

**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 English Language and English Literature**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **English Literature – Blood Brothers/Unseen Poetry*** The key events in each act.
* How characters are presented and described.
* Willy Russell’s ‘big ideas’ in the play.
* Willy Russell’s key messages in the play.
* How to analyse the language and methods in key extracts from the play.
* How to closely analyse words and language features in key quotes from the play.
* How to link the writer’s messages and big ideas to key moments in the play.
* How to use knowledge of the whole play to make links between extracts and the wider story.
* How to develop ideas with sufficient detail for essay writing.
* How to analyse and discuss unseen poetry.
* How to compare methods used in different poems.

**English Language – Narrative and Descriptive Writing*** How example stories and description are written and crafted.
* How to include methods for effect in fiction writing.
* How to present ideas in a fiction writing style.
* How to deconstruct model narrative and descriptions.
* How to practise writing descriptions and narratives.
* How to write descriptions and narratives and present your ideas in clear paragraphs and clear sentences.
* 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 – Caught in a Spider’s Web (PG 24-29) & Chapter 5: Town and Country – Distant Forests (Page 156-161):<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> BBC Bitesize – Unseen Poetry – AQA Exam Board – Responding to poetry and comparing poems:[Responding to poems - Comparing unseen poems - GCSE English Literature Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z3gfg82/revision/1) BBC Bitesize (Writing Fiction):<https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1> Seneca Learning - English Language AQA GCSE – key terms, language techniques, Paper 1: writing & Paper 1: Reading:<https://app.senecalearning.com/dashboard/courses/add?Price=Free> | CGP Blood Brothers – The Text Guide.CGP Blood Brothers Workbook.York Notes – Blood Brothers Text Guide.York Notes – Blood Brothers Workbook.Target Grade 5 Get Back on Track English Literature – Blood Brothers.Kerboodle – AQA English Language. Kerboodle Book 1: Establishing the Skills for Learning and Assessment. Chapter 1: Bugs – Caught in a Spider’s Web (Page 24-29) & Chapter 5: Town and Country – Distant Forests (PG 156-161). |
| **Additional Resources**Blood Brothers – Full online play:<https://www.youtube.com/watch?v=A9mbfRiZ2Bk&t=277s&safe=active>; York Notes for GCSE – Blood Brothers.Your own copy of the full play to reread. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Ratio & Proportion**1. Simplify ratios.
2. Compare quantities using ratios.
3. Write ratio as fraction.
4. Write ratio in the form 1:n.
5. Share in a ratio (split into two parts or three parts).
6. Share in a ratio (given parts).
7. Share in a ratio (given the difference between values).
8. Ratio problems involving complex worded problems.

**Proportion**1. Direct proportion.
2. Recipe problem.
3. Recipe problems to calculate ingredients needed.
4. Converting currency.
5. Find the best buy.
6. Complex problems involving the best value for money.
7. Working with direct proportion.
8. Working with inverse proportion.
9. Proportion real-life problems.
 | **Hegarty Maths Clips:**329328330331332333334335339739740-742707-708763-767768 – 772340-341342n/a | **KS4 CGP textbook pages:**Section 6.1 Ex 1 page 63Section 6.1 Ex 2 page 64Section 6.2 Ex 2 page 67-68Section 6.1 Ex 3 page 65Section 6.3 Ex 1 page 70-71Section 6.1 Ex 2 page 64Section 6.4 Ex 1 page 72 (q13)Section 6.4 Ex 1 page 72Section 14.1 Ex 1 page 161Section 14.1 Ex 2 page 162Section 14.1 Ex 2 page 162Section 14.1 Ex 2 page 162Section 14.1 Ex 3 page 162Section 14.1 Ex 3 page 162n/aSection 14.2 Ex 1-2 page 165Section 14.3 Ex 1 page 167 |
| **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 22/02/21 to 26/03/21**

**Year 10 Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Quadratic equations**1. Plotting Quadratic graphs.
2. Solving quadratics by factorising x2+bx + c.
3. Solving quadratics by factorising ax2+bx + c.
4. Solving quadratics by expanding brackets to the form ax2+bx + c.
5. Solving a quadratic by using the quadratic formula.
6. Solve quadratic equations by completing the square x2+bx + c.
7. Solve quadratic equations by completing the square ax2+bx + c.
8. Solve quadratic equations by completing the square x2+bx + c (surd form).
9. Find the significant points of a quadratic curve (x-intercept).
10. Find the turning point on a quadratic graph.
11. Sketching with completing the square.

