

**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 English Language and English Literature**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **English Literature – Blood Brothers*** 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.

**English Literature – Macbeth*** The key events in each act.
* How characters are presented and described.
* Shakespeare’s ‘big ideas’ in the novel.
* Shakespeare’s key messages about the novel.
* 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 novel.
* How to link the writer’s messages and big ideas to key moments in the play.
* 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 Writing*** How to evaluate texts critically.
* How to write formal letters accurately for an appropriate audience.
* How example letters are set out.
* How to include methods for effect in nonfiction writing.
* How to present an argument in a nonfiction writing style.
* How to deconstruct model letters.
* How to practise writing letter in a persuasive and opinionated style.
* How to write letters and present your ideas in clear paragraphs and clear sentences.
* How to self-mark your own writing against a success criterion.

**English Language – Paper One Reading*** How to select relevant quotes from a text to back up your ideas.
* How to analyse language features and word choices in a text.
* How to discuss the structure of a text.
* How to evaluate ideas in a text.
* How to express opinions about a text.
 | 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 (P156-161)<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) GCSE POD. All ‘Macbeth’ GCSE pods on characters, plot overviews, themes and key quotes. BBC Bitesize - Macbeth – AQA Exam Board - plot summary, characters, themes, form, structure, language and the sample exam question. <https://www.bbc.co.uk/bitesize/topics/zgq3dmn> Macbeth E-text with modern translation<https://www.sparknotes.com/nofear/shakespeare/macbeth/page_2/> Spark Notes – Macbeth – summary, characters, main ideas, quotes and further study.<https://www.sparknotes.com/shakespeare/macbeth/> Seneca Learning – English Lit: AQA GCSE A Macbeth<https://app.senecalearning.com/dashboard/courses/add> The Shakespeare Birthplace Trust – Macbeth<https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/macbeth> Cliffs Notes – Macbeth – Scenes and Characters<https://www.cliffsnotes.com/literature/m/macbeth/macbeth-at-a-glance>BBC Bitesize (Writing Non-fiction)<https://www.bbc.co.uk/bitesize/topics/zs3chv4> 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 GuideCGP Blood Brothers WorkbookYork Notes – Blood Brothers Text GuideYork Notes – Blood Brothers WorkbookTarget Grade 5 Get Back on Track English Literature – Blood BrothersOwn copies of the full Literature texts to reread and annotateKerboodle – AQA English Language Kerboodle Book 1: Establishing the Skills For Learning and Assessment. Chapter 1: Bugs – Caught In a Spider’s Web (P24-29) & Chapter 5: Town and Country – Distant Forests (P156-161) |
| **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 play to reread (Blood Brothers)Your own copy of Macbeth to rereadYouTube – Mr Bruff – Macbeth - <https://www.youtube.com/watch?v=TZGeaiEF3AI&t=434s&safe=active> York Notes for GCSE – Macbeth Study Guide Save My Exams – Letter Writing Advice - <https://www.savemyexams.co.uk/gcse-english-language-aqa-new/paper-2/section-b-writing/form-letter/> |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Right-angled triangles**1. Pythagoras’ theorem finding a hypotenuse
2. Pythagoras’ theorem finding a shorter side
3. Applying Pythagoras’ theorem
4. Trigonometry finding a missing side
5. Trigonometry finding an angle
6. Exact trigonometry values
7. Applying trigonometry

**Probability**1. The language of probability
2. Probability on a number line
3. Probability of an event
4. Probability of not happening
5. Mutually exclusive (knowing probabilities add to one)
6. Relative frequency
7. Expected probabilities/finding totals given probabilities
8. Expectations using experiments
9. Listing outcomes

**Probability combined events**1. Creating and using a sample space diagram for probabilities
2. Multiplication rule for independent events
3. Venn diagrams for probability
4. Using tree diagrams for probability

