attempt and complete all questions in the exam paper	Students will attempt at least one exam paper as if they had been at school -either the 2019 paper or the sample paper	Use all book work at home to revise from Exam paper (and mark scheme to be on class charts the following week)
<b>w/b 13th July</b>	Free choice cooking – to celebrate End of Year 10  Mark exam paper	Use all previous knowledge and skills learnt in Y10 to produce an outstanding creative dish	To be able to use all practical skills learnt and challenge oneself to choose a recipe that is new and show cases all skills to aim for a high grade – this is really important for those wanting to get high practical grades in Y11.	I will be able to mark my exam paper and look at the grade boundaries to see my mark.  I will be able to choose a new dish that shows as many skills as possible to get as high a grade as possible	Students will mark their exam paper and send the mark to their teacher.  Students will cook a free choice challenging recipe to celebrate completing Year 10	Recipe websites and mark scheme and grade boundaries to be put onto class charts.

**French**

<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	C'était catastrophique – Holiday disasters.	Reflexive verbs, the perfect & imperfect tenses.	To introduce the plu-perfect tense – talk about what I had done.	The plu-perfect is a higher-tier tense which will open up grades 7-9.	Understand how to recognise the plu-perfect tense, translate it with accuracy, & know how to form it to hit higher grades in Speaking and Writing.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.
<b>w/b 8<sup>th</sup> June</b>	Strategies for Assessment (Unit 5), Listening, Reading, Writing & Translation	Past, present and future tenses, the conditional tense, reflexive verbs in the perfect tense, 'en + the present participle' & avant de + infinitive	Boost strategies to deal with the unknown in Listening and Reading assessment, unlocking the art of accurate translation & hitting the high notes in our written French.	Increasing success in assessment. Building confidence approaching unknown spoken and written texts.	Identify strategies for success in these four areas of the exam, enabling access to the uppermost grades.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.
<b>w/b 15<sup>th</sup> June</b>	Strategies for Assessment – Speaking.	Past, present and future tenses, the conditional tense, reflexive verbs in the perfect tense, 'en + the present participle' & avant de + infinitive	Lock in the three components of the speaking exam and understand the expectations of each part.	Know techniques to exploit to overcome & deal with the unknown, improving fluency & confidence with unplanned exchanges in the Target Language.	Better understand how to approach the speaking assessment & improved confidence interacting in the Target Language.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.

<b>w/b 22<sup>nd</sup> June</b>	Assessment Unit 5 – Le grand large (Theme 2: Local, National, International & Global Areas of Interest).	Past, present and future tenses, the conditional tense, reflexive verbs in the perfect tense, ‘en + the present participle’ & avant de + infinitive	Assess Unit 5, the impact & effectiveness of home learning during lockdown.	To identify ‘gaps’ in learning from Module 5 – Le Grand Large - & tailor provision accordingly on our return to school.	Assessment in Listening, Reading & Writing. Review Listening and Reading assessments.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.
<b>w/b 29<sup>th</sup> June</b>	Revisiting Prior Learning – Qui – suis je? Le temps de Loisirs. (Theme 1 Identity & Culture)	Irregular Present tense verbs, the near future tense with ‘aller’. The perfect & imperfect tenses.	To cement prior knowledge of unit 1 & 2. To acknowledge success of the progress and language learnt to date.	Revision of Unit 1 & 2. Close any gaps in understanding (e.g. irregular present tense verbs), & reflect upon the progress made.	Review responses to Module Questions Units 1 & 2 (Pg 196), & improve upon prior learning, given the significant gains made since Term 1.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.
<b>w/b 6<sup>th</sup> July</b>	Re-visiting Prior learning – Jours Ordinaires, jours de fête. (Theme 1 – Identity & Culture).	Talking about food & meals, ‘pouvoir’ & ‘devoir’, the pronoun ‘en’, the immediate past (venir de + infinitive).	To cement prior knowledge of unit 2 & 3. To acknowledge success of the progress and language learnt to date.	Revision of Unit 2 & 3. Close any gaps in understanding (e.g. irregular present tense verbs), & reflect upon the progress made.	Review responses to Module Questions Units 2 & 3 (Pg 196), & improve upon prior learning, given the significant gains made since Term 2 & 3.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.
<b>w/b 13<sup>th</sup> July</b>	Re-visiting prior learning. De la ville à la campagne: (Theme 2: Local, National, International	Talking about where you live, the weather and transport, the pronoun ‘y’, negatives, asking questions, the simple future tense	To cement prior knowledge of unit 4. To acknowledge success of the progress and language learnt to date.	Revision of Unit 4. Close any gaps in understanding (e.g. irregular present tense verbs), & reflect upon the progress made.	Review responses to Module Questions Unit 4 (Pg 196), & improve upon prior learning, given the significant gains made since Term 4.	Studio GCSE French AQA Higher Tier textbook & associated resources.  CGP Grammar.

	& Global Areas of Interest).	& combing past and future events.				
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**Geography**

Year 10	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Challenge of Resource Management - <b>Sustainable energy</b>	Urbanisation Yr 8 Ecosystems Yr 8 Climate Change Yr 9	<b>L13</b> Learn how we can use energy in a more sustainable way.  <b>L14</b> Learn about a sustainable energy project in a LIC – Nepal Micro Hydro Scheme	Students will consider individual energy use and carbon footprint. Look at energy conservation – designing homes, workplace, and transport, using BEDZED as an example. How to increase efficiency of fossil fuel usage using technology. Helps students to understand the pressure on world resources and look at alternatives for the future.	L13 Use a variety of resources to learn about individual energy use.  L14 Watch a clip and use resources to learn how Nepal is transforming their supply of sustainable energy through Micro Hydro Scheme	PPT and clips  AQA exam questions  BBC bitesize  CGP revision guide
w/b 8 <sup>th</sup> June	Challenge of Resource Management – <b>Topic consolidation</b>	Urbanisation Yr 8 Ecosystems Yr 8 Climate Change Yr 9	Complete an A3 knowledge organiser showing learning and understanding of topic just completed.	To consolidate what you have just learnt and produce an A3 sheet for your revision folders.	To consolidate what you have just learnt and produce an A3 sheet for your revision folders.	A3 knowledge organiser sheet  Notes from lessons
w/b 15 <sup>th</sup> June	Challenge of Resource Management	Challenges of Resource Management yr 10	Complete AQA past paper Qs	Finish topic with past exam questions to see how secure knowledge is.	Complete past exam questions to see how secure knowledge is.	A3 knowledge organiser

	– <b>AQA Exam questions</b>	Urbanisation Yr 8 Ecosystems Yr 8 Climate Change Yr 9				Notes from lessons AQA exam questions CGP revision guide
<b>w/b 22<sup>nd</sup> June</b>	<b>New Topic –</b> Paper 2 – Human Geography - Urban issues and challenges - Global	UK year 7 Urbanisation yr 8 Population year 7 Development and economy year 9	<b>L1</b> Look at the pattern of Urban change  <b>L2</b> Evaluate trends in different parts of the world	To understand that over 50% of the world’s population now live in urban areas  Look at differences between countries/ HICs, LICs and newly emerging economies (NEES)  Helps students understand where people live and will enable them to start considering problems and benefits to the way we live and how we live.	Work through a ppt and watch clips looking at data showing population change over time.  Answer QAQ past paper questions.	PPT Clips CGP revision guide BBC bitesize
<b>w/b 29<sup>th</sup> June</b>	Urban issues and challenges – Global	UK year 7 Urbanisation yr 8 Population year 7 Development and economy year 9	<b>L3</b> Find out what factors affect the rate of urbanisation  <b>L4</b> Look at the emergence of Megacities	Find out how migration and Natural Increase affect the rate of urbanisation in HICs, LICs and NEES  Consider the meaning of Megacity and establish where in the world they are/why they are in these places	Work through ppt and resources looking at push/pull factors and how natural increase affects population rate.  Use maps and data to show the emergence of Megacities	PPT Clips CGP revision guide BBC bitesize

				Helps students understand where people live and will enable them to start considering problems and benefits to the way we live and how we live.		
<b>w/b 6<sup>th</sup> July</b>	Urban issues and challenges – LICs and NEES	UK year 7 Asia yr 7 Africa yr 8 Urbanisation yr 8 Population year 7 Development and economy year 9	<b>L5</b> Create a case study of a LIC/NEE – LAGOS, Nigeria  <b>L6</b> Continue with case study – causes of growth	Learn where Lagos is and why it is important on global, national, and local scales.  Find out how Natural Increase and Migration affect the growth of the city.  Will enable understanding of opportunities and challenges faced by nations less fortunate than our own and begin to consider what can be done to improve quality of life for all people.	Use ppt and map to locate Lagos. Consider the importance of Lagos and its location to the rest of the world. Think about how NI and migration is changing the city of Lagos.	PPT Clips CGP revision guide BBC bitesize
<b>w/b 13<sup>th</sup> July</b>	Urban issues and challenges – LICs and NEES	Urbanisation yr 8  Population year 7  Development and economy year 9	<b>L7</b> Continue with the case study – How urban growth has created opportunities	Look at how urban growth has created social opportunities – 1) health and education 2) access to resources – water supply and energy.	Complete a fact file on the opportunities created by urban growth in Lagos.	PPT Clips CGP revision guide BBC bitesize

		Climate Change yrs 9 and 10  Resource management yrs 9 and 10		Will enable understanding of opportunities and challenges faced by nations less fortunate than our own and begin to consider what can be done to improve quality of life for all people.		
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## History

Year 10	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Whitechapel and the Jack the Ripper Murders.	Your prior knowledge was gained in year 8 and 9 from your studies of the industrial revolution and the changes to society over the twentieth century/.  All other content is new and specific to the GCSE	The context and organization of the Police in Whitechapel	An understanding of how the police were organised. I will be able to answer an 8-mark GCSE questions.	Study the Power Point resources and materials provided and complete all of the activities. Use the GCSE framework and support documents to answer the GCSE Questions	Resources provided.
w/b 8 <sup>th</sup> June			Understanding the relationship between unemployment, poor housing and crime	I am learning this so that I can have a deeper understanding of why people were drawn into crime and the support that was available. I will challenge why people on the whole chose not to access this support.		Resources provided. You Tube – selected Whitechapel documentaries that will be released at the time of studying.
w/b 15 <sup>th</sup> June			Tensions due to immigration	I need to understand the differing tensions between Jews and the Irish who lived in Whitechapel. I need to understand why these tensions led to accusations of crime.		
w/b 22 <sup>nd</sup> June			The Jack the Ripper murders	I will be able to explain who the canonical victims were and why they were		
w/b 29 <sup>th</sup> June						

w/b 6 <sup>th</sup> July				chosen by the Ripper. I will be able to discuss		
w/b 13 <sup>th</sup> July				their backgrounds in depth with knowledge of their past lives and how some of them fell from grace. I will be able to link their personal situations to the housing and societal changes ion Whitechapel and begin to understand why some historians call the Ripper murders 'the result of a perfect storm'. In depth study of		

## iMedia

Year 10	Topic	Prior knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Storyboards Part 2	Camera angles / movement, shot types,  What is a storyboard, what information is contained in a storyboard.	To be able to create a storyboard	Pre-production documents are a key element of any media production. It is vital to have an understanding of different types.	Practice creating a storyboard from a given idea.  Complete an exam style question on storyboards in a given time frame.	Google classroom lesson presentations.  Story board video on YouTube <a href="https://www.youtube.com/watch?v=RQsvhq28sOI">https://www.youtube.com/watch?v=RQsvhq28sOI</a>
w/b 8 <sup>th</sup> June	Client Requirements	Creating a story board, mind map and mood board	Learn about the different ways that clients explain their requirements to outside companies	To understand how to inform companies exactly what is required	Using a template if required create a design specification based on a brief	Template and brief on Google Classroom.
w/b 15 <sup>th</sup> June	Work Plans	N/A	Learn about the different ways of planning and scheduling the design and creating of media products	How to effectively plan your time on a certain project, whether it is for a given scenario or even for your own revision	Create a Gantt chart from a given scenario.	R081. Work Plans and Schedules. Examples on Google classroom  Work plan template on Google classroom  What is a Gantt chart and why do we need them video <a href="https://www.youtube.com/watch?v=zwseLrxkKKE">https://www.youtube.com/watch?v=zwseLrxkKKE</a>

<b>w/b 22<sup>nd</sup> June</b>	Visualisation Diagrams		Understand what is meant by the term 'visualisation diagram.' Know why we use a visualisation diagram in product design.	The ability to effectively communicate the design for a product.	Create a visualisation diagram to meet a client brief	
<b>w/b 29<sup>th</sup> June</b>	Scripts Part 1	Camera angles, shot types	Learn about the purpose, uses and content of a script.	How to layout a script correctly	Analyse a piece of text to identify the different elements and then lay out the text in the correct format for a script.	Handout support on Google Classroom  <a href="https://www.youtube.com/watch?v=zoM-tQOOcPw&amp;t=15s">https://www.youtube.com/watch?v=zoM-tQOOcPw&amp;t=15s</a>
<b>w/b 6<sup>th</sup> July</b>	Scripts Part 2	Script layout	Analyse a script	Create a script that contains all of the necessary features and in the correct layout	Create a script from a short piece of film.	Handout on Google classroom
<b>w/b 13<sup>th</sup> July</b>	Copyright and Legislation	N/A	Learn about the different laws that surround digital media	To ensure that works created do not break the law	Research and answer a series of questions based on different pieces of legislation.	Presentation notes available on Google classroom.

## Music

<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Basic Introduction to Music Industry	Appreciate functions of music industry- assessment in Jan 2021	Complete roadmap of music industry roles	Infographics & printouts
<b>w/b 8<sup>th</sup> June</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Basic Introduction to Music Industry	Basic awareness of roles in music industry- assessment in Jan 2021	Basic writeup of roles in music industry- cue cards, posters, infographics	Resources to be posted from school & accessible via classcharts
<b>w/b 15<sup>th</sup> June</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Music Industry assessment	Assessment	Complete a 1hr exam- content from previous papers	Written assessment
<b>w/b 22<sup>nd</sup> June</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Basic Introduction to Music Industry	Build research methods and practice for assessment	Identify roles for Music festival- important features, functions and practicalities	Videos to be sent out- music festival safety, backstage, observing performances
<b>w/b 29<sup>th</sup> June</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Further exploration into Music Industry	Incorporate research methods and resources for assessment	Self-employment, health & Safety and scenarios	Classcharts & postal delivery
<b>w/b 6<sup>th</sup> July</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Music Industry assessment	Assessment	Complete an exam- content from previous papers	Postal delivery
<b>w/b 13<sup>th</sup> July</b>	Music	Unit 2- Making a Music Product (Music Industry Podcast)	Feedback and plans for Autumn 1	Further research and assessment resources for Unit 1	Previous papers	Postal delivery

**PE**

<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Definition and detail of what is "Outdoor education" with examples	What they understand Outdoor Education to be.	Give a greater depth of knowledge and understanding of what Outdoor Education is and how to define it.	For the introduction paragraph of their controlled assessment on Outdoor Ed.	Write a definition and give examples of Outdoor Ed.	Use the exemplars and powerpoint template and internet links to aid the definition.
<b>w/b 8<sup>th</sup> June</b>	Produce a comprehensive list of the different types of Outdoor Education activities and categorise them.	Previous experience or exposure to activities that could be considered as Outdoor Education Activities.	Broaden their knowledge and understanding of the multiple activities considered to be Outdoor Education .	Completion of the second part of the controlled assessment where they must list and categorise examples of Outdoor Education activities.	Identify and record a list of activities and categorise them into different areas of Outdoor Education.	Use the exemplars and powerpoint template and internet links to aid the identification.
<b>w/b 15<sup>th</sup> June</b>	Define and explain each of the outdoor activities you have identified.	Using the activities identified in the previous weeks work.	Define and explain the activities identified in their lists and categories to show greater understanding of what they are and how you do them.	Completion of the third part of the assignment where they must define and explain each activity to show deeper knowledge of what they are and how to do them.	Using the activities categorised and listed write a definition of what they are and explain how they do them.	Use the exemplars and powerpoint template and internet links to aid the explanation.

<b>w/b 22<sup>nd</sup> June</b>	Identify and add to your list and definitions of the outdoor activities the equipment required to participate in each activity.	Build upon the explanation of how to complete the activities.	Having explained the activities now identify the equipment essential to complete them safely.	Adding detail to the third part of their assignment where they can demonstrate what equipment is needed to complete the activity safely.	Add a kit list to complete the activity safely at the end of each explanation for each activity.	Use the exemplars and powerpoint template and internet links to aid the explanation.
<b>w/b 29<sup>th</sup> June</b>	Identify for each activity where you can participate locally and nationally.	Using the activities explained and identified the previous weeks.	Research where you can complete each activity under supervision in a local and national context.	Completing the fourth part of the assignment identifying where each activity can be undertaken on a local and national scale.	Complete a table with your activities set out with a column for a local provider and a column for a national provider.	Use the exemplars and powerpoint template and internet links
<b>w/b 6<sup>th</sup> July</b>	For each of the activities identified give skills required and that you develop to participate in that sport.	Using the activities researched to aid completion of the task.	To understand the particular skills required to complete each activity.	To be used to add to each activity explanation identifying the different and varied skills developed as a result of participating in each activity.	Add a paragraph at the end of each activity explanation highlighting skills developed as a result of taking part.	Use the exemplars and powerpoint template and internet links
<b>w/b 13<sup>th</sup> July</b>	For each of the activities identified identify 2/3	Using the activities researched to aid completion of the task.	To understand the particular personal benefits acquired by	To be used to add to each activity explanation identifying the	Add a paragraph at the end of each activity explanation highlighting personal	Use the exemplars and powerpoint

	benefits of taking part in that activity both socially and physically.		taking part in each activity.	different and varied personal benefits to the participant as a result of taking part in each activity.	benefits developed as a result of taking part.	template and internet links
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## Photography

<b>Year 10 Photography</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>		Experimenting with photo shop and studying artists.	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Research, present and analyse images by Ellen Jantzen.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
<b>w/b 8<sup>th</sup> June</b>		Use of camera and slow shutter speed.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Explore creating blurred/movement in your nature photo shoot.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
<b>w/b 15<sup>th</sup> June</b>		Experimenting with photo shop and studying artists.	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Research, present and analyse mini planet images by Dan Arkle.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.

<b>w/b 22<sup>nd</sup> June</b>		Use of landscape photography and editing skills.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Explore/creating a mini planet using photo shop or a chosen free photo editing app.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
<b>w/b 29<sup>th</sup> June</b>		Previous experience using macro/close up photography.	Exploring the work of an artist and using a range of techniques and skills.	To gain experience and develop their own ideas.	Research, present and analyse images by Karl Blossfeldt.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
<b>w/b 6<sup>th</sup> July</b>		Studying the style of the artist.	To visually respond to the artist work	Developing own ideas and confidence with composition and materials.	Create a photo shoot in response to Karl Blossfeldt and edit a final set of images and present.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.

<b>w/b</b> <b>13<sup>th</sup> July</b>		Previous tasks and experiments.	Exploring the work of a photographer and using a range of editing techniques and skills.	To gain experience and develop their own ideas.	Review and refine your nature project, evaluate your findings and experiments.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
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<b>Year 10</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
<b>w/b 1<sup>st</sup> June</b>	Islamic Beliefs: Islam, the media, culture	KS3 Islam (Year 8)	Evaluation of different examples of Islam in the media	Contemporary views of Islam tend to be portrayed negatively in the media	Work through the lesson materials. Research independently	News Documentaries Text Book
<b>w/b 8<sup>th</sup> June</b>	Tawhid/Shirk	None	Understand these term and explain how these ideas are put into practice	Foundations of Islamic thought and worldview	Learn these terms and be able to refer to them in their work.	Text book Class Charts
<b>w/b 15<sup>th</sup> June</b>	The Nature of Allah	Christian Beliefs/ Judaism	To analyse the 99 names for Allah. Explain key terms	An understanding of the theology within Islamic thinking.	Complete the tasks within the lesson. Name flashcards	Text book Class Charts
<b>w/b 22<sup>nd</sup> June</b>	Angels and prophets	Judaism - Prophets	Know the key beliefs relating to angels, Jinn and Humans	An understanding of the roles of Jibril and Mikail and their significant	Work through the tasks set.	Text book Class Charts
<b>w/b 29<sup>th</sup> June</b>	Muhammad (PBUH)	None	To understand the night of power and the night journey and their significance	Understanding of remembrance, Eid, Hajj connected to these events.	Complete tasks set and work through PowerPoint. Watch documentary	Text book Class Charts
<b>w/b 6<sup>th</sup> July</b>	Holy Book/Afterlife	Bible/ Christian Philosophy	To understand the differences and similarities between Islam and Christianity and Judaism	How did these holy books come to be? Understanding of Hadith, Sunnah and the 4 holy books and how they are used in Islamic practice	Work through the lesson. Use text book to answer questions	Text book Class Charts

<b>w/b</b> <b>13<sup>th</sup> July</b>	Assessment/ Feedback					
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