

**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**English Language and English Literature**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **English Literature – A Christmas Carol & Blood Brothers** 1. The key events in each act/chapter.
2. How characters are presented and described.
3. Willy Russell’s/Charles Dickens’ ‘big ideas’ in the play.
4. Willy Russell’s/Charles Dickens’ key messages in the play.
5. How to analyse the language and methods in key extracts from the play/novel.
6. How to closely analyse words and language features in key quotes from the play/novel.
7. How to link the writer’s messages and big ideas to key moments in the play/novel.
8. How to use knowledge of the whole play/novel to make links between extracts and the wider story.
9. How to develop ideas with sufficient detail for essay writing.

**English Language – Paper 2 Reading and Writing**1. English Language – Paper 2 Reading and Writing.
2. How to select relevant quotes from a text to back up your ideas.
3. How to analyse the language features and word choices in a text.
4. How to discuss the similarities within texts.
5. How to compare the different viewpoints presented within texts.
6. How to evaluate texts critically.
7. How to write formal letters accurately for an appropriate audience.
8. How example letters are set out.
9. How to include methods for effect in nonfiction writing.
10. How to present an argument in a nonfiction writing style.
11. How to deconstruct model letters.
12. How to practise writing letter in a persuasive and opinionated style.
13. How to write letters and present your ideas in clear paragraphs and clear sentences.
14. How to self-mark your own writing against a success criterion.
 | Kerboodle – AQA English Language Kerboodle Book 1: Establishing the Skills for Learning and Assessment. Chapter 1: Bugs & Chapter 3: Trapped<https://www.kerboodle.com/api/courses/48523/interactives/115249.html>GCSE POD. All ‘Blood Brothers’ GCSE pods on characters, plot overviews, themes and key quotes. BBC Bitesize – Blood Brothers – AQA Exam Board – plot summary, characters, themes, structure, language & sample exam question.<https://www.bbc.co.uk/bitesize/topics/zxv7sg8> Seneca Learning – English Lit: AQA GCSE Blood Brothers<https://app.senecalearning.com/dashboard/courses/add>York Notes – Blood Brothers – Themes, Characters, Context and Key Points<https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/01_themes> BBC Bitesize (Writing Fiction)<https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1> 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> A Christmas Carol E-text <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> Spark Notes - A Christmas Carol – summary, characters and quotes.<https://www.sparknotes.com/lit/christmascarol/> Seneca Learning – English Lit: AQA GCSE A Christmas Carol<https://app.senecalearning.com/dashboard/courses/add?Price=Free> Save My Exams – Article Writing Advice - <https://www.savemyexams.co.uk/gcse-english-language-aqa-new/paper-2/section-b-writing/form-article/> Save My Exams – Letter Writing Advice - <https://www.savemyexams.co.uk/gcse-english-language-aqa-new/paper-2/section-b-writing/form-letter/>  | CGP Blood Brothers – The Text GuideCGP Blood Brothers WorkbookYork Notes – Blood Brothers Text GuideYork Notes – Blood Brothers WorkbookTarget Grade 5 Get Back on Track English Literature – Blood BrothersKerboodle – AQA English Language Kerboodle Book 1: Developing the Skills for Learning and Assessment Chapter 3: Trapped – p.84 - 112 |
| **Additional Resources:** Blood Brothers – Full online play - <https://www.youtube.com/watch?v=A9mbfRiZ2Bk&t=277s&safe=active>; York Notes for GCSE – Blood BrothersYour own copy of the full play to rereadYouTube – 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>  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Maths – Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Linear Graphs**1. Find straight lines parallel to the axes.
2. Drawing a linear graph.
3. Finding the gradient of a line.
4. Drawing a line of the form ax + bx = c.
5. Find the equation of a straight-line graph.
6. Find the equation of a parallel line through a given point.
7. Interpreting real-life graphs.
8. Distance-time graphs.
9. Graphs of water flows into containers.

**Transformations**1. Line and rotational symmetry.
2. Translations (drawing and describing).
3. Reflections (drawing and describing).
4. Rotations (drawing and describing).
5. Enlargements (drawing and describing).
6. Combining transformations.
7. Vector addition and subtraction.
 | **Hegarty Maths Clips:**205206207- 208210209, 201-204211894-897874899-900827-828637 – 638, 650639-641,652648 – 649, 653642 – 643, 651656623-624 | **KS4 CGP textbook Pages:**Section 12.2 Page 136Section 12.3 Page 38Section 12.4 Page 140Section 12.4 Page 141Section 12.5 Page 143Section 12.5 Page 144Section 13.1 Page 155Section 17.4 Page 205Section 13.2 Page 159Section 15.6 Page 184Section 24.3 Page 291Section 24.1 Page 283Section 24.2 Page 287Section 24.4 Page 294Section 24.5 Page 301Section 20.1 Page 227 |
| **Additional Resources:**<https://www.mathsgenie.co.uk/><https://www.onmaths.com/><https://www.bbc.co.uk/bitesize/subjects/z38pycw><https://corbettmaths.com/> |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Maths – Higher**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Inequalities & graphs**1. Find integers to satisfy inequalities.
2. Represent inequalities on a number line.
3. Solve a linear inequality.
4. Solve with two sided inequalities.
5. Find regions to satisfy inequalities.

**Probability**1. Experimental probabilities.
2. Mutually exclusive events.
3. Predictions and expectations for events.
4. Two-way tables.
5. Sample space diagrams.
6. Frequency trees.
7. Venn diagrams for probability problems.
8. Venn diagrams using set theory.
9. Using the product rule for counting the number of choices.
 | **Hegarty Maths Clips:**265 – 272265 – 272265 – 272273 – 276273 – 276273 – 276356-357354355422-424358-359368-369383 - 386387-388671-673 | **KS4 CGP textbook Pages:**Section 13.1 Page 110-111Section 13.1 Page 110-111Section 13.1 Page 110-111Section 13.3 Page 113-115Section 13.3 Page 113-115Section 13.3 Page 113-115Section 36.3 Page 368Section 36.1 Page 365Section 36.3 Page 369Section 33.2 Page 329Section 36.2 Page 366Section 36.3 Page 269Section 36.8 Page 379Section 21.1 Page 195Section 36.5 Page 368 |
| **Additional Resources:**<https://www.mathsgenie.co.uk/><https://www.onmaths.com/><https://www.bbc.co.uk/bitesize/subjects/z38pycw> |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Physics – Energy**To be able to explain:What are waves..The properties of different wavesReflection and refraction (higher).Sound waves.**Biology – variation and Evolution**To be able to explain:What is Variation.Evolution by natural selection.What is selective breeding.The ethics of genetic technologies.**Biology - Biodiversity and ecosystems**To be able to explain:Human population and biodiversity.What causes air, land and water pollution.Deforestation and peat destruction.**Chemistry – The Earth’s resources**To be able to explain:What are finite and renewable resources.How to produce safe drinking water.How to extract a metal from an ore (higher).Environmental impacts (life cycle assessment).Reduce, reuse and recycle. | Kerboodle Digital bookPhysics for combined sciencep.136 - 145Seneca learning – Combined Science Physics: AQA GCSE – 6.1 wavesGCSE POD – Combined Science 6.6 wavesKerboodle Digital bookBiology for combined sciencep.78 - 187Seneca learning – Combined Science Biology: AQA GCSE –6.2 variation and evolutionGCSE POD – Combined Science 4.6.2 variation and evolutionKerboodle Digital bookBiology for combined sciencep.232 - 243Seneca learning – Combined Science Biology: AQA GCSE –7.1 – 7.3 biodiversity and ecosystemsGCSE POD – Combined Science 4.7.3 biodiversityKerboodle Digital bookChemistry for combined sciencep.160 - 171Seneca learning – Combined Science Chemistry: AQA GCSE – 10.1 – 10.2 Earth’s resourcesGCSE POD – Combined Science 5.4 Chemical changes 5.10.1 – 5.10.2 life cycle and recycling | Collins AQA Combined Science trilogy revision guide p.182 - 186CGP – GCSE Combined Science Exam practice – Foundation p.197 - 200CGP – GCSE Combined Science Exam practice – Higher p.233 - 236Collins AQA Combined Science trilogy revision guide p.68 - 71CGP – GCSE Combined Science Exam practice – Foundation p.60 - 65CGP – GCSE Combined Science Exam practice – Higher p.70 - 73Collins AQA Combined Science trilogy revision guide p.78 - 79CGP – GCSE Combined Science Exam practice – Foundation p.77 - 80CGP – GCSE Combined Science Exam practice – Higher p.87 - 90Collins AQA Combined Science trilogy revision guide p.114 - 117CGP – GCSE Combined Science Exam practice – Foundation p.112 - 116CGP – GCSE Combined Science Exam practice – Higher p.168 - 174 |
|  |  |  |
| **Additional Resources:**<https://www.bbc.co.uk/bitesize/><https://www.thenational.academy/><https://www.freesciencelessons.co.uk/> |



**Half Termly Overview 04/01/21 to 12/02/21**

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**Geography: Hot Deserts**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To locate hot deserts and describe the climate of hot deserts using data.
2. To explain why deserts are dry.
3. To explain how plants have adapted to survive in the hot desert.
4. To explain how animals have adapted to survive in the hot desert.
5. To describe and explain development opportunities in hot desert environments focusing on the Western Desert.
6. To describe and explain challenges in hot desert environments focusing on the Western Desert.
7. Identify the challenge of water supply in the desert​.
8. To explain the causes of desertification.
9. To understand the consequences of desertification.
10. To assess the most effective solutions to the problem of desertification. ​

​ | 2.<https://members.gcsepod.com/shared/podcasts/chapter/71013> Watch the pod and make a list of what deserts are like and explain why they are dry.3 and 4. <https://members.gcsepod.com/shared/podcasts/chapter/71014> Watch the pod and explain how plants and animals have adapted.5. <https://members.gcsepod.com/shared/podcasts/chapter/70771> Watch the pod and summarise the opportunities in the Western Desert.6. <https://members.gcsepod.com/shared/podcasts/chapter/70772> Watch the pod and summarise the challenges in the Western Desert.7. <https://members.gcsepod.com/shared/podcasts/chapter/70773> Watch the pod and explain the challenges of water supply in the Western Desert.8. <https://members.gcsepod.com/shared/podcasts/chapter/71015> Watch the pod and create a mind map of the causes of desertification.10. <https://members.gcsepod.com/shared/podcasts/chapter/71016> Watch the pod and explain how desertification can be tackled. Decide which method is best (giving reasons for your choice). | Master pack of resources are available upon request from the Humanities Office.Purple revision guide and workbook p.32-37AQA text book p.86 - 97 (Western Desert case study and desertification work). |
| **Additional Resources:**The following website <https://www.internetgeography.net/> is excellent as a general revision resource that you can use. There are quizzes on every section of the course you study. Seneca learning is a fantastic resource for you 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 04/01/21 to 12/02/21**

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 **History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **GCSE Post War Society**Investigate the impact of the Black Power Movement (Malcolm X, Black Panthers, Stokely Carmichael etc).Investigate how cultural changes affected women in the USA e.g. feminism and abortion rights.Investigate the policies of President Kennedy and President Johnson. How did they help people? | <https://www.gcsepod.com>AQA History Paper 1 Understanding the Modern World – America 1920-1973 Opportunity and InequalityMake revision cards on the following Pods:-Black Power-Great Society-New Frontier-2x Pods on Feminism<https://www.bbc.co.uk/bitesize/guides/z3trycw/revision/1>BBC revision site with a short test. This looks at cultural changes in the USA – Remember you only need to know details on topics up to 1973 for our course.<https://www.bbc.co.uk/bitesize/guides/z9fw4j6/revision/1>BBC revision site with a short test. This looks at political changes in the USA – Remember you only need to know details on topics up to 1973 for our course.Answer the question: **Which of the following achieved more in the 1960s and early 1970s:• campaigns to improve the rights of African-Americans• campaigns to improve the rights of women? 12 marks**Paragraph 1 – Explain how life / rights improved for African Americans (e.g. Civil Rights Act, Voting Act, Sit ins etc).Paragraph 2 – Explain how life / rights improved for Women (e.g. Equal Pay Act, Roe v Wade, Feminism etc).Conclusion – compare and explain which made the most progress. | **Revision Guide**Hodder My Revision Notes ‘AQA GCSE History’ p.40 - 49 (Glossary of keywords on p.49) |



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 **French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Environment**You will begin the new topic by looking at key environmental issues locally and globally. You will say what can be done to help these and what you personally can do, as well as looking at different time frames. You will learn structures to express what should/must be done. **Social Issues**You will learn the issues that are affecting people in society locally and globally. You will look at causes and solutions for these issues and discuss your opinions on Charity Work. Log on to linguascopelog in – unitypassword – time4langs | **Environment**<https://www.languagesonline.org.uk/French/FrenchVocab/Environnement/Index.htm><https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1><https://members.gcsepod.com/shared/podcasts/title/13586/81486><https://quizlet.com/190310058/lenvironnement-flash-cards/><https://www.youtube.com/watch?v=eWkrWqkiLYY>**Social Issues**<https://members.gcsepod.com/shared/podcasts/title/13586/81488><https://members.gcsepod.com/shared/podcasts/title/13585/81485><https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=society>https://content.linguascope.com/intermediate/pdfs/activities/french/wsint\_fre\_society\_act.pdf <https://quizlet.com/gb/506735432/la-societe-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zbdx382/revision/1>[file:///C:/Users/jlord/Desktop/Societal-Issues.pdf](file:///C%3A/Users/jlord/Desktop/Societal-Issues.pdf) | Master pack of resources and PowerPoints are available upon request from the MFL Office.  GCSE AQA French Revision Guides and Workbooks can be purchased from the MFL office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Town -** you will continue to look at the topic of town. You will give your opinion on your town and you will also revise the future tense by discussing where you will live when you are older.**Charity and voluntary work** - you will discuss the different types of charity work and whether this is something that you will do in the future. You will also talk about charity work abroad and in different German-speaking countries. **Healthy and unhealthy living** - the remainder of the half term will be spent looking at the topic of healthy and unhealthy living. We will talk about healthy and unhealthy eating habits and you will be able to say what you eat at different mealtimes. In addition to this, you will give your opinions on the different types of food and you will discuss how to lead a healthy lifestyle.  | **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/240339208/german-town-advantages-and-disadvantages-flash-cards/>https://www.bbc.co.uk/bitesize/guides/zqfd7hv/revision/10**Charity and voluntary work**<https://www.bbc.co.uk/bitesize/guides/ztrmhv4/revision/8><https://www.bbc.co.uk/bitesize/guides/ztrmhv4/revision/9><https://www.bbc.co.uk/bitesize/guides/ztrmhv4/revision/10><https://members.gcsepod.com/shared/podcasts/title/13654/82342><https://quizlet.com/234432344/german-gcse-61h-charityvoluntary-work-flash-cards/>**Healthy and unhealthy living**<https://quizlet.com/135680042/german-ii-unit-3-healthy-living-flash-cards/><https://app.memrise.com/course/333702/aqa-gcse-german-healthy-lifestyle/><https://www.youtube.com/watch?v=HO5BFiG6rRA> | Master pack of resources and PowerPoints are available upon request from the MFL Office.GCSE AQA German Revision Guides and Workbooks can be purchased from the MFL office. |
| **Additional Resources:**PowerPoints on town, charity and voluntary work and healthy and unhealthy living are available upon request from the MFL Office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**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 describe your ideal house.**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> | Master pack of resources and PowerPoints are available upon request from the MFL Office.GCSE AQA Spanish Revision Guides and Workbooks can be purchased from the MFL office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 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 11.3 ResourcesUnit 22.2 ResourcesMake 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:1.3 - Pearsons p.13 - 182.2 - Pearsons p.56 - 64 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**ICT – Unit R087: Creating Interactive Multimedia Products**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| What are client requirements/briefs? How to interpret requirements/ briefs?Workplans-What they are? Why have they been used?Design principles. What they are and where best used?Test plan and legalisation terminology. | 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.<https://www.bbc.co.uk/bitesize/guides/zcbqrwx/revision/4-> Multimedia applications<https://www.bbc.co.uk/bitesize/topics/zmpsgk7-> Hardware and software devices<https://www.dummies.com/education/internet-basics/different-types-of-internet-connections/> Types of connections available | **My revision notes Cambridge nationals Creative I media L1/L2 Pre-production skills and creating digital graphics by Kevin Wells- To read the information and complete the tasks that follow:****All resources on office 365.**p.9/46p.10-11/47p.43/45p.18All work to be emailed to me on: a.ahmad@unity.lancs.sch.uk  |
| **Additional Resources:**GCSE Bitesize ICT-Pick the relevant topics.TeachICT>ICT-Pick the relevant topics. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Business**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Who business stakeholders are and their different objectives:

Shareholders, employees, customers, managers, suppliers, local community, pressure groups, the government.How stakeholders are affected by business activity.How stakeholders impact business activity.Possible conflicts between stakeholder groups.1. Different types of technology used by businesses:

E-commerce, social media, digital communication, payment systems.1. How technology influences business activity in terms of sales, costs and marketing mix.
2. The purpose of legislation:

Principles of employment law, recruitment, pay, discrimination and health and safety.The impact of legislation on businesses including cost and the consequences of meeting and not meeting these obligations.Principles of consumer law (quality and consumer rights).1. The impact of the economic climate on businesses:

Interest rates, exchange rates, unemployment, changing levels of consumer income, inflation, government taxation.1. The importance of external influences on businesses including possible

responses by the business to changes in technology, legislation, and the economic climate. 1. Make a revision document/poster for 1.5 Understanding external

influences on Business | Pearson Active learn teach online resources: <https://www.pearsonactivelearn.com/> p.112-119p.120-123p.124-126 p.127-133p.134-143p.144-145 | Pearson Edexcel GCSE (9-1) Business textbook:p.112-119p.120-123p.124-126 p.127-133p.134-143p.144-145Pearson student revision guides and workbooks:p.33-42 |
| **Additional Resources:**[www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business <https://www.bbc.co.uk/bitesize/topics/z6rfpg8> - GCSE Edexcel Business: BBC bitesize <https://www.gcsepod.com> – GCSE Edexcel Business Videos |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

 **Art and Design (Fine Art) - Portraits**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Learn how to produce a proportionately accurate face.
2. Learn and practice how to use the grid technique.
3. Take photos of family and draw in various media.
4. 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 of resources are available upon request from the Art Office.  |
|  **Additional Resources:** [www.tate.org.uk](https://www.tate.org.uk/kids/explore)[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 04/01/21 to 12/02/21**

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**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)1. Chose a stimulus from the 2020 – 2022 Devising Exam paper.
2. Research the stimulus and create an appropriate vision.
3. Plan, Develop and Rehearse the performance.
4. Be prepared to make changes and experiment with techniques.
5. Perform for a group of peers and act on advice.
6. Record all processes.
7. Create a final polished performance (considering technical elements).
8. Evaluate the final performance.
 | Online Resources will be found on Satchel One.This includes:“A How to …” guide on writing about Devised work. | Master pack and PowerPoints are available upon request from the Art Office.Stimulus pack from the exam board. |
| **Additional Resources:**GCSE Pod<https://www.gcsepod.com/>The Border - <https://bit.ly/2PvpUx6> Blood Brothers - <https://www.youtube.com/watch?v=dvek0bj451Y>CGP GCSE Drama Blood Brothers ISBN 9781 78294 9664             CGP GCSE Drama Revision ISBN: 9781782949626             OCR GCSE Drama ISBN 9781911208730                                        Blood Brothers Script (Willy Russell) ISBN 9780413767707              |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Musical Forms and Devices 3**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: 1. To further explore the structures of binary, ternary and rondo form when listening to music.
2. To recognise musical devices including sequence, ostinato, broken chords and motifs.
3. To expand knowledge of the elements of music and analyse how they are used in pieces of music.
4. To revise the aural, notation and listening skills gained in year 9.
5. To analyse Bach’s Badinerie.
6. To apply the features and structures studied to composition tasks.

  | UC Music Department YouTube Channel<https://bit.ly/2FEtouh> Focus on Soundunity-college.musicfirst.co.ukSchool ID: unity-college (app only)Username: Same as your college computer log in, e.g. JSmith19Password: Unity123 (capital U) | Blue Musical Forms and Devices Student Workbook.You are encouraged to take home your music workbooks to revise from and if you need to self-isolate you have access to your work and can continue your learning remotely.  |
| **Additional Resources:**[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Introduction to the Colloid Structures, Smart Foods and Technological Development** Colloid structuresYou will learn:1. The different types of colloid structures such as meringue, emulsions, etc.
2. To recognise the scientific principles of each of these structures.

Smart FoodsYou will learn:1. What smart foods are and how they are classified.
2. The advantages and disadvantages of using smart foods.

Technological DevelopmentsYou will learn:1. How food is shaping for the future.
2. How technological developments have helped world famine.

Encourage you to prepare the following products at home:Chocolate Roulade/ Fruit Flan/ Chicken & Pasta Bake/ Chicken wrapped in bacon  | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%C2%A0)(from p.120 onwards) [www.bbcteach.co.uk](http://www.bbcteach.co.uk)Design & Technology/ Food Technology/ Food Preparation & Nutrition – class clips on emulsions and coagulation.[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk )14-16yrs section – use the drop-down menu to find food for the future.<https://royalrussell.planetestream.com> | Digital Textbook From p.120Master pack of resources are available on request from the Technology Office. |
| **Additional Resources:**BBC/ YouTube – documentaries on food developments.Resources on Show My Homework. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

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

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| **You will learn** | **Online resources** | **Teaching Resources/Links** |
| **4th Jan – Specialist Techniques and processes.**Understand how to select and use specialist tools, equipment, techniques and processes.Be aware of relevant health and safety issues to protect yourself and others from harm.**11th Jan – Surface treatments and finishes.** Understand that surface treatments and finishes are applied for functional and aesthetic purposes. How to prepare different surfaces for treatments and finishes. Select and apply appropriate surface treatments and finishes to a range of surfaces.**18th Jan – End of Section B assessment.**Test your knowledge on the section B theory covered over the last 6 lessons.**25th Jan – Self assessment of end of section B assessment.**Self-mark the test from last lesson, look at the answers and correct any mistakes. Identify weaknesses in knowledge and re – learn what you need to improve on. **1st Feb – Maths for Design and Technology – Solving Design and Technology problems.** Be able to apply mathematical knowledge to exam style questions with Design and Technology contexts.**8th Feb – Maths for Design and Technology – Working with data.** Understand how to handle data through Design and Technology contexts. Be able to plot, draw and interpret graphs. Be able to translate graphs between graphical and numerical form. | The following resources are available online if go to your Office 365 via the college website and access Year 10 Technology Teams Group: 4th Jan – Specialist tools and processes T4 power point and worksheet. 11th Jan – Surface treatments and finishes T5 power point and worksheet. 18th Jan End of section B assessment – Unit 7 test.25th Jan - End of section B Answers – Unit 7 answers1st Feb – Maths for Design and technology: Solving design and technology problems T68th Feb – Maths for design and technology: working with data T5 | Master pack of resources are available upon request from the Technology Office.  In addition, you can use the Blue CGP revision Guide - AQA GCSE Design and Technology page references: 4th Jan – Specialist tools and processes – p.64 - 6911th Jan – Surface treatments and finishes – p.72-7318th Jan – read through your notes for the last 6 lessons. Create mind maps, flash cards etc. |
| **Additional resources:**[www.technologystudent.com](http://www.technologystudent.com) Cutting Materials Efficiently and Minimising Waste - <https://members.gcsepod.com/shared/podcasts/title/12798/78282>Using Marking-Out Methods, Data Points and Coordinates - <https://members.gcsepod.com/shared/podcasts/title/12798/78542>Resistant Materials: Tools and Processes - <https://members.gcsepod.com/shared/podcasts/title/7888/52597> |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Religious Studies**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Worship and festivals** 1. Different forms of worship and their significance.
2. Liturgical, non-liturgical and informal, including the use of the Bible.
3. Private worship.
4. Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.
5. The role and meaning of the sacraments.
6. The meaning of sacrament.
7. The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism.
8. 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.
9. The role and importance of pilgrimage and celebrations including.
10. Two contrasting examples of Christian pilgrimage: Lourdes and Iona.
11. The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.
 | GCSE Christian practices<https://members.gcsepod.com/shared/podcasts/title/12358/76610> Oak Academy<https://classroom.thenational.academy/units/christian-practices-173f>BBC Bitesize<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1>Quizlet <https://quizlet.com/gb/312410639/aqa-gcse-religious-studies-christianity-3-flash-cards/><https://quizlet.com/gb/312410724/aqa-gcse-religious-studies-christianity-4-flash-cards/> | Pearson revision guide and workbook AQA Religious studies A Christianity (Chapter 1 Christian beliefs) |
| **Additional Resources:** Seneca learning - 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 **xnp8lqbwzf** |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Vocational Sport**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Intrinsic Factors (PIPPS) (Single lesson each week)**1. To test knowledge of ‘Extrinsic Factors’ (practice exam questions).
2. To know the five intrinsic factors (PIPPS) which can influence the risk of injury.
3. To be able to identify the six different areas of **physical preparation** and describe how each area can influence injury.
4. To be able to identify the six different areas of **individual variables** and describe how each area can influence injury.
5. To be able to identify the three different areas of **psychological factors** and describe how each area can influence injury.
6. To be able to explain **posture and causes of poor posture** and give an example for each cause.
7. To be able to describe the symptoms of sports related injuries related to poor posture.

**Coursework on Office 365 – TEAMS (Double lesson each week)****Principles of Training**Continue to work through the Principles of Training coursework using the teaching resources for help. Contact your teacher if you are unsure on what you need to do.  | The Everlearner([www.theeverlearner.com](http://www.theeverlearner.com))Videos to watch on Intrinsic Factors and complete the online Assessment on this topic. | Test 3: Extrinsic FactorsCambridge National Level ½ Sport Science Revision Guide – p.13 - 20Cambridge National Level ½ Sport Science Text book by Hodder Education – p.8 - 15Sports Science Reducing the risk of Injuries – Mind map book – p.2 – 5**Coursework**Principles of Training outlineCambridge National Level ½ Sport Science Revision Guide – p.38 – 57 |
| **Additional Resources:**Coursework Unit: Links to PowerPoints - Located on Office 365 Individual class teams> files>class materials>principles of training |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 10**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know how to factor in exercise at home.
2. To know how to carry out your own exercise session at home using minimal equipment.
 | <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/> | Master pack of resources are available upon request from the PE Office with examples of how you can exercise at home with minimal equipment. |