**Simultaneous equations with graphs**1. Solve linear equations using graphs.
2. Solve quadratic & linear graphs simultaneously.
3. Solve quadratic equations using graphs by rearranging.

**Quadratic simultaneous equations**1. Solve simultaneous equations with linear and non-linear equations.
2. Solving quadratic inequalities.
 | **Hegarty Maths Clips:**251230231-232233241-242235 – 236237238-239253-254255-256257217-219259260246277 | **KS4 CGP textbook pages:**Section 16.1 Ex 1 & Ex 2 page 143 – 145Section 11.1 Ex 1 page 98Section 11.1 Ex 2 page 99Section 11.1 Ex 3 page 99Section 11.3 Ex 1 page 102-103Section 11.2 Ex 1-2 page 100Section 11.2 Ex 2 page 102Section 11.2 Ex 2 page 101 Q1 & Q3Section 17.5 Ex 1 pages 170Section 17.5 Ex 1 pages 170Section 17.5 Ex 2 page 171Section 17.3 Ex 1 page 166Section 17.3 Ex 2 page 167Section 17.4 Ex 1-2 page 168-169Section 12.2 Ex 1 page 108-109Section 13.2 Ex 1 page 112 |
| **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 22/02/21 to 26/03/21**

**Year 10 Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Physics**To be able to explain:* How energy is stored and transferred.
* What is conservation, useful and wasted energy.
* What is energy efficiency.
* How energy is supplied to homes.
* The parts of the electromagnetic spectrum and their characteristics.
* How to calculate frequency and wavelength of electromagnetic waves.
* What is ionising radiation and its dangers.
* Why X-ray radiation is used in medicine.
 | Kerboodle Digital Book Physics for Combined Science. Page 4-21.Seneca Learning – Combined Science Physics: AQA GCSE – 1.1 and 1.2.GCSE POD – Combined Science 6.1 Energy.Kerboodle Digital Book Physics for Combined Science. Page 146-155.Seneca Learning – Combined Science Physics: AQA GCSE – 6.2 Electromagnetic Waves.GCSE POD – Combined Science 6.6.2 Electromagnetic Waves. | Collins AQA Combined Science Trilogy Revision Guide. Page 170.CGP – GCSE Combined Science Exam Practice – Foundation. Page 148-155.CGP – GCSE Combined Science Exam Practice – Higher. Page 175-182. Collins AQA Combined Science Trilogy Revision Guide. Page 186.CGP – GCSE Combined Science Exam Practice – Foundation. Page 201-206.CGP – GCSE Combined Science Exam Practice – Higher. Page 235-241. |
| **Biology** To be able to explain:* Magnification.
* The main parts of plant, animal and prokaryotic cells.
* Diffusion, Osmosis and Active transport.
* The difference between asexual and sexual production.
* Meiosis, sex determination and human genetic disorders and how they are screened.
* What DNA and a genome are and genes and their functions.
 | Kerboodle Digital Book Biology for Combined Science. Page 4-23Seneca Learning – Combined Science Biology: AQA GCSE – 1 Cells.GCSE POD – Combined Science Biology 4.1 Cell Biology.Kerboodle Digital Book Biology for Combined Science. Page 162-175.Seneca Learning – Combined Science Biology: AQA GCSE – 6.1 Human Reproduction.GCSE POD – Combined Science Biology 4.6.1 Reproduction. | Collins AQA Combined Science Trilogy Revision Guide. Page 16.CGP – GCSE Combined Science Exam Practice – Foundation. Page 1-11.CGP – GCSE Combined Science Exam Practice – Higher. Page 1-14.Collins AQA Combined Science Trilogy Revision Guide. Page 64.CGP – GCSE Combined Science Exam Practice – Foundation. Page 53-59. |
| **Chemistry – The Periodic Table**To be able to explain:* The periodic table and atomic structure.
* The properties and characteristics of Groups 1, 7 and 0.
* The difference between endothermic and exothermic reactions.
* The uses of energy transfers.
* Reaction profiles.
* Bond energy calculations (higher only).
 | Kerboodle Digital Book Chemistry for Combined Science. Page 22-31.Seneca Learning – Combined Science Chemistry: AQA GCSE – 1.1.6 Periodic Table.GCSE POD – Combined Science 5.1.2 The Periodic Table.Kerboodle Digital Book Chemistry for Combined Science. Page 96-103.Seneca Learning – Combined Science Chemistry: AQA GCSE – 5 Energy Changes.GCSE POD – Combined Science 5.5 Energy Changes. | Collins AQA Combined Science Trilogy Revision Guide. Page 90-93.CGP – GCSE Combined Science Exam Practice – Foundation. Page 91-96.CGP – GCSE Combined Science Exam Practice – Higher. Page 101-107.Collins AQA Combined Science Trilogy Revision Guide. Page 120.CGP – GCSE Combined Science Exam Practice – Foundation. Page 119-121 |
| **Additional Resources**<https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> <https://www.freesciencelessons.co.uk/>  |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Geography: The UK economy**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To identify the causes of economic change in the UK.
2. To describe the changing economic structure of the UK in a post-industrial economy.
3. To identify the environmental impact of industry in the UK.
4. To summarise the main reasons for the growth of business and science parks.
5. To understand how industry impacts the environment and strategies that are used to become more sustainable.
6. Outline the social and economic issues caused in rural areas due to changes in population.
7. Give reasons to explain why the north/south divide exists. Evaluate the effectiveness of strategies implemented to reduce the gap.
8. Evaluate the effectiveness of proposed transport developments within the UK.
9. Understand the place of the UK’s relationship within the wider world (especially within the EU and Commonwealth).
 | 1.<https://members.gcsepod.com/shared/podcasts/chapter/75020> Watch the pod and identify the causes of the changing UK economy.2.<https://members.gcsepod.com/shared/podcasts/chapter/75023> Watch the pod and describe the changes that have taken place in the UK. 5.<https://www.internetgeography.net/what-are-the-impacts-of-industry-on-the-physical-environment-quiz/> complete the quiz.6.<https://www.internetgeography.net/changes-in-the-rural-landscape-in-the-uk-quiz/> complete the online quiz.7. <https://members.gcsepod.com/shared/podcasts/chapter/75027> Watch the pod and create a mind map about the North/South divide.8.<https://members.gcsepod.com/shared/podcasts/chapter/75033> Summarise the ways in which transport systems in the UK are being improved.9.<https://members.gcsepod.com/shared/podcasts/chapter/75034> Describe and explain the importance of the UK within the wider world.<https://www.internetgeography.net/the-uk-in-the-wider-world-quiz/> complete the quiz. | Master pack of resources available on request from the Humanities Office.AQA Textbook. Page 282-303.Pearson Revision Guide and Workbook. Page 98-102. (Workbook pages match the revision guide.) |
| **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 22/02/21 to 26/03/21**