**Compound measures and Percentages**1. Speed, distance & time
2. Density, mass & volume
3. Pressure, force & area
4. Convert Fractions, decimals & percentages
5. Find percentage of an amount
6. Percentage increase & decrease
7. Percentage change
 | **Hegarty Maths Clips:**497-498499501509-510511-512508515349350351353354356352355670358-359360383-384361-363716-724725-731734-73781-8384-8788-9097 | **KS4 CGP textbook pages:**Section 19.1 Ex1 page 217Section 19.2 Ex2 page 219Section 19.1 Ex3 page 220Section 19.2 Ex1 page 222Section 19.2 Ex1 page 222Section 19.2 Ex2 page 223Section 19.3 Ex1 page 224Section 27.1 Ex1 page 342Section 27.1 Ex2 page 343Section 27.2 Ex1-2 page 345-346Section 27.2 Ex3 page 347Section 27.2 Ex4 page 347Section 27.4 Ex1 page 351Section 27.4 Ex2 page 352Section 27.4 Ex 4 page 354Section 27.3 Ex1 page 349Section 27.3 Ex 2 page 350Section 27.5 Ex 1 page 355Section 27.7 Ex 2 page 359Section 27.6 Ex 1 page 357Section 17.1 Ex 1-3 page 201-203Section 17.2 Ex 1 page 203Section 17.3 Ex 1 Page 204Section 7.2 Ex1-3 page 77-80Section 7.1 Ex2-3 page 75-76Section 7.3 Ex1-4 page 81-83Section 7.3 Ex5 page 84 |
| **Additional Resources**Revision material, support resources and video tutorials:<https://www.mathsgenie.co.uk/>, <https://www.bbc.co.uk/bitesize/subjects/z38pycw>, <https://www.onmaths.com/>, <https://corbettmaths.com/> |



**Half Termly Overview** **12/04/2021 to 28/05/2021**

**Year 10 Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Probability – Combined events**1. Probability of two events using a sample space diagram
2. Independent events using the multiplication rule
3. Tree diagrams for independent events
4. Tree diagrams for dependent events
5. Venn diagrams for probability

**Multiplicative Reasoning**1. Simple interest
2. Compound interest & decay
3. Growth and decay problems
4. Income and rates of pay
5. Money problems
6. Profit & loss
7. Speed, distance & time
8. Density, mass & volume
9. Pressure, force & area
10. Finding upper and lower bounds
11. Problems involving limits of accuracy

**Graphs**1. Distance-Time graphs
2. Velocity-Time graph
3. Area under a curve
4. Finding the gradient of a tangent to a curve
5. Equation of a circle
6. Cubic, exponential & reciprocal graphs
7. Working with exponential graphs
 | **Hegarty Maths Clips:**358-359360361-363364-367383-3859394-9591-92755-756750-754759-762716-724725-733734-737137-138, 774-775139, 776-777874-879880-886891-893887-890778-779298-302800, 802-803 | **KS4 CGP textbook pages:**Section 36.2 Ex 2 page 367Section 36.4 Ex 1 page 371Section 36.7 Ex 1-2 page 375Section 36.8 Ex 1-2 page 377Section 36.8 Ex 3 page 379N/ASection 5.4 Ex 1 page 46Section 5.4 Ex 2-4 page 47N/ASection 1.1 Ex 7 page 5Section 5.5 Ex1-3 page 49Section 25.1 Ex 1-2 page 233Section 25.1 Ex3 page 234Section 25.1 Ex 4 page 235Section 2.2 Ex 1 page 14Section 2.2 Ex 2-5 page 15Section 25.2 Ex 1-2 page 236Section 25.3 Ex 1-2 page 239Section 25.3 Ex 3 page 240Section 17.6 Ex 1 page 171Section 16.6 Ex 1 page 151Section 16.2-16.5 page145Section 16.5 Ex 1 page 150 |
| **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 12/04/2021 to 28/05/2021**

**Year 10 Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **Physics – Forces in Action*** What is meant by a vector and scalar quantity.
* What forces are and how we measure them.
* How to calculate a resultant force.
* How to calculate the centre of mass.
* How to use the parallelogram of forces.
 | Kerboodle Digital BookPhysics for Combined Science: P98-111Seneca learning – Combined Science Physics: AQA GCSE – 5.2 ForcesGCSE POD – Combined Science 6.5.1 Forces and their Interactions | Collins AQA Combined Science Trilogy Revision Guide: P158-159CGP – GCSE Combined Science Exam Practice – Foundation: P182-183, P191-192CGP – GCSE Combined Science Exam practice – Higher: P 212-P 215 |
| **Biology – Genetics and Evolution*** How fossil records can show evolution occurred.
* How environmental change can cause extinction.
* What antibiotic resistant bacteria is and how best to deal with it.
* What the scientific systems used to classify organisms are.
 | Kerboodle Digital BookBiology for Combined Science: P190-203Seneca learning – Combined Science Biology: AQA GCSE – 6.3 Genetics and Evolution and 6.4 ClassificationGCSE POD – Combined Science 4.6.3 The Development of Understanding of Genetics and Evolution | Collins AQA Combined Science Trilogy Revision Guide: P68-69 and P72-73CGP – GCSE Combined Science Exam Practice – Foundation: P61-63, P66-67CGP – GCSE Combined Science Exam Practice – Higher: P71, P75-77 |
| **Chemistry – Rates and Equilibrium*** What is meant by the rate of reaction and how to calculate it.
* What factors affect the rate of a chemical reaction in terms of collision theory.
* What is meant by a reversible reaction.
* How energy transfers behave in reversible reactions.
* What is meant by a dynamic equilibrium and how it can be influenced.
 | Kerboodle Digital BookChemistry for Combined Science: P108-127Seneca learning – Combined Science Chemistry: AQA GCSE – 6 The Rate and Extent of Chemical ChangeGCSE POD – Combined Science 5.6 the Rate and Extent of Chemical Changes | Collins AQA Combined Science Trilogy Revision Guide: P124-127CGP – GCSE Combined Science Exam Practice – Foundation: P122-128CGP – GCSE Combined Science Exam Practice – Higher: P144-152  |
| **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 12/04/2021 to 28/05/2021**

**Year 10 Geography: Energy**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To understand the changing patterns of global energy and how this can lead to conflict​.
2. To examine the factors affecting energy consumption. ​
3. To understand the impacts that energy insecurity might have on a country​.
4. To understand the difference between renewable and non-renewable energy sources.
5. To evaluate the advantages and disadvantages of fracking. ​

​To identify ways to conserve energy and assess how this contributes to sustainability. ​1. To examine a sustainable energy project in Nepal. ​
2. To understand how micro-hydro power plants work.
 | <https://www.bbc.co.uk/bitesize/guides/zxc2sg8/revision/1><https://www.bbc.co.uk/bitesize/guides/zxc2sg8/revision/2><https://www.bbc.co.uk/bitesize/guides/zxc2sg8/revision/3><https://www.youtube.com/watch?v=cnZ9tYpkEfM><https://www.youtube.com/watch?v=1kUE0BZtTRc><https://www.youtube.com/watch?v=Uti2niW2BRA> (information on what fracking is and the advantages and disadvantages)<https://www.bbc.co.uk/bitesize/guides/zxc2sg8/revision/5><https://www.internetgeography.net/sustainable-energy-supplies-quiz/><https://www.youtube.com/watch?v=MXYJYNZpPmo> (video on micro hydro in Nepal)<https://members.gcsepod.com/shared/podcasts/title/12124> (various pods on demand, increasing energy (renewable and non-renewable) and sustainability)<https://www.internetgeography.net/geography-quizzes/> (scroll down to the resource management section and work on the 5 energy quizzes  | Purple Revision Guide (Pearson Revise AQA GCSE 9-1 Geography): P115-118 (and the same in the corresponding workbook). Green GCSE AQA Geography Revision Guide (CGP): P113-120.  White AQA 9-1 GCSE Geography BookP356-371.  |
| **Additional Resources**News articles on fracking from Wider World (available in Year 11 master pack)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.  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 yqig68bs40 to join.  |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **The Treaty of Versailles**1. To be able to describe the aims of the League.
2. To be able to describe the structure of the League.
3. To be able to explain the successes and failures of the League in the 1920s and 1930s.
 | (1-3) https://[www.gcsepod.com](http://www.gcsepod.com) AQA History Paper 1 Conflict and Tension: 1918-1939 The League of Nations.Make revision cards on the Pods related to the League of Nations. (Focus on aims/structure/successes and failures.)(1-3) BBC revision site with a short test. This looks at the Aims/Structures/success and failures of the League.<https://www.bbc.co.uk/bitesize/guides/zbg4t39/revision/6> Answer the question:**(2)Write an account of how the structure of the League created an international crisis between 1920 and 1938. 8 marks****(3)Write an account of how events in Manchuria created an international crisis between 1919 and 1939.** **8 marks****(2+3)“The main reason that the League of Nations failed was due to self-interest of its members” How far do you agree with this statement? 16 marks**Paragraph 1 – Explain why self-interest meant the League failed.Paragraph 2 – Explain another factor that meant the League failed (Depression/Structure /USA didn’t join).Paragraph 3 – Explain a third term that meant the League failed (Depression /Structure/USA didn’t join).Conclusion – Explain which one you think was the most important reason the for League of Nations failed – **and compare it to the other two factors you have talked about.**You can then email the answer to you teacher, using your school email.g.hargraves@unity.lancs.sch.uk l.wroe@unity.lancs.sch.ukt.shaun@unity.lancs.sch.uk  | **Revision Book**Hodder My Revision Notes ‘AQA GCSE History’: P58–63. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Healthy Living** You will start this topic looking at how lifestyles affect people in society. You will say what you should and should not do to lead a healthy lifestyle and recognise the advantages and disadvantages of different ways of life. **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. (Log on to linguascope – log in – unity password-time4langs) | **Healthy living** [French-Healthy living Flashcards | Quizlet](https://quizlet.com/gb/556698043/french-healthy-living-flash-cards/)[Healthy living - GCSE French Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/znhbwmn)[Healthy living - Listening - Video - GCSE French - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zwgv34j/video)[Vocabulary - the body - Healthy and unhealthy living in French - GCSE French Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zd7pcqt/revision/1)[GCSEPod 3.0 Dashboard](https://members.gcsepod.com/shared/podcasts/title/13585/81483)[Healthy Living - French Flashcards | Quizlet](https://quizlet.com/436731264/healthy-living-french-flash-cards/)**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 12/04/2021 to 28/05/2021**

**Year 10 German**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| **Healthy and unhealthy living**This 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 you can eat and you will discuss how to lead a healthy lifestyle.  | **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><https://www.linguascope.com/secure/students/intermediate/topic.php?language=german&topic=healthy><https://www.bbc.co.uk/bitesize/guides/ztrmhv4/revision/7> | Master pack available upon request from the MFL Office. |
| **Additional Resources**PowerPoints on Healthy and unhealthy living available upon request from the MFL Office. |

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**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Charity and Voluntary work**To describe social issues in your town; to say how you can volunteer to help improve the problems which exist; to talk about charity work.**Healthy and Unhealthy living**To talk about eating and drinking habits; give advice about healthy eating; to discuss healthy lifestyles; to describe you own lifestyle. | **Charity and Voluntary work**[Charity Spanish Flashcards | Quizlet](https://quizlet.com/gb/566031483/charity-spanish-flash-cards/)[SPANISH- Poverty and homelessness Flashcards | Quizlet](https://quizlet.com/gb/567760623/spanish-poverty-and-homelessness-flash-cards/)[Listening practice - inequality and poverty - Social issues in Spanish - Eduqas - GCSE Spanish Listening practice - discussing social problems - Other social and global issues in Spanish - [AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zjmk6v4/revision/2)](https://www.bbc.co.uk/bitesize/guides/zn9xgwx/revision/2)[Social issues - Match up (wordwall.net)](https://wordwall.net/resource/8084805/german/social-issues)[Emotions in Spanish - Quiz (wordwall.net)](https://wordwall.net/resource/382367/spanish/emotions-spanish)**Healthy and Unhealthy living**[GCSE Spanish Healthy Living - Match up (wordwall.net)](https://wordwall.net/resource/10467194/spanish/gcse-spanish-healthy-living)[Healthy Eating - Missing word (wordwall.net)](https://wordwall.net/resource/78136/spanish/healthy-eating)[Healthy living Spanish Flashcards | Quizlet](https://quizlet.com/gb/565637632/healthy-living-spanish-flash-cards/)[Spanish Vocabulary- Healthy lifestyle Flashcards | Quizlet](https://quizlet.com/gb/572577964/spanish-vocabulary-healthy-lifestyle-flash-cards/) | Master pack available upon request from the MFL Office.  |
| **Additional Resources**GCSE AQA Spanish revision guides and workbooks can be purchased from the MFL office. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Networks**
* Protocols – understand the different protocols used on networks and how layers are used to manage them.
* WiFi & Ethernet – understand how to connect to networks using a variety of methods.
* 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 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: P17-232.2Pearsons: P56–64 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 ICT - Unit R082: Creating Digital Graphics**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Week 1**: What are digital graphics? 5 purposes of digital graphics.**Week 2**: Different types of file formats and where they are used best.**Week 3**: Different design principles and where best used regarding digital graphics.**Week 4**: What are client requirements/briefs? How to interpret requirements/ briefs?**Week 5**: Target audiences and their needs.**Week 6**: Workplans-What they are? Why they used?**Week 7**: 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. P 38-40
2. P 27/41-42
3. P 43-45
4. P 9/46
5. P 12/47
6. P 10-11/47
7. P 3/48
 |
| **Additional Resources**GCSE Bitesize ICT-Pick the relevant topics.TeachICT>ICT-Pick the relevant topics. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 GCSE Business**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Methods of business growth and their impact.
2. Advantages and disadvantages of Public Limited Companies.
3. Sources of finance for growing and established businesses.
4. How and why business aims and objectives change as businesses evolve in response to market conditions, technology, performance, legislation and internal reasons.
5. The impact of globalisation on businesses.
6. The impact of ethical and environmental considerations on businesses.
7. The design mix – function, aesthetics, cost.
8. The phases of the product life cycle and extension strategies.
9. The importance to a business of differentiating a product/service.
10. Pricing strategies and influences on pricing strategies. (technology, competition, market segments, product life cycle)
11. Appropriate promotion strategies for different market segments. (advertising, sponsorship, product trials, special offers, branding)
 | Pearson Active Learn Teach Online Resources: <https://www.pearsonactivelearn.com/> 1. P150-151
2. P152
3. P153-154
4. P155-158
5. P159-165
6. P166-171
7. P176-178
8. P179-180
9. P181
10. P182-186
11. P187-195
 | Pearson Edexcel GCSE (9-1) Business Textbook:1. P150-151
2. P152
3. P153-154
4. P155-158
5. P159-165
6. P166-171
7. P176-178
8. P179-180
9. P181
10. P182-186
11. P187-195

Pearson Student Revision Guides and Workbooks:P49-64 |
| **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<https://www.doddlelearn.co.uk/> - GCSE Edexcel Business |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Develop 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 are available on Satchel One. This includes:* “A How to …” guide on writing about Devised work.
 | Master pack and power point available on request from the Art office.Stimulus pack from the exam board |
| **Additional Resources**GCSE Pod<https://www.gcsepod.com/>Blood Brothers Blood Brothers - <https://www.youtube.com/watch?v=dvek0bj451Y>The Border - <https://bit.ly/2PvpUx6> CGP GCSE Drama Blood Brothers ISBN 9781 78294 9664           CGP GCSE Drama Revision ISBN ISBN: 9781782949626             OCR GCSE Drama ISBN 9781911208730                                        Blood Brothers Script (Willy Russell) ISBN 9780413767707        |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Introducing Music Performance**Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance. You should choose your own pieces for performance to an audience. You should work to improve your technique and should keep a practice log that details how you have improved over the duration of the unit. You should practice and rehearse you chosen piece so that you can present polished performances.**Learning Aims:** 1. Develop your music performance skills and review your own practice.
2. Use your music performance skills within rehearsal and performance.
 | **YouTube** – there are a number of technical exercises on YouTube that can be used for warm ups.  | All resources are on the Year 10 Music Team in Office365.  |



**Half Termly Overviews 12/04/2021 to 28/05/2021**

**Year 10 Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To understand the different ways of developing high skills.
2. To know the key ingredients and popular dishes to demonstrate high skills.
3. To recognise different ways to garnish and finish products.
4. To be able to prepare and cook the following:
* Lemon Meringue Pie
* Cottage Pie
* Jalousie
* Decorated Cake.
 | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%E2%80%AF)from P157www.foodafactoflife.co.uk 14-16yrs section – use the drop-down menu to find out about different commodities | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%E2%80%AF)(from P157)www.foodafactoflife.co.uk 14-16yrs section – use the drop-down menu.[https://royalrussell.planetestream.com](https://royalrussell.planetestream.com/)(use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC). |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Design and Technology: NEA - Practise Section A and B**

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| **You will learn** | **Online resources** | **Teaching Resources/Links** |
| **12th April – Introduction to the NEA – Analysing a Context:** * Be able to access, complete and submit assignments using teams – organising your NEA and keeping up to date. Understanding the ‘Rule’ of completion.
* How to analyse a context.

**19th April – Client Profile:*** Choosing a suitable client for your product and NEA. How to create a client profile that will help you to develop a detailed and suitable product.

**26th April – Analysis of existing products:*** How to choose and analyse existing products as part of your initial research to prepare you for designing your own innovative product.

**4th May – Creating and using a mood board:*** Understand how to select images and information to create a mood board. Understand how this mood board will be used to help you generate design ideas.

**10th May – Considering the socio and economic impact of products:*** Understand the socio and economic impact of your prototype. In terms of materials, manufacture, it’s impact on society and the economy. Including, fair trade, FSC & LCA.

**17th May – Design Brief and Specification:** * How to write a successful GCSE level design brief and specification that can be used to control the outcome of your design as it develops and the final prototype.

**24th May – Initial design ideas – sketching:** * Using different techniques and starting points to generate and communicate innovative and creative initial design ideas. Making your front cover.
 | The following resources are available online if you sign in to Office 365 and access the Year 10 Technology Teams Group:**12th April – Introduction to the NEA – Analysing a Context:** Power point and Help sheet. **19th April – Client Profile:** Power point and help sheet **26th April – Analysis of existing products:** Power point and help sheet. **4th May – Creating and using a mood board:** Power point and help sheet. **10th May – Considering socio and economic impact of a product:** Power point and help sheet. **17th May – Design Brief and Specification:** Power point andhelp sheet. **24th May – Initial design ideas – sketching:** Power point and help sheet.  | Master pack is available from the Design and Technology office or reprographics. In addition, you can use the Blue CGP revision Guide:AQA GCSE Design and Technology page references: **12th April – Introduction to the NEA – Analysing a Context:** P1, 96**19th April – Client Profile:** P97, 100**26th April – Analysis of existing products:** P102,103**10th May – Considering the socio and economic impact of a product:** P103**17th May** – **Design Brief and Specification:**  P98,99**24th May** – **Initial design ideas – sketching:** P104-109 |
| **Additional Resources**Task (context) Analysis: <https://www.youtube.com/watch?v=8eeYxHmNwcg&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=1>Choosing your context: <https://www.youtube.com/watch?v=F0_sFuUlz1A&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=5>Creating a Mood Board: <https://www.youtube.com/watch?v=CyELMChXFKU&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=7>Describing your client: <https://www.youtube.com/watch?v=96Auxahyztg&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=3>Creating a questionnaire for your client: <https://www.youtube.com/watch?v=SV8l_vdBxSw&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=2>How to write a design brief: <https://www.youtube.com/watch?v=8YcPrSenKvc&list=PLe35K0hFmSlYx5d9df95FRT7EceXmCPg6&index=16> |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 10 Religious Studies**

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| Explain and explore positive and negative feelings.Make connections between community and responsibility and Judge if being in a community brings responsibility.Explain the impact of religious ceremonies and analyse the impact of / need for religious ceremonies.Explain my choices giving links to the community and analyse the impact of my ideas on the community.Explain what happens at weddings and the meaning behind it and evaluate the importance of a marriage.Describe an idea for an appropriate celebration and explain an idea for an appropriate celebration. | <https://www.bbc.co.uk/teach/class-clips-video/what-is-the-special-sikh-ceremony-taking-amrit/zj6d7nb> <https://www.truetube.co.uk/film/sikh-naming-ceremony-naam-karan> <https://www.truetube.co.uk/film/christian-baptism>  <https://www.truetube.co.uk/film/christian-marriage> * <http://www.sikhs.org/wedding>

<https://www.truetube.co.uk/film/eid-ul-fitr><https://www.truetube.co.uk/film/gospel-luke-nativity><https://www.truetube.co.uk/film/tis-season-spend> | Master packs available upon request. |

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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 12/04/2021 to 28/05/2021**

**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 know the **4 psychological benefits** of a warm up and how each benefit can prevent injury.
* To be able to identify and describe the **2 key components of a cool down.**
* To be able to provide practical examples of the 2 key components of a cool down.
* To know the **8 physical benefits** of a cool down and how each benefit can prevent injury.
* To be able to describe the s**pecific needs which a warm up and cool down must consider.**
* To test your knowledge on Warm up and Cool Downs.

**Coursework on Office 365 – Log onto TEAMS (Double lesson each week)****Principles of Training**Pick up from where you left off and work through the Principles of Training coursework using the teaching resources for help. Contact your teacher via your college email 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 5: Warm up and cool downs.Cambridge National Level ½ Sport Science Revision Guide: P 20-24Cambridge National Level ½ Sport Science Text book by Hodder Education:P16-20Sports Science Reducing the risk of Injuries – Mind map book: P6–7CourseworkPrinciples of Training outlineCambridge National Level ½ Sport Science Revision Guide: P38-57 |
| **Additional Resources**Coursework Unit: Links to PowerPoints - Located on Office 365 Individual class teams/ files/ class materials / principles of Training. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**KS4 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.
 | <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 too 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 videos for you to watch and activities that you can complete at home.<https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |