

**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**English Language and English Literature**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **English Literature – A Christmas Carol**   * The key events in each chapter. * How characters are presented and described. * Charles Dickens’ ‘big ideas’ in the novel. * Charles Dickens’ key messages about the novel. * How to analyse the language and methods in key extracts from the novel. * How to closely analyse words and language features in key quotes from the novel. * How to link the writer’s messages and big ideas to key moments in the novel. * How to use knowledge of the whole text to make links between extracts and the wider novel. * How to develop ideas with sufficient detail for essay writing.   **English Language – Paper 2 Reading**   * How to select relevant quotes from a text to back up your ideas. * How to analyse the language features and word choices in a text. * How to discuss the similarities within texts. * How to compare the different viewpoints presented within texts. * How to evaluate texts critically. | *GCSE POD. All ‘A Christmas Carol’ GCSE pods on characters, themes and key quotes.*  *BBC Bitesize - A Christmas Carol – AQA Exam Board - plot summary, characters, themes, form, structure, language and the sample exam question.* [*https://www.bbc.co.uk/bitesize/topics/zwhkxsg*](https://www.bbc.co.uk/bitesize/topics/zwhkxsg)  *A Christmas Carol E-text*  [*https://www.dickens-online.info/a-christmas-carol.html*](https://www.dickens-online.info/a-christmas-carol.html)  *‘e notes’ – A Christmas Carol – chapter summaries, themes, characters, analysis.*  [*https://www.enotes.com/topics/christmas-carol*](https://www.enotes.com/topics/christmas-carol)  *Spark Notes - A Christmas Carol – summary, characters and quotes.*  [*https://www.sparknotes.com/lit/christmascarol/*](https://www.sparknotes.com/lit/christmascarol/)  *Seneca Learning – English Lit: AQA GCSE A Christmas Carol*  [*https://app.senecalearning.com/dashboard/courses/add?Price=Free*](https://app.senecalearning.com/dashboard/courses/add?Price=Free)  *BBC Bitesize (Reading Non-fiction)*  *https://www.bbc.co.uk/bitesize/examspecs/zcbchv4*  *Seneca Learning - English Language AQA GCSE – key terms, language techniques, Paper 2: Reading.*  [*https://app.senecalearning.com/dashboard/courses/add?Price=Free*](https://app.senecalearning.com/dashboard/courses/add?Price=Free) | CGP A Christmas Carol – The Text Guide  CGP A Christmas Carol Workbook  CGP AQA English Language Exam Practice Workbook – Pages 54-55  Target Grade 5 Get Back on Track English Literature – A Christmas Carol  Revise AQA Language targeting Grade 5  -p84-114  Revise AQA English Language targeting grades 6-9  -p82-110  AQA GCSE English Language Reading Skills targeting grade 5  P16, P68-78  P96 |
| **Additional Resources:**   * YouTube – Mr Bruff – English Language Paper 2- https://www.youtube.com/watch?v=yKZ\_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq&safe=active * Save My Exams – Article Writing Advice - <https://www.savemyexams.co.uk/gcse-english-language-aqa-new/paper-2/section-b-writing/form-article/> * YouTube – Mr Bruff – A Christmas Carol: Top Set Analysis - <https://www.youtube.com/watch?v=e98F6whQUFM&safe=active> * YouTube – Mr Watson – A Christmas Carol – Plot Overview - <https://www.youtube.com/watch?v=yPmW8eGxfl8> * York Notes for GCSE – A Christmas Carol Workbook * York Notes for GCSE – A Christmas Carol Study Guide | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Perimeter & area**   1. Perimeter and area of a rectangle. 2. Perimeter and area of a compound shape made from rectangles. 3. Area of a triangle. 4. Area of a parallelogram. 5. Area of a trapezium. 6. Circle circumference. 7. Area of a circle. 8. Circle calculations in terms of π.   **Volume & surface area**   1. Describe 3D shapes. 2. Volume and surface area of a cuboid. 3. Volume and surface area of a prism. 4. Sketch the net of a cuboid. 5. Surface area of a net containing rectangles, triangles and trapezium. 6. Volume and surface area of cylinders. | Hegarty Maths Clips:    549, 550, 554  551, 555    557  556  559  534, 535  539, 540  536, 541  829, 830  567 ,568, 569, 584  570, 571, 585  833, 834  835  572,586 | KS4 CGP textbook pages:  Section 22.1 Page 244  Section 22.1 Page247  Section 22.1 Page 245  Section 22.1 Page247  Section 22.2 Page 248  Section 22.2 Page249  Section 22.3 Page 252  Section 22.4 Page255  Section 23.1 Page 261  Section 23.4 Page 270  Section 23.4 Page 271  Section 23.1 Page 262  Section 23.5 Page 275  Section 23.5 Page 276 |
| **Additional Resources:**   * Revision material, support resources and video tutorials: * <https://www.mathsgenie.co.uk/> * <https://www.onmaths.com/> * <https://www.bbc.co.uk/bitesize/subjects/z38pycw> * <https://corbettmaths.com/> | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resource/Links** |
| **Length, Area & Volume**   1. Area of a parallelogram and triangle. 2. Area of a trapezium. 3. Circumference and area of a circle. 4. Calculate the length of an arc. Calculate the area and angle of a sector. 5. Volume of a prism. 6. Surface area of prisms. 7. Calculate the volume and surface area of a cylinder.   **Cones & Sphere**   1. Calculate the volume and surface area of a cone. 2. Volume of a pyramid. 3. Calculate the volume and surface area of a sphere.   **Transformations**   1. Translate, reflect, rotate and enlargements including fractional and negative scale factors. 2. Combine transformations. Describing changes and invariance.   **Construction & Loci**   1. Scale drawings and use of bearings. 2. Construct the bisectors of lines and angles. Construct angles of 60° and 90°. Accurate drawings of triangle SSS and ASA. 3. Draw a locus for a given rule. 4. Solve practical problems using loci. 5. Construct and interpret plans and elevations of 3D shapes.   **Equations & Simultaneous Equations**   1. Solving linear equations. 2. Solve simultaneous linear equations in two variables. 3. Solve simultaneous linear equations by balancing coefficients. 4. Solve problems using simultaneous linear equations. | Hegarty Maths Clips:  556-558  559  534-543  544-547  568-571  584-585  572-574, 586  576-578, 587  579  580-581, 588  637-654  655-658  492-496  660-669  674-678  679  837-844  179-186, 188  190-192  193-194  195 | KS4 CGP textbook pages:  CGP page 281-283 section 29.1  CGP page 283 section 29.1 CGP page 284-285 section 29.2 CGP page 286 section 29.3 CGP page 291-293 section 30.2 CGP page 294 section 30.3  CGP page 292-295 section 30.2-30.3  CGP Page 296-297 Section 30.4 CGP page 297 section 30.4 CGP page 296 Section 30.4  CGP page 302-312 section 31  CGP page 313 section 31.5  CGP page 244 section 26.2 CGP page 246-251 section 26.3  CGP page 252 section 26.4  CGP page 253 section 26.4 CGP page 289 section 30.1  CGP page 83-86 section 9.1  CGP page 106 section 12.1  CGP page 107 section 12.1  CGP page 107 section 12.1 |
| **Additional Resources:** Revision material, support resources and video tutorials:  <https://www.mathsgenie.co.uk/>  <https://www.onmaths.com/>  <https://www.bbc.co.uk/bitesize/subjects/z38pycw>  <https://corbettmaths.com/> | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10 Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| Physics Motion   * How speed is calculated. * How to interpret a distance time graph. * To use and re-arrange s=vt. * To calculate acceleration and deceleration. * To analyse more complex motion graphs. | Kerboodle Digital book  Physics for combined science – Unit P9 Energy resources  Pg112 to pg121  Seneca learning – Combined Science Physics (H or F): AQA GCSE Unit 5.1 Energy resources 5.1.1 to 5.1.6 inclusive.  GCSE POD - Combined Science 6.5.4 Forces and Motion | * Collins AQA Combined Science trilogy revision guide pg162 to pg164 * CGP – GCSE Combined Science Exam practice – Foundation pg 187 to pg 190 * CGP – GCSE Combined Science Exam practice – Higher pg 218 to pg224 * CGP – GCSE Combined Science revision guide 207-210 |
| Biology – Respiration   * The chemical equation for respiration. * Why respiration is vital. * How your body responds during exercise. * To compare aerobic and anaerobic respiration. * The role of the Liver in metabolism.   Biology – Organising an Ecosystem   * How photosynthesis supports food webs. * How predator and prey relationships are linked. * About recycled materials and decomposers. * About the Carbon Cycle. | Kerboodle Digital book  Biology for combined science – Unit B9 Respiration  Pg122 to pg131  Seneca learning – Combined Science Biology (H or F): AQA GCSE Unit 4. Bioenergetics. 4.2.1 to 4.2.4  GCSE POD - Combined Science 4.4.2 Bioenergetics, Respiration  Kerboodle Digital book  Biology for combined science – Unit B16 Organising an ecosystem  Pg224 to pg231  Seneca learning – Combined Science Biology (H or F): AQA GCSE Unit 7.2 Organising an ecosystem 7.2.1 to 7.2.9  GCSE POD - Combined Science 4.7 Ecology. 4.7.2 Organising an ecosystem | * Collins AQA Combined Science trilogy revision guide pg48 * CGP – GCSE Combined Science Exam practice – Foundation pg 41-43 * CGP – GCSE Combined Science Exam practice – Higher pg 46-47 * CGP – GCSE Combined Science revision guide pg54-55 * Collins AQA Combined Science trilogy revision guide pg74-78 * CGP – GCSE Combined Science Exam practice – Foundation pg 72 and 76 * CGP – GCSE Combined Science Exam practice – Higher pg 82 and 86 * CGP – GCSE Combined Science revision guide pg86 and 90 |
| Chemistry – Electrolysis   * What happens in Electrolysis. * The type of substances that can be electrolysed. * What happens to the ions in electrolysis. * How Aluminium is extracted. * The rules governing the electrolysis of aqueous solutions. | Kerboodle Digital book  Chemistry for combined science – Unit C6 Electrolysis  Pg86 to pg95  Seneca learning – Combined Science Chemistry (H or F): AQA GCSE Unit 4.4 Electrolysis. 4.4.1 to 4.4.5  GCSE POD - Combined Science, Chemical Changes, 5.4.3 Electrolysis | * Collins AQA Combined Science trilogy revision guide pg118 * CGP – GCSE Combined Science Exam practice – Foundation pg 117 * CGP – GCSE Combined Science Exam practice – Higher pg 138 * CGP – GCSE Combined Science revision guide pg135 and 136 |
| **Additional Resources:**  <https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> <https://www.freesciencelessons.co.uk/> <https://www.youtube.com/channel/UCBgvmal8AR4QIK2e0EfJwaA> | | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **House and Home**  You will start this half term by continuing to look at the topic of House and Home within Theme 2. You will learn how to say what type of house you live in and recognise different types of accommodation. You will also learn how to talk about your home which will include descriptions of rooms in a house and the items in different rooms.  **Town**  You will also begin to look at the topic of town. Within this topic, you will recognise the vocabulary for different places in a town and you will be able to say what you have and do not have in your area. You will consider the advantages and disadvantages of where you live and give your opinion on your town. You will also revise the future tense by discussing where you will live when you are older.  (Log on to linguascope – log in – unity password-time4langs) | **House and Home**  <https://members.gcsepod.com/shared/podcasts/title/13584/81479>  <https://www.bbc.co.uk/bitesize/topics/zk92fg8>  <https://quizlet.com/506434298/ma-chambre-flash-cards/>  <https://quizlet.com/185913735/ma-maison-flash-cards/>  <https://members.gcsepod.com/shared/podcasts/title/11822/72997>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=house>  [https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=bedroom](https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=bedroom )  <https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=house>  **Town**  <https://www.bbc.co.uk/bitesize/guides/z6y4mfr/revision/2>  <https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=local>  <https://www.youtube.com/watch?v=D0DxwPIqCss>  <https://www.languagesonline.org.uk/French/FrenchVocab/En_Ville/Index.htm>  <https://www.languagesonline.org.uk/French/ET2/U1/Shops/Index.htm>  <https://quizlet.com/gb/505966227/french-adjectives-town-flash-cards/>  <https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=local> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on House and Home and Town available upon request from the MFL Office. | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**German**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **House and Home**  You will start this half term by continuing to look at the topic of House and Home within Theme 2. You will learn how to say what type of house you live in and recognise different types of accommodation. You will also learn how to talk about your home which will include descriptions of rooms in a house and the items in different rooms.  **Town**  You will also begin to look at the topic of town. Within this topic, you will recognise the vocabulary for different places in a town and you will be able to say what you have and do not have in your area. You will consider the advantages and disadvantages of where you live and give your opinion on your town. You will also revise the future tense by discussing where you will live when you are older. | **House and Home**  <https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/2>  <https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/3>  <https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/4>  <https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/5>  <https://quizlet.com/36469480/aqa-gcse-german-house-home-flash-cards/>  <https://quizlet.com/137400493/german-house-and-home-flash-cards/>  **Town**  <https://www.bbc.co.uk/bitesize/guides/zw23cwx/revision/2>  <https://www.bbc.co.uk/bitesize/guides/zw23cwx/revision/3>  <https://quizlet.com/gb/514704909/places-in-town-german-flash-cards/>  <https://quizlet.com/28518296/stadt-adjektive-flash-cards/>  <https://quizlet.com/gb/240339208/german-town-advantages-and-disadvantages-flash-cards/>  <https://www.bbc.co.uk/bitesize/guides/zqfd7hv/revision/6>  https://www.bbc.co.uk/bitesize/guides/zqfd7hv/revision/10 | Work pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on House and Home and town available upon request from the MFL Office. | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **House and Home**  You will start this half term by continuing to look at the topic of House and Home within Theme 2. You will learn how to say what type of house you live in and recognise different types of accommodation. You will also learn how to talk about your home which will include descriptions of rooms in a house and the items in different rooms.  **Town**  You will also begin to look at the topic of town. Within this topic, you will recognise the vocabulary for different places in a town and you will be able to say what you have and do not have in your area. You will consider the advantages and disadvantages of where you live and give your opinion on your town. You will also revise the future tense by discussing where you will live when you are older. | **House and Home**  <https://quizlet.com/291870726/spanish-home-flash-cards/>  <https://quizlet.com/275816054/spanish-furniture-flash-cards/>  <https://quizlet.com/183212383/spanish-furniture-flash-cards/>  <https://quizlet.com/404963245/ideal-house-flash-cards/>  <https://www.bbc.co.uk/bitesize/guides/z6nhgwx/revision/1>  **Town**  <https://quizlet.com/265939858/spanish-places-in-town-spanish-places-around-town-flash-cards/>  <https://quizlet.com/gb/506215906/adjectives-to-describe-town-flash-cards/>  <https://www.bbc.co.uk/bitesize/guides/z789mfr/revision/1> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on House and Home and town available upon request from the MFL Office. | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Data Representation**   Sound – how sound is represented by computers. How to work out the file size and explain how the sound quality affects the file size.  Compression – know how compression works, name the two types of compression and know the difference between them.   * 1. **Networks Part 1**   Networks – know the difference between a LAN and a WAN. Be able to explain how they are set and how they function.  Relationships – be able to explain how a client server relationship works and be able to explain how a peer to peer relationship works.  Network Hardware - name a variety of hardware required to set up a network.  Topologies – be able to explain and draw a star network and a mesh network.  **2.2 Programming Techniques**  Iteration – be able to identify when a For loop is required and when a while loop is required. Be able to write simple programs using iteration.  Arrays – explain how an array is used in programming, use arrays to identify data from a list. Write programs using arrays and iteration.  Text Files – know how to open, read, write and close text files in a program.  SQL – be able to SELECT, FROM, WHERE to search for data. | Office 365  <https://www.office.com/?auth=2>  Year 10 > Content Library >  Unit 1  1.2 Resources  1.3 Resources  Unit 2  2.2 Resources  Make use of the Content Library to help support your learning and access my lesson presentations.  <https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html> | Pearsons OCR GCSE Computer Science Revision Guide  1.2  Pearsons P.81 – P.82  1.3  Pearsons P.13 – P.18  2.2  Pearsons P.56 – P.62 |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**ICT – Unit R082: Creating Digital Graphics**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| What are client requirements/briefs? How to interpret requirements/ briefs?  Target audiences and their needs.  Workplans-What they are? Why they used?  What are Visualisation Diagrams? Why are they used? | GCSEPOD>ICT Section-List of topics available just click on the most relevant and suitable topic in hand.  Office365>Teams>Select your group- All resources and activities are on here. Select the relevant topic being taught.  [www.hoddereducation.co.uk/Cambridge](http://www.hoddereducation.co.uk/Cambridge) Nationals/OCR for more information.  <http://www.bluesquarething.co.uk/imedia/r082/82lo1files/dgpurpose.pdf>  Digital graphics  <https://www.theschoolrun.com/what-are-hardware-software-and-operating-systems-> Hardware and Software | **My revision notes Cambridge nationals Creative Imedia L1/L2 Pre-production skills and creating digital graphics by Kevin Wells- To read the information and complete the tasks that follow:**   1. Page 9/46 2. Page 12/47 3. Page 10-11/47 4. Page 3/48 |
| **Additional Resources:**   * GCSE Bitesize ICT-Pick the relevant topics. * TeachICT>ICT-Pick the relevant topics. | | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Geography: Changing economic world**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| To understand how countries are categorised in relation to development.  To evaluate the different measures of development.  To understand the stages of the demographic transition model and how it links to a countries level of development.  To explain the physical, economic and historical causes of uneven development.  To understand the consequences of uneven development.  To have an overview of the strategies used to reduce the development gap.  To explain how tourism can reduce the development gap in Bhutan.  To describe the location and understand the wider context of Nigeria.  To describe the structure of Nigeria’s economy.  Explain how manufacturing industry can stimulate development.  To understand the impact of aid in Nigeria and why it is important for NEE’s.  To understand the impact of economic growth on Nigeria’s environment. | Economic indicators.  <https://members.gcsepod.com/shared/podcasts/chapter/74753>  Demographic transition model.  <https://members.gcsepod.com/shared/podcasts/chapter/74755>  Causes of uneven development.  <https://members.gcsepod.com/shared/podcasts/chapter/74773>  Consequences of uneven development.  <https://members.gcsepod.com/shared/podcasts/chapter/74774>  Reducing the development gap.  <https://members.gcsepod.com/shared/podcasts/chapter/74790>  <https://members.gcsepod.com/shared/podcasts/chapter/74791>  Nigeria case study-location and context of the country.  <https://members.gcsepod.com/shared/podcasts/chapter/72052>  <https://members.gcsepod.com/shared/podcasts/chapter/72051>  International trade in Nigeria.  <https://members.gcsepod.com/shared/podcasts/chapter/72057>  TNC’s in Nigeria.  <https://members.gcsepod.com/shared/podcasts/chapter/72107> | Work pack available from the Humanities Office upon request.  AQA text book pages 250-265  Pearson revision guide and workbook pages 86-93 (work book pages match the revision guide)  CGP revision guide pages 77-83 and page 89 (questions 1-15) |
| **Additional Resources:**   * The following website <https://www.internetgeography.net/> is excellent as a general revision resource that students can use. There are quizzes on every section of the course you study. GCSE pod is also available to students. * Seneca learning is a fantastic resource for students to use for revision. Assignments and revision tasks will be set throughout the year. To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the code b7vry7h06s to join. | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **GCSE 1930s USA**  To explain how WW2 changed life for women and African Americans.  To explain what the “American Dream” meant in the 1950s.  To explain how culture such as Rock and Roll and television changed America in the 1950s.  To explain why America suffered the Red Scare and McCarthyism.  To explain the situation for African Americans in the USA in the 1950s e.g segregation.  To investigate the events of the Montgomery Bus Boycott and its impact on the Civil Rights Movement.  To investigate the events of the Little Rock High their impact on the Civil Rights Movement.  To assess the impact of MLK and Peaceful Protest.  To assess the impact of the Black Power Movement (Malcolm X, Black Panthers, Stokely Carmichael etc). | https://[www.gcsepod.com](http://www.gcsepod.com) AQA History Paper 1 Understanding the Modern World – America 1920-1973 Opportunity and Inequality  <https://www.youtube.com/watch?v=4bcsAMrbcxs&safe=active>  BBC documentary on the origins and effects of Rock and Roll  <https://www.youtube.com/watch?v=qXOq04idCi4&safe=active>  PBS documentary on the American Dream and life in the 1950s  <https://www.youtube.com/watch?v=7tas9OzGYcM&safe=active>  BBC documentary on the Freedom Rides and Civil Rights Movement | Work pack of tasks available from the Humanities Office upon request.  **Revision Book**  Hodder My Revision Notes ‘AQA GCSE History’  Pages 38 to 47 |
| **Additional Resources:**   * Of Mice and Men, by John Steinbeck, “The Butler” Film starting Forrest Whitaker, Compare “swing” music and Frank Sinatra to videos of Elvis and Chuck Berry | | |



**Half Termly Overview 2/11/20 - 18/12/20**

# **Year 10**

**RE**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| **Worship and festivals**  • Different forms of worship and their significance.  • Liturgical, non-liturgical and informal, including the use of the Bible.  • Private worship.  • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.  • The role and meaning of the sacraments.  • The meaning of sacrament.  • The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism.  • The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.  • The role and importance of pilgrimage and celebrations including.  • Two contrasting examples of Christian pilgrimage: Lourdes and Iona.  • The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. | <https://members.gcsepod.com/shared/playlists/playlist/665284/76102>  <https://classroom.thenational.academy/units/christian-practices-173f>  <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1>  <https://quizlet.com/c-bowman/folders/islam/sets> | Pearson revision guide pages pg 9-18  Pearson revision guide pages pg 9-18  AQA Religious studies A Christianity Chapter 2 Christian practices |
| **Additional Resources:**   * To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the class code 02ha1t1yn5 | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**iD**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Homosexuality**   * To develop an understanding of different adult relationships. ​ * To consider different religious beliefs.   **Genetic engineering**   * To consider the impact of science on “sacred life”. To understand some aspects of religious reasoning.   **Animal experimentation**   * To understand rights and responsibilities for animals. ​ To explore different ways humans, use animals.   **The Value of animals**   * Evaluate the value of animals. To compare different views.   **Food laws**   * To understand how food can be permissible or not. ​ * Who food laws may relate to and how. | <https://www.youtube.com/watch?v=PnDgZuGIhHs>  <https://www.youtube.com/watch?time_continue=3&v=61xrJ7kpfuo&feature=emb_logo>  <https://www.bbc.co.uk/programmes/p01w6th1>  <https://members.gcsepod.com/shared/podcasts/title/13220/79989>  <https://www.youtube.com/watch?v=_-OjPsEB0SI> <Https://www.youtube.com/watch?v=CnOJgDW0gPI>  <https://members.gcsepod.com/shared/podcasts/title/7243/46800>  <https://www.bbc.co.uk/bitesize/clips/zkj9wmn> <https://www.youtube.com/watch?v=PKTVaOiBuuA>  <https://www.truetube.co.uk/film/designer-babies-mother>  <https://www.youtube.com/watch?v=_ZyNJ3cKfEg>  <https://www.youtube.com/watch?v=GziMVUFTWes>  <https://www.youtube.com/watch?v=h5eTqjzQZDY>  <https://www.youtube.com/watch?v=06faql4_Fk4&t=1s>  <https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j>  <https://members.gcsepod.com/shared/podcasts/title/>[7835/52242](https://members.gcsepod.com/shared/podcasts/title/7835/52242)  <https://www.youtube.com/watch?v=06faql4_Fk4>  <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-k-is-for-kosher/zvtmnrd>  <https://www.youtube.com/watch?v=dQ5PCze8Kto>  <https://www.youtube.com/watch?v=-Ge_l-I2ukk> | Master packs available upon request from the Humanities Office. |
| **Additional Resources:**   * [**https://members.gcsepod.com/shared/search?search=animals**](https://members.gcsepod.com/shared/search?search=animals) | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Business Studies**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. The concept of limited and unlimited liability and the implications for the business owner(s) of limited and unlimited liability. 2. The types of business ownership for start-ups:   Sole trader, partnership, private limited company.  The advantages and disadvantages of each type of business ownership   1. The option of starting up and running a franchise operation.   The advantages and disadvantages of franchising.   1. Factors influencing business location:   the proximity to market, labour, materials and competitors as well as the nature of the business activity.  The impact of the internet on location decisions (ecommerce and/or fixed premises).   1. What the marketing mix is and the importance of each element (price, product, promotion and place). 2. How the elements of marketing mix work together:   Balancing the marketing mix based on the competitive environment.  The impact of changing consumer needs on the marketing mix.  The impact of technology on the marketing mix (e-commerce and digital communication).   1. The role and importance of a business plan:   To identify the business idea, business aims and objectives, target market, forecast revenue, cost and profit, cash flow forecast, sources of finance, location and marketing mix. The purpose of planning business activity to minimise risk and obtain finance.   1. Create a revision poster/document for *1.4 Making the business effective (work above).* | *Pearson Active learn teach online resources:*  <https://www.pearsonactivelearn.com/>  *Pages 90-91*  *Pages 91-92*  *Pages 92-95*  *Pages 96-100*  *Pages 101-102*  *Pages 102-104*  *Pages 105-107* | *Pearson Edexcel GCSE (9-1) Business textbook:*  *Pages 90-91*  *Pages 91-92*  *Pages 92-95*  *Pages 96-100*  *Pages 101-102*  *Pages 102-104*  *Pages 105-107*  *Pearson student revision guides and workbooks:*  Pages 25 - 32 |
| **Additional Resources:**   * [www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business * <https://www.bbc.co.uk/bitesize/topics/z7vhxyc> - GCSE Edexcel Business: BBC bitesize * <https://www.gcsepod.com> – GCSE Edexcel Business Videos | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Art and Design (Fine Art)**

**Portraits**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Learn how to produce a proportionately accurate face. * Learn and practice how to use the grid technique. * Take photos of family and draw in various media, * Choose 3 celebrities and draw. | <http://www.henry-moore.org/collections>  <https://www.impressions-gallery.com/>  <https://www.bl.uk/learning>  <https://www.britishmuseum.org/collection>  <https://www.nationalgallery.org.uk/paintings/search-the-collection>  <https://sculpture.uk.com/>  <https://www.southbankcentre.co.uk/whats-on/art-exhibitions0> | Master pack available on request from Art Office. |
| **Additional Resources**   * [*www.tate.org.uk*](http://www.tate.org.uk) * [*www.craftscouncil.org.uk*](https://www.craftscouncil.org.uk/) * [*www.textileartist.org*](https://www.textileartist.org/) * [*www.vam.ac.uk*](https://www.vam.ac.uk/collections) * [*www.theartstory.org*](https://www.theartstory.org/artists/) * [*www.thestudentartguide.co.uk*](http://www.thestudentartguide.co.uk) * [*www.bbc.*co.uk/*bitesize*](http://www.bbc.co.uk/bitesize) * [www.pinterest.com](http://www.pinterest.com) | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Developing a piece of Devised work from a stimulus (30% of GCSE)   * Building a performance and considering appropriate use of strategies to communicate meaning. * Create a rehearsal schedule. * Including an appropriate structure for the performance with named scenes. * Use effective time management. * Build on feedback provided during rehearsal time. * Perform for an audience. | Online Resources will be found on Satchel One. This will include   * A copy of the stimulus from the exam board “Banksy – Girl with balloon” * You will be using this stimulus to plan out a performance this is called your Initial Response and is required by the exam board. * Create a mind map of ideas that you could use to create a performance. * Research and cite sources about the stimulus * Think of three potential ideas for performance * Note techniques you would like to include stating why this particular technique is effective. * Research what was happening at the time the incident recorded in the stimulus, this called the historical context. | PowerPoint and work pack available from the Arts Office upon request.  Stimulus pack from the exam board also available upon request. |
| **Additional Resources:**   * GCSE Pod<https://www.gcsepod.com/> * The Border - <https://bit.ly/2PvpUx6> * Blood Brothers - <https://www.youtube.com/watch?v=dvek0bj451Y> | | |

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**Half Termly Overview 2/11/20 – 18/12/20**

**Year 10**

**Music**

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| **You will learn:** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Musical Forms and Devices 2**  In this unit of work, you will continue to explore the Musical Forms and Devices area of study. You will begin to study structures and musical devices used in music. You will then go on to apply these features in composition and performance activities. You will also be introduced to the first of two-set works; Bach’s Badinerie.  **Learning Objectives:**   * To further explore the structures of binary, ternary and rondo form when listening to music. * To recognise musical devices including sequence, ostinato, broken chords and motifs. * To expand knowledge of the elements of music and analyse how they are used in pieces of music. * To revise the aural, notation and listening skills gained in year 9. * To analyse Bach’s Badinerie. * To apply the features and structures studied to composition tasks. | **UC Music Department YouTube Channel**  https://bit.ly/2FEtouh  **Focus on Sound**  unity-college.musicfirst.co.uk  School ID: unity-college (app only)  Username: Same as your college computer log in, e.g. JSmith19  Password: Unity123 (capital U) | **Musical Forms and Devices Student Workbook**  You are encouraged to take home your music workbooks to revise from. If you need to self-isolate you can also use your workbook at home to support your remote learning. |
| **Additional Resources:**   * www.bbc.co.uk/bitesize | | |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 10**

**Design and Technology – Specialist Technical Principles Theory**

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| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **2nd Nov – Communicating Design ideas.**   * Understand how to develop, communicate, record and justify design ideas and a range of techniques to support communication of design ideas. Design and develop prototypes in response to client wants and needs critically evaluate prototypes and suggest modifications.   **9th Nov – Selecting materials and components.**   * Select and use materials and components appropriate to a specific task. Understand how functionality, availability and cost affect the selection of materials and components.   **16th Nov – Tolerances.**   * Understand and use tolerances to ensure accuracy is considered when making a product. Understand why tolerances are applied during making activities.   **23rd Nov – Material management.**   * Be aware of how design adaptations and use of tessellation can save time, materials minimise waste. Using measurement and marking out to create an accurate prototype. Recognise and characterise marking out tools and equipment.   **30th Nov – Surface treatments and finishes.**   * Surface treatments and finishes are applied for functional and aesthetic purposes, preparation. Selection and application.   **7th Dec – Specialist tools and equipment.**   * Understand how to select and use specialist tools, equipment, techniques and processes. * Be aware of relevant health and safety issues when using specialist tools, equipment, techniques and processes to protect yourself and others from harm.   **14th Dec – End of unit assessment.**  Assessment test on the making principles covered in this module. | *. The following resources are available online if you sign in to 365 via the school VLE and access your year 10 Technology Teams Group:*  2nd Nov – T4 **Communicating design ideas** power point and worksheet.  9th Nov –T1 **Selecting materials and components** power point and worksheet.  16th Nov – T2 **Tolerances** power point and worksheet.  23rd Nov – T3 **Material management** power point and worksheet.  30th Nov – T5 **Surface treatments and finishes** power point and worksheet.  7th Dec – T4 **Specialist tools and equipment** power point and worksheet.  14th Dec – Unit 7 worksheet. | ***A paper work pack is available from the Design and Technology Faculty clerk or reprographics.***    ***In addition, you can use the Blue CGP revision Guide:***  ***AQA GCSE Design and Technology page references:***  2nd Nov – Communicating design ideas Page: 106-115  9th Nov – Selecting materials and components Page: 34-35  16th Nov – Tolerances Page: 40  23rd Nov – Material management Page: 116-117  30th Nov – Surface finishes Page: 72-73  7th Dec – Specialist tools and equipment Page: 61-70 |
| **Additional online resources or extra reading**:   * [www.technologystudent.com](http://www.technologystudent.com) – BBC Bitesize design and technology GCSE AQA GCSE Design and technology – Sample exam papers | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| You will learn:  The different types of cuisine available throughout the world  The key ingredients and popular dishes for each cuisine   * To recognise the key influences that have shaped the world’s cuisine. * To be able to prepare and cook certain products such as samosas and enchiladas. * To recognise the influence of other cultures on their cuisine such as immigration and multi-culturalism. | [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood%E2%80%AF)  from pg 106  *www.foodafactoflife.co.uk*  14-16yrs section – use the drop-down menu to find where our food comes from  [*https://royalrussell.planetestream.com*](https://royalrussell.planetestream.com/)  *(use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC)* | [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood%E2%80%AF)  (from pg 106)  Power point relating to the topics on World foods  Work pack available upon request from the Tech Office. |
| **Additional Resources:** | | |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home. * To know how to carry out your own exercise session at home using minimal equipment. * Plan and carry out your own exercise sessions at home. | <https://www.youtube.com/user/thebodycoach1>  Joe Wicks 30 minute PE lesson for everyone to have a go at – Fitness and fun  <https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw>  Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm  <https://www.youthsporttrust.org/pe-home-learning>  PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.  <https://www.youthsporttrust.org/60-second-physical-activity-challenges>  A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos.  <https://www.youthsporttrust.org/active-learning>  Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for to long and making the learning fun e.g. timetable squats.  <https://burnleyleisure.co.uk/category/news/home-workouts/> | Unity College 5-day Fitness Challenge available upon request from the PE Office |

**Half Termly Overview 2/11/20 - 18/12/20**

**Year 10**

**Vocational Sport**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Extrinsic Factors (Single lesson each week)**   * To test knowledge of ‘Responding to Injuries’ (practice exam questions). * To know the five extrinsic factors (SEECA) which can influence the risk of injury. * To be able to identify the three different areas of **safety hazards** and describe how each area can influence injury. * To be able to identify the three different areas of **equipment** and describe how each area can influence injury. * To be able to identify the three different areas of **environment** and describe how each area can influence injury. * To be able to identify the three different areas of **coaching/supervision** and describe how each area can influence injury. * Identify different **types of activity/sports** and categorise them into contact and non-contact.   **Coursework on Office 365 – Log onto TEAMS (Double lesson each week)**  **Principles of Training – Learning Outcome 2**  To be able to explain how training methods target different fitness components by explaining:   * the difference between aerobic and anaerobic exercise. * the different components of fitness (strength, power, agility, balance, flexibility, muscular endurance and cardiovascular endurance). * the specific training methods for fitness components (cardiovascular training (continuous, interval and fartlek training), resistance training (resistance machines, free weights and circuit training), power training (interval training, plyometrics and repetition and acceleration sprint training), flexibility training (static, active, dynamic), agility training (agility ladders and agility hurdles), balance training (balance board and exercise ball) and targeting training methods in combination. | *The Everlearner*  *(*[*www.theeverlearner.com*](http://www.theeverlearner.com)*)*  *Videos to watch on Acute and chronic injuries plus complete the online Assessment on this topic* | Test 2: Responding to Injuries  Cambridge National Level ½ Sport Science Revision Guide  Page 7 - 12  Cambridge National Level ½ Sport Science Text book by Hodder Education  Page 2 - 8  Sports Science Reducing the risk of Injuries – Mind map book  Pages 1  Cambridge National Level ½ Sport Science Revision Guide  Page 38 – 57  Principles of Training Coursework Outline |