**Year 10 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Treaty of Versailles*** To be able to describe the aims of the Big 3.
* To be able to explain the terms of the Treaty of Versailles.
* To be able to explain the reaction in Germany to the terms of the Treaty.
 | (1-3) https://[www.gcsepod.com](http://www.gcsepod.com) AQA History Paper 1 Conflict and Tension: 1918-1939 The inter war years. Make revision cards on the Pods related to the Treaty of Versailles.(1-3) BBC revision site with a short test. This looks at the aims / terms and reaction to the Treaty of Versailles:<https://www.bbc.co.uk/bitesize/guides/zbg4t39/revision/8>Answer the question:(1)Write an account of how the different aims of the Big 3 created and international crisis in 1918. 8 marks.(2+3)Write an account of how the terms of the Treaty created and international crisis between 1919 and 1939. 8 marks.(2+3)“The main reason that Germany was unhappy with the terms of the Treaty of Versailles was due to the War Guilt clause” How far do you agree with this statement? 16 marks.Paragraph 1 – Explain why the War Guilt Clause upset the Germans.Paragraph 2 – Explain another term that upset the Germans (Economic / Territory / Military).Paragraph 3 – Explain a third term that upset the Germans (Economic / Territory / Military).Conclusion – Explain which of the ones you have explained they were upset by the most – **and why this was worst for them.** | **Revision Book**Hodder My Revision Notes ‘AQA GCSE History’. Page 98 – 102. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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. **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 do, as well as looking at different time frames. You will learn structures to express what should/must be done. **Linguascope:**Log in – unity Password-time4langs) | 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)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> | Master pack available upon request from the MFL Office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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.  | 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 available on request from the MFL Office. |
| **Additional Resources**PowerPoints on Charity and voluntary work and Healthy and unhealthy living available upon request from the MFL Office.GCSE AQA German revision guides and workbooks can be purchased from the MFL office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Town:**You will 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 learn the future tense and how to say where you will live when you are older. | Town<https://quizlet.com/265939858/spanish-places-in-town-spanish-places-around-town-flash-cards/>[Places in town Spanish - Find the match (wordwall.net)](https://wordwall.net/resource/97772/spanish/places-town-spanish-find-match)[places in town (easy) - Unjumble (wordwall.net)](https://wordwall.net/resource/1713274/spanish/unjumble-places-town-easy)[places in town Spanish - Match up (wordwall.net)](https://wordwall.net/resource/97764/spanish/places-town-spanish)<https://quizlet.com/gb/506215906/adjectives-to-describe-town-flash-cards/><https://www.bbc.co.uk/bitesize/guides/z789mfr/revision/1> | Master pack available on request from the MFL Office. |
| **Additional Resources**GCSE AQA Spanish revision guide available from the MFL office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Networks Part 2**
* The Internet as a worldwide collection of computer networks:
* DNS (Domain Name Server) – how it works.
* Hosting – know the variety of hosting types.
* The Cloud – understand how cloud computing supports networks.
* Web servers and clients – explain how the client server relationship Works.

**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 Resources.Unit 22.2 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> | Pearson’s OCR GCSE Computer Science Revision Guide.1.3 Pearson’s. Page 17-21.2.2Pearson’s. Page 56–64. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 ICT - Unit R081: Pre-Production Skills (Exam Preparation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Revision/Recap**1. Mood boards- Purpose and what’s included in them.
2. Mind maps- Purpose and what’s included in them.
3. Visualisation Diagrams- Purpose and what’s included in them.
4. Storyboards- Purpose and what’s included in them.
5. Scripts- Purpose and what’s included in them.
 | 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:If no book all resources on Office 365.1. Page 1
2. Page 2
3. Page 3/4
4. Page 5/6
5. Page 7-test yourself

All work to be emailed to a.ahmad@unity.lancs.sch.uk or handed in on return to college. |
| **Additional Resources**GCSE Bitesize ICT-Pick the relevant topics.TeachICT>ICT-Pick the relevant topics. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Business**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| 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.
2. Methods of business growth and their impact:

**Internal** (organic) growth, new products (innovation, research and development), mew markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas). **External** (inorganic) growth, merger, takeover. 1. Advantages and disadvantages of Public Limited Companies
2. Sources of finance for growing and established businesses:

**Internal** sources – retained profit, selling assets. **External** sources – loan capital, share capital, including stock market flotation (public limited companies) 1. How and why business aims and objectives change as businesses evolve in response to market conditions, technology, performance, legislation and internal reasons:

Focus on survival and growth, entering or exiting markets, growing or reducing the workforce, increasing or decreasing product range1. Create a revision poster/document/revision clocks for 1.5 and *2.1 topics covered*
 | <https://www.pearsonactivelearn.com/>1. Page 134-143
2. Page 144-145
3. Page 150-151
4. Page 152
5. Page 153-154
6. Page 155-158
 | Pearson Edexcel GCSE (9-1) Business textbook: 1. Page 134-143
2. Page 144-145
3. Page 150-151
4. Page 152
5. Page 153-154
6. Page 155-158
7. Pearson Student Revision Guides and Workbooks. Page 38-53.
 |
| **Additional Resources**[www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business <https://www.bbc.co.uk/bitesize/examspecs/z98snbk> - GCSE Edexcel Business: BBC bitesize <https://www.gcsepod.com> – GCSE Edexcel Business Videos |



**Half Termly Overview 22/02/21 to 26/03/21**

**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 22/02/21 to 26/03/21**

**Year 10 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Continue developing a piece of Devised work from a stimulus (30% of GCSE)*** Chose a stimulus from the 2020 – 2022 Devising Exam paper
* Research the stimulus and create an appropriate vision.
* Plan, Develop and Rehearse the performance.
* Be prepared to make changes and experiment with techniques.
* Perform for a group of peers and act on advice.
* Record all processes.
* Create a final polished performance (considering technical elements).
* Evaluate the final performance.
 | Online Resources will be found on Satchel One. This will include:“A How to …” guide on writing about Devised work. | PowerPoint and scanned work pack available on 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 22/02/21 to 26/03/21**

**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:** * 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/2FEtouhFocus on Sound:unity-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.Students are encouraged to take home their music workbooks to revise from and if they need to self-isolate they have access to continue their learning remotely.  |
| **Additional Resources**www.bbc.co.uk/bitesize |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Double lessons - Food Provenance:*** What food provenance means.
* The impact of food miles on the environment.
* The importance of packaging.
* The impact of food packaging on the environment.
* The sustainability of food and food waste.
* That food security can provide access to safe sufficient food for all.

**Practical activities linked to the theory:*** Berry Bake.
* Vegetable soup & bread.
* Vegan pasties.
 | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood)(see from page 96).[www.bbcteach.co.uk](http://www.bbcteach.co.uk)Design & Technology – Food Preparation & Nutrition – class clips.[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)14-16yrs section – Go to drop down menu for section on where does our food come from?[www.gcsepod.com](http://www.gcsepod.com)FPN section on Food Provenance. | Digital Textbook: Page 96.Master pack available on request from the Technology Office. |
| **Additional Resources**Resources on Satchel One.ARO videos to aid practical work at home as well as pictorial recipe sheets.SharePoint: Lesson resources, worksheets and power points. Revision guides. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 GCSE Design and Technology: Design and Make Principles**

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| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **22nd Feb – Investigation of Primary and Secondary Data/Research.*** Understand how primary and secondary data can be collected to assist the understanding of client and user needs. How to write a design brief and produce a manufacturing specification. How the environment, and social and economic challenges influence designing and making.

**1st March – The Work of Others: Designers.** * Know how to investigate, analyse and evaluate the work of others.
* Understand how investigating the work of other designers can inform designing.

**8th March – The Work of Others: Brands.*** Know how to investigate, analyse and evaluate the work of others.
* Understand how investigating the work of other design companies can inform designing.

**15th March – Design Strategies.** * Be able to use a range of design strategies to help produce imaginative and creative design ideas.
* Understand how to explore and develop design ideas.

**22nd March – Communication of Design Ideas.** * Understand how to develop, communicate, record and justify design ideas.
* Be aware of a range of techniques to support clear communication of design ideas.
* Know how to design and develop prototypes in response to client wants and needs.
* Be able to critically evaluate prototypes and suggest modifications.
 | The following resources are available online if you sign-in to Office 365 and access your year 10 Technology Teams Group:**22nd Feb –** Investigation of primary and secondary data/research. Power point and worksheet.**1st March –** The work of others: Designers. Power point and worksheet.**8th March –** The work of others: Brands. Power point and worksheet.**15th March –** Design Strategies. Power point and worksheet.**22nd March –** Communication of Design Ideas. Power point and worksheet. | Master pack is available on request from the Technology Office.In addition, you can use the Blue CGP Revision Guide.AQA GCSE Design and Technology: **22nd Feb –** Investigation of Primary and Secondary Data/Research. Page 96-97, page 100-103.**1st March –** The Work of Others: Designers. Page 94.**8th March –** The Work of Others: Brands. Page 95.**15th March –** Design Strategies. Page 104-105.**22nd March –** Communication of Design Ideas. Page 106-113. |
| **Additional Resources:**[www.technologystudent.com](http://www.technologystudent.com) GCSE POD – Communicating design ideas part 1: https://members.gcsepod.com/shared/podcasts/title/13665/82592GCSE POD – Communicating design ideas part 2: https://members.gcsepod.com/shared/podcasts/title/13665/82593GCSE POD – Communicating design ideas part 3: <https://members.gcsepod.com/shared/podcasts/title/13665/82587> |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 10 Religious Studies**

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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.
 | 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** **22/02/21 to 26/03/21**

**Year 10 Vocational Sport**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Understand how appropriate warm up and cool down routines can help to prevent injury (Single lesson each week):*** To test knowledge of ‘Intrinsic Factors’ (practice exam questions).
* To be able to identify and describe the **5 key components of a warm-up.**
* To be able to provide practical examples of the 5 key components of a warm-up.
* To know the **7 physical benefits** of a warm-up and how each benefit can prevent injury.

**Coursework on Office 365 – Log onto TEAMS (Double lesson each week)****Principles of Training*** Pick up where you left off and 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.Complete the online Assessment on this topic | Test 4: Intrinsic FactorsCambridge National Level ½ Sport Science Revision Guide. Page 20 – 22.Cambridge National Level ½ Sport Science Textbook by Hodder Education. Page 16 – 19.Sports Science Reducing the Risk of Injuries – Mind Map Book. Page 6.CourseworkPrinciples of Training OutlineCambridge National Level ½ Sport Science Revision Guide. Page 38 – 71. |
| **Additional Resources**Coursework Unit: Links to powerpoints - Located on Office 365 Individual class teams/ files/ class materials / principles of Training. |



**Half Termly Overview 22/02/21 to 26/03/21**

**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 plan and 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/> | [Unity College PE- Home activities (padlet.com)](https://padlet.com/mwilliams393/j08dqdvaa3kmozht)Use this link to our PE Padlet with lots of activities that you can complete at home.There are lots of tasks and videos for you to watch and have a go at.<https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |