



Ringwood School

# Year 10 Curriculum Maps 2022-2023

## **What is a Curriculum Map?**

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

## **What are Unit Sheets?**

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

## **Why are Curriculum Maps and Unit Sheets important?**

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

## **How should you use your Curriculum Maps and Unit Sheets?**

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

## **What is the 'how can I revise' section?**

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

## **What are 'super-curricular' activities?**

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

# **Be a scholar and use your Curriculum Map**

# Ringwood School Student Scholar Award

## A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

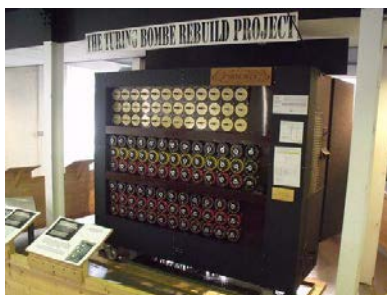
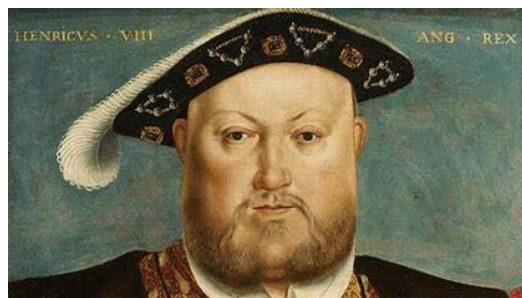
A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



## Year 10 Curriculum Map - How I can be a scholar in ART

**Skills, Knowledge and Understanding of the creative process:** Throughout Year 10, you will learn about the **VISUAL ELEMENTS** and how these link to the areas of **Developing, Recording, Experimenting and Presenting** within an art project. You will be given a greater level of freedom to make choices about your outcomes within the project and build on the skills and understanding you have acquired through 7.8 and 9.

Half-term 1: The Object	Half-term 2: The Object	Half-term 3: The Object	Half-term 4: The Object	Half-term 5: The Object	Half-term 6: Beginnings and/or Ends
<b>Visual elements</b> Line, Tone, Texture, Colour	<b>Visual elements</b> Line, Tone, Texture, Colour, Space, Shape	<b>Visual elements</b> Line, Tone, Texture, Colour, Space, Shape	<b>Visual elements</b> Composition	<b>Visual elements</b> Composition	<b>Visual elements</b> Line, Tone, Texture, Colour, Space, Shape, Form
<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>	<b>OUTCOMES</b>
<ul style="list-style-type: none"> <li>• <b>Baseline drawing exercise</b></li> <li>• Introduction to unit <b>The Object</b> (a final piece/artwork will be produced in term 4 based on the ideas and exploration of work in 1, 2 and 3)</li> <li>• Pencil drawings of sections of man-made and natural objects</li> <li>• Continuation/extended drawings. Photocopies and pencil</li> <li>• Response – collage sections of various structures and connect them using mixed media materials</li> <li>• Recreate Images from Michael Craig Martin/Jim Dine using Pencil/paint</li> <li>• Produce drawings response on variety of surfaces/backgrounds</li> <li>• Add annotation to a presented sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Take photographs of Objects - manmade/natural</li> <li>• Produce images using colour. Introduce colour mixing. Experiment with mixing colours only using primary colours.</li> <li>• Create a series of Colour Theory exercises</li> <li>• Paint – Michael Craig Martin and Daniel Gordon. Produce images in their style.</li> <li>• Continuous line drawing. Experiment with different materials – Timed drawings. On paper and acetate.</li> <li>• Look at the work of Warhol. line based drawing using carbon paper.</li> <li>• Create a lino print based on your chosen image.</li> <li>• Consider different colour schemes and print a series in response to Craig Martin</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment exercise (Theme-linked extended drawing)</b></li> <li>• Continue Colour work from term 2</li> <li>• Move to use of sketchbook</li> <li>• Write a statement of intent</li> <li>• Produce a mind map of possible ideas for a personal response/final piece.</li> <li>• Create a mood board/page of inspirational images</li> <li>• Independent Artist research and responses</li> <li>• Exercises to develop independent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Research Artists, choose an Artist(s) that links you're your idea.</li> <li>• Take photographs of objects/places / things that relate to your idea.</li> <li>• Draw from your own photographs / found images.</li> <li>• Exercises to develop independent ideas</li> <li>• Create lengthy studies.</li> <li>• Experiment with materials</li> <li>• Experiment with colour schemes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment exercise</b></li> <li>• Present a personal response based on the ideas and exploration of work in 1, 2, 3 and 4</li> <li>• Write a statement of intent</li> <li>• Experiment with composition</li> <li>• Produce a plan/maquette for your final piece</li> <li>• Produce Personal response/final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to unit <b>Beginnings and/or Ends</b> (a final piece/artwork will be produced in term 2 of Year 11 based on the ideas and exploration of new theme)</li> <li>• Produce a mind map of possible ideas for a personal response</li> <li>• Create a mood board/page of inspirational images</li> <li>• Independent Artist research and responses</li> <li>• Exercises to develop independent ideas</li> <li>• Take photographs of objects/places / things that relate to your idea.</li> <li>• Draw from your own photographs / found images.</li> <li>• Exercises to develop independent ideas</li> <li>• Experiment with materials</li> <li>• Experiment with colour schemes</li> </ul>
<b>CREATIVE LANGUAGE</b>	<b>CREATIVE LANGUAGE</b> Experiment - Intentions – Select - Refine	<b>CREATIVE LANGUAGE</b> Experiment - Intentions – Select - Refine	<b>CREATIVE LANGUAGE</b> Recording – Experiment – Control - Observation	<b>CREATIVE LANGUAGE</b> Response – Meaningful – Understanding – Make connections – Conclusion – Presenting	

## Year 10 Curriculum Map - How I can be a scholar in ART

<p><b>Recording – Experiment – Control - Observation</b></p>					<p><b>CREATIVE LANGUAGE</b>                  Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>
<p><b>Super-Curricular:</b>                  Draw from observation – this is always a valuable means of improvement. Show your teacher for feedback. Choose objects which are relevant to your work in class</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries. It is important to develop a personal opinion about different kinds of Art.</p>	<p><b>Super-Curricular:</b>                  Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p><a href="http://www.danielgordonstudio.com">http://www.danielgordonstudio.com</a></p>	<p><b>Super-Curricular:</b>                  Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p><b>Super-Curricular:</b>                  Do independent study on other artists who use colour as an expressive medium</p>	<p><b>Super-Curricular:</b>                  Carry out additional research on key artists</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p style="text-align: center;">•</p>	<p><b>Super-Curricular:</b>                  Look at Website Art2Day</p> <p><a href="https://www.art2day.co.uk">https://www.art2day.co.uk</a></p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback-making as an expressive medium</p>
<p><b>How can I prepare for assessments?</b></p> <p>It is likely that most of the work that you produce throughout your GCSE course (every single lesson) will be submitted and marked for your final grade. Coursework rewards students who consistently work hard and show improvement in their work. The care that you have put into producing excellent sketchbooks over the last 3 years has been preparation for this. You will produce one “final piece” this year; in term 5.</p> <p>In term 6 you will start work on a second theme/project which will continue into the start of Year 11 . You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding.</p> <p>Produce lengthy detailed studies (drawings with pencil and other materials).</p> <p>Understand how artists produce their work (processes and techniques). Have a clear understanding of your artists style and know what the characteristics of their work are.</p> <p>Refine your work, add finishing touches to images.</p> <p>Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.</p>					

## Year 10 Curriculum Plan Half Term 1 (Sept – Oct) - How I can be a scholar in BTEC Media

Component 1 Aim A1A	Component 1 Aim A1B	Component 1 Aim A2A
<p><b>Purpose of media products:</b> How do media ‘texts’ entertain, educate, inform, persuade, inspire &amp; challenge</p> <p><b>Motivation of Production:</b> generate profit, raise awareness, benefit a community, self-expression, innovation, experimentation, PSB responsibilities</p> <p><b>Key theory:</b> Blumler &amp; Katz</p> <p><b>The BIG Question:</b> Why do producers make media? And why do we choose to consume it?</p>	<p><b>Context of Production:</b> The significant differences between Public Service Broadcasters, Conglomerates &amp; Independent Producers</p> <p><b>Aims of the Producer:</b> to create media products that are high quality, distinctive, accessible, diverse, inclusive, impartial.</p> <p><b>Key Theory:</b> Reithian Values</p> <p><b>The BIG Question:</b> Who makes the media &amp; should we trust them?</p>	<p><b>Audience Segmentation:</b> Defining primary &amp; secondary audiences using gender, age, socio-economic groupings &amp; lifestyle profiles.</p> <p>To analyse existing media products to create accurate audience profiles.</p> <p><b>Key Theory:</b> VALS Matrix</p> <p><b>The BIG Question:</b> How are audiences categorised in order to appeal directly to them?</p>
<p><b>Super Curricular:</b> Explore Target Audience <a href="https://bit.ly/AudienceRW">https://bit.ly/AudienceRW</a> Why Uses &amp; Gratifications? <a href="https://bit.ly/BlumlerRW">https://bit.ly/BlumlerRW</a></p>	<p><b>Super Curricular:</b> Reflect on the producer’s purpose <a href="https://bit.ly/PurposeRW">https://bit.ly/PurposeRW</a></p>	<p><b>Super Curricular:</b> What are Demographics? <a href="https://bit.ly/3jfNPOB">https://bit.ly/3jfNPOB</a> What are Psychographics? <a href="https://bit.ly/PsychoRW">https://bit.ly/PsychoRW</a></p>
<p><b>Component 2 Aim A1 + fortnightly practical skills development</b></p>		
<p><b>Skills Portfolio: Pre-Production</b> The production process and formats for pre-production</p> <p><b>The BIG Question:</b> Why is pre-production planning so important?</p>		<p><b>Assessment Internal</b> <b>MiniBrief 1: Album Art</b></p> <ul style="list-style-type: none"> <li>• Mood board &amp; Mind map</li> <li>• House style &amp; Flat Plan</li> <li>• Sketch &amp; Draft/Mock-up</li> </ul>
<p><b>Super Curricular:</b> Photoshop Guide <a href="https://youtu.be/zCi9CkElgPI">https://youtu.be/zCi9CkElgPI</a> Photoshop guide 2 <a href="https://youtu.be/-pc55S7FD64">https://youtu.be/-pc55S7FD64</a> Making album covers <a href="https://youtu.be/rvRriL4wB14">https://youtu.be/rvRriL4wB14</a></p>		
<p><b>Home Learning for Half Term: Research Skills:</b> Using audience statistics, box office, circulation, sales, hits, subs &amp; followers to analyse existing media products to create accurate audience profiles.</p> <p><b>Key Theory:</b> Active vs Passive audiences</p>		<p><b>The BIG Question:</b> How does where, when and with whom the audience engages affect a media product?</p>
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>• by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks</li> <li>• by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms</li> <li>• refer to YouTube ‘explainer’ links &amp; use BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>		

## Year 10 Curriculum Plan Half Term 2 (Nov – Dec)

Component 1 Aim B2	Component 1 Aim B1	Component 1 Aim B1
<p><b>Textual Analysis:</b> Introducing the Micro-elements of Mise-en-scene &amp; Cinematography.</p> <p><b>Key theory:</b> Barthes Semiotics</p> <p><b>The BIG Question:</b> How are these technical codes used to create meaning for the audience?</p>	<p><b>Textual Analysis:</b> Introducing the Micro-elements of Editing &amp; Sound.</p> <p><b>Key theory:</b> The Kuleshov Effect</p> <p><b>The BIG Question:</b> How are these technical codes used to create meaning for the audience?</p> <p><b>Assessment Internal:</b> <b>Moving image analysis essay</b></p>	<p><b>Genre &amp; Narrative:</b> The conventions of genre, sub-genre &amp; hybrid genre. Key narrative structures used for comparative analysis.</p> <p><b>Key Theory:</b></p> <ul style="list-style-type: none"> <li>• Neale “Repetition &amp; Difference”</li> <li>• Propp, Todorov &amp; Strauss</li> </ul> <p><b>The BIG Question:</b> What are the key characteristics of genre and narrative, and why do they change over time?</p>
<p><b>Super Curricular:</b> Semiotics <a href="http://bit.ly/BarthesSemioticsRW">http://bit.ly/BarthesSemioticsRW</a> Mise-en-Scene <a href="http://bit.ly/MiseExplainedRW">http://bit.ly/MiseExplainedRW</a> Lighting <a href="http://bit.ly/Light-ExplainedRW">http://bit.ly/Light-ExplainedRW</a> Framing <a href="http://bit.ly/ShotSizesRW">http://bit.ly/ShotSizesRW</a> Angles <a href="http://bit.ly/AnglesExplainedRW">http://bit.ly/AnglesExplainedRW</a> Movement <a href="http://bit.ly/CamGuideRW">http://bit.ly/CamGuideRW</a></p>	<p><b>Super Curricular:</b> Editing <a href="http://bit.ly/EditExplainedRW">http://bit.ly/EditExplainedRW</a> Sound <a href="https://bit.ly/DiegeticRW">https://bit.ly/DiegeticRW</a> Music <a href="http://bit.ly/UsingMusicRW">http://bit.ly/UsingMusicRW</a> Silence <a href="https://bit.ly/SilenceExplainedRW">https://bit.ly/SilenceExplainedRW</a></p>	<p><b>Super Curricular:</b> Genre explained <a href="http://bit.ly/GenreExplainedRW">http://bit.ly/GenreExplainedRW</a> Neale’s theory <a href="http://bit.ly/NealeGenreRW">http://bit.ly/NealeGenreRW</a> Todorov’s theory <a href="http://bit.ly/TodorovTheoryRW">http://bit.ly/TodorovTheoryRW</a> Propp’s theory <a href="http://bit.ly/ProppTheoryRW">http://bit.ly/ProppTheoryRW</a> Strauss theory <a href="http://bit.ly/BinaryOppositesRW">http://bit.ly/BinaryOppositesRW</a> Barthes Enigma <a href="https://bit.ly/BarthesEnigmaRW">https://bit.ly/BarthesEnigmaRW</a></p>
<b>Component 2 Aim B1 + fortnightly practical skills development</b>		
<p><b>Skills Portfolio: Production</b> The production process and formats for print media production. <b>The BIG Question:</b> How do we apply Design Principles to print media?</p>		<p><b>MiniBrief 2:</b> <b>Digital Design -Fragrance Advert Triptych</b></p> <ul style="list-style-type: none"> <li>• Layout</li> <li>• Typography</li> <li>• Photography</li> <li>• Creating vector &amp; bitmap images</li> </ul>
<p><b>Super Curricular:</b> InDesign guide <a href="https://youtu.be/g-lm_rP79C4">https://youtu.be/g-lm_rP79C4</a> Typography <a href="https://youtu.be/OSFadE6nrh8">https://youtu.be/OSFadE6nrh8</a> Path typography <a href="https://youtu.be/Hl6u3KT-Pn8">https://youtu.be/Hl6u3KT-Pn8</a> Layer masks <a href="https://youtu.be/H6nUk4WBHol">https://youtu.be/H6nUk4WBHol</a></p>		
<p><b>Home Learning for Half Term:</b> Using technical codes to deconstruct media products in order to demonstrate how producers engage their audiences. <b>Key Theory:</b> Independently applying Semiotics, MECS, Neale &amp; Narrative theory</p>		<p><b>The BIG Question:</b> How is the relationship between audience, product and purpose demonstrated in media products?</p>
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>• by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks</li> <li>• by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms</li> <li>• refer to YouTube ‘explainer’ links &amp; use BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/ztnykg7">https://www.bbc.co.uk/bitesize/subjects/ztnykg7</a></li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>		

## Year 10 Curriculum Plan Half Term 3 (Jan - Feb)

Component 1 Aim B2	Component 1 Aim B1&2	Component 1 Preparing for Assessment
<p><b>Representation:</b> Exploring positive, negative and mis-representation. How it links to stereotypes &amp; audience positioning.</p> <p><b>Key Theory:</b></p> <ul style="list-style-type: none"> <li>Hall “Reception Theory”</li> <li>S.A.L.E.</li> <li>Dyer - Stereotypes</li> </ul> <p><b>The BIG Question:</b> How and why is representation constructed &amp; used in media products?</p>	<p><b>Historical Media Products:</b> Exploring context &amp; audiences</p> <p><b>Contemporary Media Products:</b> Change over time &amp; nostalgia</p> <p><b>Cross-media Synergy &amp; Themes:</b> Case study campaigns and products</p> <p><b>Key Theory:</b></p> <p><b>The BIG Question:</b> How are technical codes used to create meaning for the audience?</p>	<p><b>Exploring Media Products approaches to assessment:</b> Introducing the synoptic assessment of all Component 1 content.</p> <p><b>Task 1: 3 hours</b> Select &amp; research examples of media products that have approached the set theme in different ways. You must select at least one media product from each of the 3 sectors (audio/moving image, print, interactive) with focus on form, purpose &amp; audience</p> <p><b>Task 2: 7 hours</b> Analysis of your chosen media products to provide examples of:</p> <ul style="list-style-type: none"> <li>how genre, narrative and representation are used</li> <li>how media production techniques are used</li> <li>how genre, narrative, representation are used</li> </ul> <p><b>The BIG Question:</b> How and why media production techniques combine to create meaning and engage audiences</p>
<p><b>Super Curricular:</b> Reception theory <a href="https://bit.ly/ReceptionTheoryRW">https://bit.ly/ReceptionTheoryRW</a> Representation <a href="https://bit.ly/RepRW">https://bit.ly/RepRW</a> Stereotypes <a href="http://bit.ly/StereotypeExplainedRW">http://bit.ly/StereotypeExplainedRW</a></p>	<p><b>Super Curricular:</b> Point of View <a href="http://bit.ly/ShotsPOV">http://bit.ly/ShotsPOV</a> Passive Audience <a href="http://bit.ly/HypNTRW">http://bit.ly/HypNTRW</a> Active audience <a href="https://bit.ly/ReceptionTheoryRW">https://bit.ly/ReceptionTheoryRW</a></p>	
<p><b>Component 2 Aim B1 + fortnightly practical skills development</b></p>		
<p><b>Skills Portfolio: independent Production</b> Using your understanding of pre-production processes and design principles to plan and create a series of film posters for a new independent UK film.</p> <p><b>The BIG Question:</b> How do we create meaning for audiences using iconography and design principles in a print media product?</p>		<p><b>MiniBrief 3: Digital Design – Film Poster</b></p> <ul style="list-style-type: none"> <li>Visual Hierarchy</li> <li>Colour Harmony</li> <li>Proximity &amp; Anchorage</li> <li>Balance &amp; Alignment</li> </ul>
<p><b>Home Learning for Half Term:</b> Researching examples of cross media themes from Print, Audio/video &amp; Interactive sectors.</p> <p><b>Key Theory:</b> Independently applying: Demographics, Psychographics, Technical codes &amp; Reception theory.</p>		<p><b>The BIG Question:</b> How do key design, narrative &amp; representation choices aid cross-media synergy?</p>
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks</li> <li>by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms</li> <li>refer to YouTube ‘explainer’ links &amp; use BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></li> <li>creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>		

## Year 10 Curriculum Plan Half Term 4 (Feb – April)

### Component 1 Aim A Assessment External 15%

### Component 1 Aim B Assessment External 15%

#### Task 1: 3 hours

Select & research examples of media products that have approached the set theme in different ways.

You must select *at least one* media product from each of the 3 sectors (audio/moving image, print, interactive).

Based those examples, you should undertake research that covers:

- forms of media products
- the purposes of media products
- types of audiences and how they interpret and respond to media products
- the relationship between media products, their purpose and audience.

*You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this.*

#### Task 2: 7 hours

Explore how different media products use and combine media codes and conventions to communicate meaning to audiences.

You may choose to focus on products from one sector or products from different sectors.

Provide examples of:

- how genre, narrative and representation are used
- how media production techniques are used
- how genre, narrative, representation and media production techniques combine to create meaning and engage audiences.

*Any sources of information, ideas, text, audio and/or visual assets that you include in your work must be clearly identified and referenced. Using the work of others as your own is considered plagiarism and can result in disqualification from the assessment.*

#### Resubmission

Collecting and responding to feedback. Making revisions and improvements.

**The BIG Question:** How have you met the requirements of the client's brief?

#### Home Learning for Half Term: Planning & preparation for assessment:

Research audience statistics, box office, circulation, sales, hits, subs & followers to identify existing media products and their relevant audiences for analysis in your Component 1 assessment.

**The BIG Question:** What examples can you find that best represent the set theme to engage audiences across all 3 sectors?

#### How can I revise in this subject?

- by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks
- by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms
- refer to YouTube 'explainer' links & use BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later



## Year 10 Curriculum Plan Half Term 5 (April - May)

Component 3 Aim A	Component 2 Aim B1	Component 2 Aim B2
<p><b>Skills: Pre-production</b> Responding to a brief &amp; generating relevant ideas using the established principles of pre-production.</p> <p><b>Key Theory:</b> CAPTAIN SLICE</p> <p><b>The BIG Question:</b> How do producers use key format conventions to create meaning and engage their audiences?</p> <p><i>(work experience week)</i></p>	<p><b>Skills Portfolio: Pre-production</b> You will plan and produce assets for a magazine front cover.</p> <p><b>Assessment Internal</b></p> <p><b>MiniBrief 3: Magazine Cover Pre-production</b></p> <ul style="list-style-type: none"> <li>• Mood board &amp; Mind map</li> <li>• House style &amp; Flat Plan</li> <li>• Typography</li> <li>• Sketch &amp; Draft/Mock-up</li> </ul>	<p><b>Skills Portfolio: Production &amp; Post-Production</b> Review &amp; Refinement.</p> <p><b>Assessment Internal</b></p> <p><b>MiniBrief 3: Magazine Cover Production, Post-Production &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Completed design as .psd &amp; .pdf</li> <li>• Self-reflection &amp; improvements</li> </ul>
<p><b>Home Learning for Half Term: Production Skills:</b> Capturing and collecting assets for your print media products to demonstrate the creation of representation through the application of both format conventions and technical codes.</p> <p><b>Key Theory:</b></p> <ul style="list-style-type: none"> <li>• Hall “Reception Theory”</li> <li>• S.A.L.E.</li> </ul>		<p><b>The BIG Question:</b> How does the producer create representation that the audience understands?</p>
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>• by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks</li> <li>• by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms</li> <li>• refer to YouTube ‘explainer’ links &amp; use BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>		

## Year 10 Curriculum Plan Half Term 6 (Jun - Jul)

Component 2 Aim B2	Component 2 Aim B2	Component 2 Aim B2
<p><b>Independent Skills: Pre-production</b>                      Responding to a brief / Generating Ideas. With a choice of all 3 sectors, you will independently respond to a brief &amp; generating relevant ideas using the established principles of pre-production.</p> <ul style="list-style-type: none"> <li>• Scripts</li> <li>• Storyboards</li> <li>• Flat Plans</li> </ul> <p><b>Key Theory: CAPTAIN SLICE</b></p> <p><i>(Internal options exams)</i></p>	<p><b>Independent Skills: Production</b>                      Experimenting with asset creation, taking photos/video &amp; writing copy. Learning relevant Photoshop/Premiere techniques.</p> <p><b>Key Theory:</b></p> <ul style="list-style-type: none"> <li>• Representation</li> <li>• Semiotics</li> <li>• Design Principles</li> </ul> <p><i>(Internal core exams)</i></p>	<p><b>Independent Skills: Post-Production</b>                      Independently producing a media product that meets the requirements of a client brief.</p> <p style="background-color: yellow;"><b>Assessment Internal</b>  <b>MiniBrief 4: Cross-Sector Brief (Diversity SAM)</b></p> <p><b>Skills Portfolio Submission</b>                      Compile &amp; submit your portfolio of evidence showing the development of a wide range of media production skills and techniques for creating content. Demonstrating skilful &amp; creative experimentation across pre/production/post.</p> <p><i>(Activities week)</i></p>
<p><b>Home Learning for Half Term: Production Skills:</b>                      Capturing and collecting assets for your media products to demonstrate the creation of representation through the application of both format conventions and technical codes.</p> <p><b>Key Theory:</b></p> <ul style="list-style-type: none"> <li>• Hall “Reception Theory”</li> <li>• S.A.L.E.</li> </ul>		<p><b>The BIG Question:</b> Which sector format are you most confident using for your C2 &amp; C3 submissions?</p>
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>• by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks</li> <li>• by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms</li> <li>• refer to YouTube ‘explainer’ links &amp; use BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/ztnyvk7">https://www.bbc.co.uk/bitesize/subjects/ztnyvk7</a></li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> </ul>		

Year 10 BTEC Musical Theatre - How I can be a scholar in Musical Theatre

<p style="text-align: center;"><b>Autumn Term</b> <i>Matilda</i></p>	<p style="text-align: center;"><b>Spring Term</b> <i>West Side Story</i></p>	<p style="text-align: center;"><b>Summer Term</b> <b>Component 1 and 2 Assessments</b></p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> <li>• Understanding the creatives: author, scriptwriter; composer; director; choreographer; designer</li> <li>• Understanding the contributions the creatives make.</li> <li>• What are the themes of the show?</li> <li>• What are the creative intentions of the show?</li> <li>• Repertoire: <i>Revolting Children; When I Grow Up, The School Song; My House; The Trunchball monologue.</i></li> <li>• Scene analysis: how are the creative intentions of the song realised?</li> <li>• Vocal technique: breath control and phrasing; range; projection; articulation; placing of the voice.</li> <li>• Acting through song: analysing and understanding the text; facial expression; eyeline; gesture; physicalisation; building character;</li> <li>• Monologue: understanding the text; projection; articulation; pace; inflection; emphasis; dynamics</li> <li>• Movement: extension; dynamics; balance; weight placement; flexibility; learning and remembering choreography;</li> <li>• Understanding the challenges presented by the repertoire</li> <li>• Understanding the performance process undertaken for musical theatre.</li> </ul>	<p><u>Content:</u></p> <ul style="list-style-type: none"> <li>• Understanding the creatives: author, scriptwriter; composer; director; choreographer; designer</li> <li>• Understanding the contributions the creatives make.</li> <li>• What are the themes of the show?</li> <li>• What are the creative intentions of the show?</li> <li>• Repertoire: <i>The Jet Song, Somewhere, America</i></li> <li>• Scene analysis: how are the creative intentions of the song realised?</li> <li>• Vocal technique: breath control and phrasing; range; projection; articulation; placing of the voice.</li> <li>• Acting through song: analysing and understanding the text; facial expression; eyeline; gesture; physicalisation; building character;</li> <li>• Movement: extension; dynamics; balance; weight placement; flexibility; learning and remembering choreography;</li> <li>• Understanding the challenges presented by the repertoire</li> <li>• Understanding the performance process undertaken for musical theatre.</li> </ul>	<p><u>Content:</u></p> <p>Externally set Assignment Briefs:</p> <p>Component 1: Exploring the Performing Arts Component 2: Developing Skills and Techniques</p> <p>Controlled time to complete the assignments.</p> <p>Students can either present written work in a PowerPoint presentation or through a viva voce, blog, vlog or interview.</p> <p>Rehearsals and performances will be filmed. Students will keep written or audio logs of their progress.</p>

## Year 10 BTEC Musical Theatre - How I can be a scholar in Musical Theatre

<p><b>Super Curricular:</b>          You will be able to find lots of extracts from the three musicals we study on YouTube. Watch them many times. Look carefully at how the actors use their technique to tell the story. Try to find different productions of the shows so you can compare performances and analyse which ones you think are best.          You can practise the songs at home with backing tracks available on YouTube.          Create a backstory to add depth to your character.          Watch or listen to other shows by the composers of the three musicals we study.</p>	
<p><b>Skills to develop in Musical Theatre</b></p> <ul style="list-style-type: none"> <li>• Show a <b>knowledge and understanding</b> of musical theatre: the creatives and the performers</li> <li>• Use appropriate <b>terminology/key words</b> effectively both in your written and spoken work</li> <li>• An ability to <b>select</b> the appropriate techniques to give the best interpretation of the material</li> <li>• <b>Analyse</b> scenes from musicals and your own performance</li> <li>• <b>Reflect</b> on feedback given to you by your teachers and visitors</li> <li>• <b>Evaluate</b> your own performance</li> <li>• <b>Compare</b> different methods of creating performance</li> <li>• <b>Structured written work</b>, which shows your understanding of musical theatre using key words and subject specific vocabulary</li> <li>• <b>Note taking</b> during lessons</li> </ul>	<p><b>Improving performance in Musical Theatre</b></p> <p>You can improve your acting, dance and singing skills by <b>practising</b>.          Learning your words and choreography by <b>repetition</b> will give you more confidence as you will know what you are doing.          You can film yourself on your phone and watch yourself back to analyse what you have done.</p> <hr/> <p><b>Assessment in BTEC Musical Theatre</b></p> <p>All of the work done in Year 10 makes up Components 1 and 2. This forms 60% of the BTEC course and is completed during the summer term. You will receive assignment briefs which tell you exactly what evidence you need to provide and a deadline for when the assignment should be handed in.          You will receive a grade of Pass, Merit or Distinction at either Level 1 or Level 2.          If you hand your work in on time and we feel that you could do better, you will be allowed to re-work your assignment and hand it again after ten days.</p> <p>Practical work will be assessed each term. You will be given a Pass, Merit or Distinction at either Level 1 or Level 2 for a performance. You will be given some targets to help you improve.</p> <p>During practical work, you will be assessed all the time. You will be corrected and given direction and feedback on your acting, dance and singing. You will be given <b>notes</b> on how to improve. This is what would happen in the professional world of musical theatre.</p>

**Year 10 Curriculum map - How I can be a scholar in BTEC Enterprise - Skills, Knowledge and Understanding**

<b>Term 1 &amp; 2</b>	<b>Key Questions</b>	<b>Term 3 &amp; 4:</b>	<b>Key Questions</b>	<b>Term 5 &amp; 6:</b>	<b>Key Questions</b>
<p align="center"><b>Topics</b> <i>Component 1 – Exploring Enterprise</i> <i>Component 3 – Promotion and Finance for Enterprise</i></p>	<ol style="list-style-type: none"> <li>The message is.....</li> <li>The medium is....</li> <li>Identify 2 advertising methods</li> <li>What is sales promotion? Give 3 examples.</li> <li>Describe personal selling</li> <li>Using an example identify what are the benefits of public relations are.</li> <li>What is an SME?</li> <li>Give the size of Micro, Small and Medium SMEs</li> <li>Identify 2 characteristics of an SME</li> <li>What social pressures might influence an enterprise?</li> <li>Identify 2 reasons why someone might start their own enterprise</li> <li>Why is knowing what your customers want important?</li> <li>How can you identify your potential customers needs and wants?</li> </ol>	<p align="center"><b>Topics</b> <i>Component 1 – Exploring Enterprise</i> <i>Component 3 – Promotion and Finance for Enterprise</i></p>	<ol style="list-style-type: none"> <li>What is the difference between primary and secondary research?</li> <li>What internal factors can a business be impacted positively or negatively by?</li> <li>How might these internal factors positively or negatively impact costs?</li> <li>What external factors can a business be impacted positively or negatively by?</li> <li>How might these external factors positively or negatively impact costs?</li> <li>How might these external factors positively or negatively impact revenue?</li> <li>What is SWOT analysis and what benefits can it bring?</li> <li>What is PEST analysis and what benefits can it bring?</li> <li>List the ways an SME can measure success.</li> </ol>	<p align="center"><b>Topics</b> <i>Component 3 – Promotion and Finance for Enterprise</i></p>	<ol style="list-style-type: none"> <li>Why might an enterprise use a different source of finance at different stage?</li> <li>Which SoF might an enterprise use to cover a £100 bank account deficit?</li> <li>Give the two types of market.</li> <li>What are the four methods of segmentation? And can you give an example of each?</li> <li>Why is it important to calculate statement of comprehensive income?</li> <li>Why is it important to calculate statement of financial position?</li> <li>What is the difference between fixed and current assets?</li> </ol>
<b>Key concepts &amp; Skills</b>		<b>Key concepts &amp; Skills</b>		<b>Key concepts &amp; Skills</b>	
<p><b>Comp 1 -LAA</b> A1- What is Enterprise? A2- Types and characteristics of SMEs A3 The purpose of Enterprise A4 Entrepreneurs <b>Comp 1 – LAB</b> B1 -Customer Needs B2- Market research</p> <p><b>Comp 3 – LAA</b> A1- Elements of the promotional mix and their purpose.</p>		<p><b>Comp 1 – LAB</b> B3- Understanding competitors <b>Comp 1 – LAC</b> C1-Internal and external influences C3- Situational analysis C4- Measuring the success of an SME <b>Completion of Component 1 Coursework</b> <b>Comp3 LAB</b> B1- Financial Documents B2 - Payment Methods B3- Sources of revenue C1,2&amp;3-Cash Flow</p>		<p><b>Component 3 LAC</b> C5- Sources of finance A2- Targeting and segmenting the market B5-Statement of comprehensive income B6-Statement of financial position Recap all Component 3 to date</p>	
<b>Key Terms</b> Enterprise Entrepreneurs Innovation Risk taking Aims Objectives Social and political pressure Advertising Sales Promotion and methods Personal Selling PR and Direct Marketing Industry/Sector Customer needs	Qualitative Quantitative Primary research Secondary research After sales service Customer expectations Good value	<b>Key Terms</b> Liquid assets Cash flow Sales Revenue Net current assets Capital Running Costs Inventory Debtors Creditors Credit Invoices, Delivery notes Purchase orders Credit notes	Receipts Statement of account Cash Credit cards Debit cards Direct debit Payment technologies Start-up costs Running costs Competitors Price Quality Availability USP – Unique Selling Point	<b>Key Terms</b> B2B Business to Business B2C Business to Consumer Demographics Geographic Psychographic Behavioural Profit Loss Assets Liabilities	Owner funds Retained profits Loans Credit cards Government grants Hire purchase and leasing Trade credit Venture capital Peer-to-peer lending

**Super Curricular:**

**GCSE Business Bitesize-** <https://www.bbc.com/bitesize/subjects/zpsvr82>

**Class clips -** [GCSE / National 5 Business Teacher Resources - BBC Teach](#)

**Revision World -** <https://revisionworld.com/gcse-revision/business-studies>

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**The Times, Guardian, Telegraph, and Independent** all have good coverage of business. The Guardian and Telegraph on Saturday, and the Times on Sunday are particularly strong on economic news as is the Financial Times.

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**How can I revise in this subject?**

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- Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information
- Revision Clocks made of the content you have studied
- Revision documents given out by your teacher.
- Revision books Pearson BTEC Enterprise Revision book.

**Year 10 Curriculum map - How I can be a scholar in Business - Skills, Knowledge and Understanding**

Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions
<p align="center"><b>Topics</b></p> <p><i>3.1 Business in the real world</i></p>	<ol style="list-style-type: none"> <li>Why do businesses exist?</li> <li>Describe the difference between good and services, needs and wants.</li> </ol>	<p align="center"><b>Topics</b></p> <p><i>3.2 Influences on business</i></p>	<ol style="list-style-type: none"> <li>Give an example of how technology can impact business</li> <li>What digital communication methods could be used to communicate with stakeholders?</li> </ol>	<p align="center"><b>Topics</b></p> <p><i>3.4 Human Resources</i> <i>3.3 Business Operations</i></p>	<ol style="list-style-type: none"> <li>Explain why different organisational structures might affect communication.</li> <li>Why might a business choose to externally recruit instead of internally?</li> </ol>
<p align="center"><b>Key concepts &amp; Skills</b></p>	<ol style="list-style-type: none"> <li>List the factors of production</li> <li>What is opportunity cost?</li> <li>Define and give examples of the 3 sectors.</li> </ol>	<p align="center"><b>Key concepts &amp; Skills</b></p>	<ol style="list-style-type: none"> <li>List 2 benefits and 2 drawbacks of being ethical for a business.</li> </ol>	<p align="center"><b>Key concepts &amp; Skills</b></p>	<ol style="list-style-type: none"> <li>Outline the main stages of the recruitment and selection process and why it is important it is an effective process</li> </ol>
<p><i>3.1.1 The purpose and nature of business</i></p> <p>3.1.2 Business Ownership</p> <p>3.1.3 Setting business aims and objectives</p> <p>3.1.4 Stakeholders</p> <p>3.1.6 Business planning</p> <p>3.1.7 Expanding a business</p>	<ol style="list-style-type: none"> <li>Give 3 characteristics of an entrepreneurs.</li> <li>Give 2 reasons why an entrepreneur might choose to start a business</li> <li>Why is business dynamic?</li> <li>State and give two defining factors of the different types of ownership</li> <li>Identify 4 different stakeholders and detail how they may impacted by/have influence of businesses.</li> <li>Why is location important?</li> <li>Why should businesses plan?</li> <li>When might a business choose to expand?</li> <li>Give 2 benefits and 2 drawbacks of expansion</li> </ol>	<p>3.2.1 Technology</p> <p>3.2.2 Ethical and environmental considerations</p> <p>3.2.3 The economic climate on businesses</p> <p>3.2.4 Globalisation</p> <p>3.2.5 Legislation</p> <p>3.2.6 Competitive Environment</p>	<ol style="list-style-type: none"> <li>How does being sustainable impact on profit?</li> <li>How might a change in interest rates impact a business?</li> <li>Why might higher levels of unemployment benefit a business?</li> <li>What is globalisation?</li> <li>What employment legislation is there?</li> <li>What impact does competition (or lack of) have on a business?</li> </ol>	<p>3.4.1 Organisational Structures</p> <p>3.4.2 Recruitment and selection of employees</p> <p>3.4.3 Motivating employees</p> <p>3.4.4 Training</p> <p>3.3.1 Production Processes</p> <p>3.3.2 The role of procurement</p>	<ol style="list-style-type: none"> <li>What different contract types are there?</li> <li>Why is motivating employees important?</li> <li>Describe financial and non financial motivation methods and give examples of each.</li> <li>What are the main benefits of training employees?</li> <li>List the different methods of training used by businesses.</li> <li>The difference between job and flow production?</li> <li>What is lean production and what are its benefits?</li> </ol>
<p><b>Key Terms</b></p> <p>Goods</p> <p>Services</p> <p>Needs</p> <p>Wants</p> <p>Entrepreneurs</p> <p>Objectives</p> <p>Stakeholders</p> <p>Sole trader</p> <p>Partnership</p> <p>PLC</p> <p>Ltd</p> <p>Economies of scale</p> <p>Diseconomies of scale</p>	<p><b>Key Terms</b></p> <p>Technology</p> <p>Digital communication</p> <p>Ethics</p> <p>Environmental Impact</p> <p>Sustainability</p> <p>Economy</p> <p>Interest rates</p> <p>Consumer spending</p> <p>Employment</p> <p>Globalisation</p> <p>Exchange rates</p> <p>Competition</p> <p>Legislation</p>	<p><b>Key Words</b></p> <p>Organisational structures- Tall, Flat</p> <p>Span of control</p> <p>Chain of command</p> <p>Delaying</p> <p>Delegation</p> <p>Job production</p> <p>Flow production</p> <p>Lean production</p> <p>JIT</p> <p>JIC</p> <p>Motivation- financial and non financial</p> <p>Training</p>			

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- Revision Clocks made of the content you have studied
- Use BBC Bitesize GCSE pages to review what you have learnt
- Revision books like CGP or other exam board specific revision books.



**Year 10 Curriculum map: How I can be a scholar in Combined Science**

**Skills and Knowledge**

<b>Half-term 1:</b>	<b>Half-term 2:</b>	<b>Half-term 3:</b>	<b>Half-term 4:</b>	<b>Half-term 5:</b>	<b>Half-term 6:</b>
<p><b>Biology – cells and microscopy.</b> A closer look at eukaryotic and prokaryotic cells, using the magnification calculation and different microscopes, as well as looking at stem cells</p> <p><b>Chemistry – atomic structure and the periodic table.</b> Revision of atomic structure and a closer look at the periodic table and its development</p> <p><b>Physics – energy resources.</b> A closer look at renewable and non-renewable sources of energy</p>	<p><b>Biology – Infection and response.</b> Looks at types of pathogens and how the body reacts to these pathogens as well as how vaccinations work.</p> <p><b>Chemistry – Bonding, structure and properties of matter.</b> A closer look at the different ways that atoms can bond and how this affects their properties.</p> <p><b>Physics – DC electricity.</b> We look at series and parallel circuits, current, charge, PD and resistance as well as practical showing component characteristics</p> <p><b>Physics – Energy stores.</b> The conservation and dissipation of energy.</p>	<p><b>Biology – Transport.</b> A look at ways substances move in and out of cells.</p> <p><b>Chemistry – Quantitative chemistry.</b> Calculating relative masses and moles as well as looking at concentration.</p> <p><b>Physics – Particles.</b> A closer look at molecules and matter including calculating density, changes in state, internal energy and specific latent heat.</p>	<p><b>Biology – Health.</b> A look at non communicable diseases and how lifestyle can affect your health.</p> <p><b>Chemistry – Chemical change.</b> A closer look at chemical reactions including reactivity series, displacement, reactions of metals and neutralisation and pH.</p> <p><b>Physics – Mains Electricity.</b> A look at electricity at home including alternating current, plugs, electrical power and the national grid</p>	<p><b>Biology – Organisation.</b> How organisms are organised. Including enzymes and the digestive system and plant organisation and transpiration.</p> <p><b>Chemistry – Chemical change Continued.</b> A closer look at chemical reactions including reactivity series, displacement, reactions of metals and neutralisation and pH.</p> <p><b>Physics – Radioactivity.</b> A look at the discovery of the atom, revision of the structure of the atom, types of radiation and decay as well as half life and uses of radioactivity.</p>	<p><b>Biology – Bioenergetics- Photosynthesis -</b> what is photosynthesis, what affects its rate and a required practical involving pond weed.</p> <p><b>Chemistry – Energy changes.</b> A look at exothermic and endothermic reactions, reaction profiles and bond energy <b>calculations.</b></p> <p><b>Physics – Wave properties.</b> Another look at waves and completing a practical using a ripple tank.</p>
<p><b>Super curricular:</b> How important have microscopes been? Do some research</p>	<p><b>Super curricular:</b> Make a model of an ionic lattice and explain it</p>	<p><b>Super curricular:</b> why it is worse to be scalded by steam at 100°C than water at 100°C?</p>	<p><b>Super curricular:</b> Find out about people who are lactose intolerant. What causes this? What causes the symptoms</p>	<p><b>Super curricular:</b> ‘Remember electrolysis’. Pupils try to think of a rhyme or picture to remember the key ideas.</p>	<p><b>Super curricular:</b> research how rainbows are formed in terms of the refraction of the different wavelengths of light by the water droplets.</p>
<p><b>How can I revise for assessments?</b></p> <p>Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall</p> <p>Use your revision pack. This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you.</p> <p>Complete the short answer questions in the revision pack</p>					

## Year 11 Curriculum Map

### How I can be a scholar in Design Technology

<b>Skills and Knowledge</b>		
<b>Half-term 1: NEA: Specification and Design</b>	<b>Half-term 2: NEA: Development and Working Drawings</b>	<b>Half-term 3: NEA: Manufacturing</b>
<p style="text-align: center;"><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To analyse their research and understand the importance of Key findings and the impact this has upon the Design Specification</li> <li>• To generate a Design Specification using the Key Findings from the research analysis, identifying key realistic, achievable and quantifiable opportunities for their design</li> <li>• To develop a range of iterative design sheets using a range of design techniques, including: thumbnail sketching, adaptation of an existing product, using a design era and modelling, to influence iterative thinking.</li> <li>• To annotate and evaluate designs as they develop, showing the impact of these upon the iterative process</li> <li>• To evaluate and analyse their design concepts and utilise opinions of clients and users, to identify the best design/s and key areas to improve</li> </ul> <p><b>Theory: Core</b></p> <ul style="list-style-type: none"> <li>• Communication techniques: Oblique and isometric.</li> <li>• Communication techniques: orthographic.</li> <li>• Communication techniques: Perspective.</li> <li>• Design Strategies</li> </ul> <p><b>Design Strategy Assessment</b></p>	<p style="text-align: center;"><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To develop their chosen design by:               <ul style="list-style-type: none"> <li>○ Adapting it through sketching, annotating and evaluating to make significant improvements identified through design analysis</li> <li>○ Presenting a range of reasoned choices of joints, materials and surface finishes, with clear conclusions</li> <li>○ Modelling and testing key development areas, such as joining or functionality aspects.</li> </ul> </li> <li>• To draw all parts for their developed product using SolidWorks and using these to:               <ul style="list-style-type: none"> <li>○ Create working drawings and production plans for each part</li> <li>○ Creating a cutting list</li> <li>○ Creating a fully assembled and explode drawing</li> </ul> </li> <li>• To present their 'Final Proposal', utilising the drawings from SolidWorks to fully explain and justify all decisions made regarding choices of materials, processes and techniques.</li> <li>• To evaluate the final proposal against the specification and using the opinion of others</li> </ul> <p><b>Theory: Core</b></p> <ul style="list-style-type: none"> <li>• Impact of new and emerging technologies.</li> <li>• Evaluation of new and emerging technologies.</li> <li>• Mechanical devices: Levers, Linkages Cams.</li> <li>• Mechanical devices: Gears and pulleys</li> <li>• Electronic systems.</li> </ul> <p><b>Mock</b></p>	<p style="text-align: center;"><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To independently manufacture their design, using their working drawings, production plans and cutting lists</li> <li>• To apply a high-quality finish to their final product</li> <li>• To record their manufacturing by:               <ul style="list-style-type: none"> <li>○ Taking photographs of all stages, processes and techniques employed</li> <li>○ Including their photographs in chronological order within their PowerPoint of the NEA</li> <li>○ Adding explanatory notes to each photograph to show their understanding and explanation of each activity.</li> </ul> </li> </ul> <p><b>Theory: Core</b></p> <ul style="list-style-type: none"> <li>• Modern materials</li> <li>• Metals</li> <li>• Papers and Boards</li> <li>• Polymers</li> <li>• Textiles and Fabrics</li> <li>• Manmade boards</li> </ul> <p><b>Core materials assessment.</b></p>

## Year 11 Curriculum Map

### How I can be a scholar in Design Technology

<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"><li>• Use Solid works in and out of school to generate their own product designs.</li><li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li><li>• Utilise Solid works tutorials to enhance their own knowledge and understanding.</li><li>• Manufacture products at home as circumstances permit.</li><li>• Manufacture your own 3D products in school, after discussions with staff and principal students.</li><li>• Use SENECA learning to embed the knowledge and understanding</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li></ul>	<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"><li>• Use Solid works in and out of school to generate their own product designs</li><li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li><li>• Utilise Solid works tutorials to enhance their own knowledge and understanding.</li><li>• Manufacture products at home as circumstances permit.</li><li>• Use opportunities to work on design and development outside of the classroom</li><li>• Use SENECA learning to embed the knowledge and understanding</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li><li>•</li></ul>	<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"><li>• Use Solid works in and out of school to generate their own product designs.</li><li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li><li>• Utilise Solid works tutorials to enhance their own knowledge and understanding.</li><li>• Manufacture products at home as circumstances permit.</li><li>• Use opportunities to work on design and development outside of the classroom</li><li>• Use SENECA learning to embed the knowledge and understanding</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li></ul>
<p><b>How can I revise for assessments?</b></p> <ul style="list-style-type: none"><li>• by re-reading work on a regular basis</li><li>• identifying anything that needs revisiting because I cannot easily recall it</li><li>• asking someone at home to question me about what I have learnt</li><li>• making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later</li><li>• Regular use of the CSE Design and Technology Revision Guide handed out in September</li><li>• Use relevant sections of SENECA to revise and support recall.</li><li>• Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li><li>• Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember.</li></ul>		

## Year 11 Curriculum Map

### How I can be a scholar in Design Technology

<b>Skills and Knowledge</b>		
<b>Half-term 4: NEA : Test and Evaluation</b>	<b>Half-term 5: Examination Preparation</b>	<b>Half-term 6:</b>
<p style="text-align: center;"><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To analyse design ideas to enable thorough and appropriate development</li> <li>• To develop design idea/s into workable solutions, through sketching, testing and modelling (in conventional materials and using CAD) employing further analysis where necessary</li> <li>• To use their knowledge of SolidWorks to create components and assemblies of components with fluency and accuracy</li> <li>• To assign materials to components, creating 'real-view' images of each component, recognising how this can support their presentation of design concepts to others</li> <li>• To prepare a SolidWorks working drawings with an appropriate range of conventional views (BSI/ISO, isometric, orthographic) and bill of materials to enable interpretation by third parties.</li> <li>• To prepare a production plan and cutting list for each component. Utilising the real-views and working drawings.</li> <li>• To prepare a 'production pack' to enable smooth and accurate production by themselves and others</li> </ul> <p><b>Theory: All</b></p> <ul style="list-style-type: none"> <li>• Home learning using SENECA and BBC Bitesize</li> </ul>	<p style="text-align: center;"><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To fully understand and appreciate the marks schemes, key words and techniques required for success</li> <li>• To undertake and analyse a range of exemplar questions to enable an increasing awareness of methods required for success</li> </ul> <p><b>Theory: All</b></p> <ul style="list-style-type: none"> <li>• Revision materials</li> </ul>	<p style="text-align: center;"><b>Students will learn:</b></p> <p><b>Theory: Core</b></p> <p><b>Examination</b></p>

## Year 11 Curriculum Map

### How I can be a scholar in Design Technology

<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"><li>• Use Solid works in and out of school to generate their own product designs.</li><li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li><li>• Utilise Solid works tutorials to enhance their own knowledge and understanding.</li><li>• Manufacture products at home as circumstances permit.</li><li>• Use opportunities to work on design and development outside of the classroom</li><li>• Use SENECA learning to embed the knowledge and understanding</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov</a></li></ul>	<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"><li>• Use Solid works in and out of school to generate their own product designs.</li><li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li><li>• Utilise Solid works tutorials to enhance their own knowledge and understanding.</li><li>• Manufacture products at home as circumstances permit.</li><li>• Use opportunities to work on design and development outside of the classroom</li><li>• Use SENECA learning to embed the knowledge and understanding</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov</a></li></ul>	<p><b>Super Curricular:</b></p>
<p><b>How can I revise for assessments?</b></p> <ul style="list-style-type: none"><li>• by re-reading work on a regular basis</li><li>• identifying anything that needs revisiting because I cannot easily recall it</li><li>• asking someone at home to question me about what I have learnt</li><li>• making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later</li><li>• Regular use of the CSE Design and Technology Revision Guide handed out in September</li><li>• Use relevant sections of SENECA to revise and support recall.</li><li>• Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS</li><li>• Use relevant sections of Focus eLearning: Focus on Design and Technology: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov</a></li><li>• Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember.</li></ul>		

Year 10 Curriculum Map - How I can be a scholar in Drama

Skills and Knowledge				
Half-term 1:	Autumn 2 to Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Introductory unit exploring physical and vocal techniques.</b> <b>Experimentation with stylised and non-naturalistic drama.</b></p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p><b>Exploration of set text</b> <b>Blood Brothers by Willy Russell.</b> <b>Read the set play and develop written technique for the exam.</b> <b>Component 1 Section B</b> <b>Performance of a duologue extract from the set text.</b></p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p> <p>Explore acting and design questions in preparation for Component 1 Section B.</p>	<p><b>Creation of Devised Performance. Component 2</b> <b>Create theatre from stimuli.</b> <b>Develop written technique for the exam.</b></p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance. Learn the methodologies of a practitioner and how to devise in that style.</p>	<p><b>Creation of Devised Performance. Devised coursework preparation.</b> In addition, students will; Reflect on and evaluate their own work and that of others Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</p>	<p><b>Preparation for written examination Section B and Section C Live Evaluation.</b></p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p>
<p><b>Assessment Objectives for GCSE DRAMA: These objectives run throughout the course.</b> AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p>				
<p><b>Super Curricular:</b> Watch plays online on Youtube and on Prime. Buy GCSE Drama Text Book. <a href="#">GCSE Drama Text Book</a> Buy the GCSE Drama Play Guide for Blood Brothers <a href="#">GCSE Drama Play Guide Blood Brothers</a> (You will have access in lesson time but you may want your own copies). Virtual backstage tours. Research theatre makers such as designers and directors on Youtube and the internet. Undertake further research to prepare for practical sessions. Watch accent videos to aid characterisation.</p>				
<p><b>How can I revise for assessments?</b></p> <ul style="list-style-type: none"> <li>• by re-reading the scripts and annotating them with new ideas of how to portray the characters.</li> <li>• identifying anything that needs revisiting because I cannot easily recall it</li> <li>• asking someone at home to question me about what I have learnt</li> <li>• making flashcards of vocabulary and definitions</li> <li>• creating a one-page document / mind map of key vocab and knowledge to help me remember it later</li> <li>• Rereading Blood Brothers</li> <li>• Undertake further research to prepare for practical sessions</li> <li>• Reviewing written work – check that Drama vocabulary is spelt correctly</li> <li>• Watch extracts of Blood Brothers or any plays online</li> <li>• Annotate set text with key physical and vocal ideas.</li> <li>• Re-reading essays before handing in. Highlight analysis, drama vocabulary.</li> <li>• Choose a new section of Blood Brothers and complete question.</li> <li>• Create mind maps of the key characters from set plays.</li> </ul>				

### How I can be a scholar in Engineering

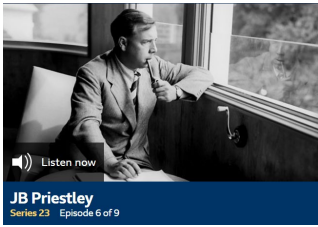

Skills and Knowledge		
Term 1: Practical 'Skill-building' tasks & Mock Assessment	Term 2: Mock Unit 2 Assessment	Term 3: Mock NEA
<p><b>Students will learn:</b></p> <p><b>THEORETICAL:</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety in the engineering Workshop</li> <li>Tolerance and why it is important</li> <li>How to read a Vernier calliper</li> <li>How to use a centre lathe</li> <li>How to risk-assess centre lathe operations</li> <li>How to set up the centre lathe</li> <li>How to drill and knurl on the centre lathe</li> <li>How to identify cutting tools on the lathe</li> </ul> <p><b>LO3: Use tools in production of engineering products</b> <b>LO3: Use equipment in production of engineering products</b></p> <p><b>Nylon Washer (practice):</b></p> <ul style="list-style-type: none"> <li>Basic lathe operations and movements</li> <li>How to centre the cutting tool</li> <li>How to load material in the chuck</li> <li>How to machine a part – Nylon Washer</li> </ul> <p><b>Mild Steel Dice Project:</b></p> <ul style="list-style-type: none"> <li>How to file a flat face on steel</li> <li>How to mark out accurately</li> <li>How to drill effectively</li> <li>How to finish steel components</li> </ul> <p><b>Aluminium Scriber Project:</b></p> <ul style="list-style-type: none"> <li>How to machine aluminium</li> <li>Using tools to create decorative patterns</li> </ul> <p><b>Unit 3 Theory:</b></p> <ul style="list-style-type: none"> <li>LO2 Engineering Materials</li> <li>LO2 Testing of Materials</li> <li>LO2 Properties of Materials</li> </ul> <p><b>Mock Unit 2 Assessment: Coat Hook Practical &amp; Portfolio of work.</b></p>	<p><b>Students will learn:</b></p> <p><b>Unit 2 Assessment: Lamp Project Practical and Portfolio work.</b></p> <ul style="list-style-type: none"> <li>Interpret engineering drawings</li> <li>Interpret engineering information</li> <li>Identify resources required</li> <li>Sequence required activities</li> <li>Use tools in production of engineering products</li> <li>Use equipment in production of engineering products</li> <li>Use engineering processes in production of engineered products</li> </ul> <p>Portfolio of work to include:</p> <ul style="list-style-type: none"> <li>Design Specification – 5 requirements of the Lamp</li> <li>Job Sheet – materials required &amp; cut list</li> <li>Data Sheet – calculations and conversions</li> <li>Gantt Chart – planning of all stages of production</li> </ul> <p>Practical work to include:</p> <ul style="list-style-type: none"> <li>Manufacture of recycled plastic lamp base</li> <li>Manufacture of stainless steel &amp; acrylic lamp shade</li> <li>Manufacture of the lamp arm</li> <li>Manufacture of the lamp uprights</li> </ul> <p><b>Unit 3 Theory:</b></p> <ul style="list-style-type: none"> <li>LO3 Engineering Processes</li> <li>LO3 Engineering Application</li> </ul> <p><b>Unit 2 Assessment: Lamp Project Practical &amp; Portfolio of work</b></p>	<p><b>Students will learn:</b></p> <p><b>Unit 3 Exam (first sit opportunity)</b></p> <ul style="list-style-type: none"> <li>Around 60% of the theory content will have been covered by this point. In-Lesson theory will cover some of the remainder. Extra revision sessions to be offered as needed.</li> </ul> <p><b>Unit 2 Assessment: Lamp Project Practical and Portfolio work.</b></p> <ul style="list-style-type: none"> <li>Evaluate quality of engineered products</li> </ul> <p>Portfolio of work to include:</p> <ul style="list-style-type: none"> <li>Manufacturing Diary of evidence</li> <li>Health &amp; Safety risk assessment of at least 1 process</li> <li>Completed observation record by Assessor</li> <li>Photographic evidence of final product</li> <li>Evaluation against design specification</li> <li>Self-evaluation of progress</li> </ul> <p>Practical work to include:</p> <ul style="list-style-type: none"> <li>Soldering of the electronic components</li> <li>3D modelling and 3D printing of the 2 connectors</li> <li>Full assembly, testing and troubleshooting of the lamp</li> <li>Manufacture of lamp feet</li> </ul> <p><b>Unit 3 Theory:</b></p> <ul style="list-style-type: none"> <li>LO1 Engineering Developments</li> <li>LO3 Engineering Products</li> </ul> <p><b>Unit 2 Assessment: Lamp Project Practical &amp; Portfolio of work</b></p>

### How I can be a scholar in Engineering

<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"> <li>• Purchase the WJEC Engineering book to use for further &amp; background reading on subjects covered and coming up: <a href="https://www.amazon.co.uk/WJEC-Vocational-Award-Engineering-Level/dp/1912820153">https://www.amazon.co.uk/WJEC-Vocational-Award-Engineering-Level/dp/1912820153</a></li> <li>• Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs.</li> <li>• Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work.</li> <li>• Manufacture your own 3D products in school, after discussions with staff and principal students.</li> <li>• Manufacture products at home as circumstances permit.</li> <li>• Use SENECA learning to embed the knowledge and understanding</li> <li>• Use relevant sections of Focus eLearning: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li> </ul>	<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"> <li>• Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs.</li> <li>• Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work.</li> <li>• Use Solidworks in and out of school to generate their own product designs.</li> <li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li> <li>• Utilise Solidworks tutorials to enhance their own knowledge and understanding.</li> <li>• Manufacture your own 3D products in school, after discussions with staff and principal students.</li> <li>• Manufacture products at home as circumstances permit.</li> <li>• Use SENECA learning to embed the knowledge and understanding</li> <li>• Use relevant sections of Focus eLearning: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li> </ul>	<p><b>Super Curricular:</b></p> <ul style="list-style-type: none"> <li>• Show a genuine interest in the subject by watching relevant educational content on YouTube or TV Programs.</li> <li>• Utilise time at home to ensure real and mock assessment work is presented clearly, with as much attention to detail provided as possible. Hand-written notes from lesson can be types up at home for a well-presented and tidy portfolio of work.</li> <li>• Use Solidworks in and out of school to generate their own product designs.</li> <li>• Download Solidworks onto their own home computer. (code required and suitable windows computer)</li> <li>• Utilise Solidworks tutorials to enhance their own knowledge and understanding.</li> <li>• Manufacture your own 3D products in school, after discussions with staff and principal students.</li> <li>• Manufacture products at home as circumstances permit.</li> <li>• Use SENECA learning to embed the knowledge and understanding</li> <li>• Use relevant sections of Focus eLearning: <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></li> </ul>
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Year 10 Curriculum Map: How I can be a scholar in English

<b>Topic 1: English Literature – ‘An Inspector Calls’</b>	<b>Topic 2: English Literature – ‘A Christmas Carol’</b>	<b>Topic 3: English Literature – ‘Romeo and Juliet’</b>
<p><i>+ weekly poetry and introduction to Language P2</i></p> <ul style="list-style-type: none"> <li>• What is the plot and who are the characters of ‘An Inspector Calls’?</li> <li>• What ideas about Edwardian society does Priestley present?</li> <li>• What is the role of the Inspector?</li> <li>• How does Priestley use dramatic devices, such as stage directions, to present characters, ideas and themes?</li> <li>• What is interesting about the structure of the play?</li> <li>• How do I construct an exam-style response?</li> </ul>	<p><i>+ weekly poetry and introduction to Language P1</i></p> <ul style="list-style-type: none"> <li>• What is the plot of ‘A Christmas Carol’?</li> <li>• What ideas about Victorian society are presented?</li> <li>• What is the role of the three Christmas spirits?</li> <li>• What is interesting about the structure of the novella?</li> <li>• How does Scrooge transform across the novella?</li> <li>• What does his transformation symbolise?</li> <li>• How do I construct an exam-style response?</li> </ul>	<p><i>+ weekly poetry and ‘Speaking and Listening’</i></p> <ul style="list-style-type: none"> <li>• What is the plot of ‘Romeo and Juliet’?</li> <li>• What ideas about Elizabethan society does Shakespeare present?</li> <li>• What ideas about the play’s plot and themes are presented through the prologue?</li> <li>• In what way is the play much more of a tragedy than a love story? What tragic conventions are there?</li> <li>• What are the key themes explored across the play?</li> <li>• How do I construct an exam-style response?</li> </ul>
<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• Youtube search ‘An Inspector Calls Historical and Social context’ and watch the first that comes up (18-minute documentary).</li> <li>• Google Search ‘Great Lives JB Priestley’ and listen to the podcast on his life:</li> </ul> 	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• Listen to this abridged version of ACC with screen notes: <a href="https://www.bbc.co.uk/teach/school-radio/english-ks2-a-christmas-carol-index/zbp9bdm">https://www.bbc.co.uk/teach/school-radio/english-ks2-a-christmas-carol-index/zbp9bdm</a></li> <li>• Google search the below headline and read the article from the <i>Guardian</i> that appears: <div style="border: 1px solid black; padding: 5px; display: inline-block;">Ignorance and Want: why Charles Dickens's A Christmas Carol is as relevant today as ever</div></li> <li>• Youtube search ‘The Origins of A Christmas Carol British Library’. Watch the 12-min documentary.</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Romeo and Juliet</i>).</li> <li>• YouTube ‘Romeo and Juliet Mr Bruff’ and ‘Romeo and Juliet DystopiaJunkie’ and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class.</li> <li>• Watch an adaptation of the play.</li> </ul> 
<p><b>How can I revise in this subject?</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sparknotes.com">www.sparknotes.com</a> – useful for texts such as ‘Romeo and Juliet’ (includes summary videos).</li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a> – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.</li> <li>• Re-read the exam texts (‘An Inspector Calls’, ‘A Christmas Carol’, ‘Romeo and Juliet’)</li> </ul>		<ul style="list-style-type: none"> <li>• SPaG Exercises – Google ‘Bristol Grammar exercises’ and click on the first link for lots of self-tests.</li> <li>• <b>Refer to your unit sheets for more ideas.</b></li> </ul>

**Year 10 Super Curriculum map – How I can be a scholar in Food Preparation & Nutrition**

<p align="center"><b>Half-Term 1 Health, Safety and Hygiene</b></p>	<p align="center"><b>Half- term 2 Nutrition</b></p>	<p align="center"><b>Half-term 3 Factors affecting food choice</b></p>
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• What is meant by Personal hygiene and its importance in the kitchen.</li> <li>• The importance of temperatures in the storage, cooking and re-heating of food.</li> <li>• What is meant by the term Micro-organisms.</li> <li>• Which micro-organisms cause food to spoil and make it unsafe to eat.</li> <li>• Conditions for growth of micro-organisms in order to grow and multiply e.g. Moulds, yeast and Bacteria.</li> <li>• What enzymes are and how they spoil the palatability of food.</li> <li>• How to prevent the spoilage of enzymes.</li> <li>• The 3 main types of contamination in the food industry – Biological, Physical and Chemical.</li> <li>• The main Food Laws used in the food industry and how they are enforced by Environmental Health Officers (EHOs).</li> <li>• The definition of HACCP and how it is carried out in kitchens.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• To be able to demonstrate and apply the principles of food safety and hygiene when cooking a variety of high risk food dishes.</li> <li>• Students will also learn through experimentation e.g. cheese making and be taught how to record the results of an experiment and analyse the findings to form a conclusion.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of eating a variety of different foods from the Eatwell Guide.</li> <li>• To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet.</li> <li>• The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates.</li> <li>• The effects of deficiency and excess of these macro nutrients in the in diet.</li> <li>• The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals.</li> <li>• Vitamins to be covered are: Fat soluble A,D,E &amp; K and Water soluble B &amp; C</li> <li>• Minerals to be covered are: Calcium, Iron, Sodium, Iodine &amp; fluoride.</li> <li>• Why the body needs energy and what the basal metabolic rate (BMR) is and how it is measured.</li> <li>• The function of water in the diet.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients.</li> <li>• To design and make a savoury dish that meets all the advice of the Eatwell guide.</li> <li>• To justify choice of dish and explain how it meets current dietary guidelines for healthy eating.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• The importance of consuming the right diet at different life stages.</li> <li>• To include: The dietary needs of pre-school children, school children, teenagers, adults and the elderly.</li> <li>• Special dietary needs – medical and food related.</li> <li>• Medical diets - diabetes, coeliac, lactose intolerant, allergies.</li> <li>• Food related illnesses – Obesity, CHD, high fibre, reduced sugar, salt and fat diets.</li> <li>• Social, Moral and Cultural diets – vegetarians, Vegans, religion, family and peer choices.</li> <li>• To identify and discuss the different factors that influence what we eat today including:</li> <li>• Food provenance and Environmental influences, the use of Logos/assurances,</li> <li>• Locally sourced foods, Organic and fairtrade foods, Food availability and seasonality.</li> <li>• Students to build upon the idea of food provenance and compare cuisines from different cultures to British cuisine.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the importance of adapting recipes to meet a range of these special dietary needs.</li> <li>• How to recognise multicultural cuisines and prepare dishes from a variety of different countries.</li> <li>• How to identify high, medium and basic practical skills.</li> <li>• Offer suggested improvements for their own meals by self assessing the aesthetics, skills and time management of their products.</li> </ul>
<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Work through these topics on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</a> You may watch this episode of the Food Inspectors to understand more about Food Safety in the real world: <a href="https://www.youtube.com/watch?v=MbH2fPAH4Vc&amp;list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&amp;index=34">https://www.youtube.com/watch?v=MbH2fPAH4Vc&amp;list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&amp;index=34</a> Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: <a href="https://illuminate.digital/aqafood/">https://illuminate.digital/aqafood/</a> Login: SRING3 Password: Student3</p>	<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Work through these topics on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1">https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</a> Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: <a href="https://illuminate.digital/aqafood/">https://illuminate.digital/aqafood/</a> Login: SRING3 Password: Student3</p>	<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Nutrition through Life unit. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Work through these topics on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zk92msg/revision/1">https://www.bbc.co.uk/bitesize/guides/zk92msg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zgvnpbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zgvnpbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1">https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zjnsrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zjnsrd/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdjvgdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zdjvgdm/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1">https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1</a> Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: <a href="https://illuminate.digital/aqafood/">https://illuminate.digital/aqafood/</a> Login: SRING3 Password: Student3</p>

**Year 10 Super Curriculum map – How I can be a scholar in Food Preparation & Nutrition**

<p align="center"><b>Half-term 4 Food Science</b></p>	<p align="center"><b>Summer term Mock NEA's</b></p>
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>To investigate and understand key food scientific knowledge.</li> <li>To understand why ingredients are used in products – their functions.</li> <li>This scientific knowledge would have been used in previous lessons but this will build upon that knowledge.</li> </ul> <p><b>The key areas we will cover are:</b></p> <ul style="list-style-type: none"> <li>Scientific principles linked to the nutrients:</li> <li>What is meant by protein denaturation, protein coagulation, foam formation and how they are relevant to the manufacturing of products.</li> <li>The meaning of Gelatinisation along with the structures of starches, Amylose and Amylopectin. Modified starches and their use in processed products.</li> <li>The scientific principles underlying the use of fats and oils to demonstrate Shortening eg pastry making. Aeration e.g. making a cake. Plasticity e.g. Pastry making. Emulsification e.g. salad dressings or mayonnaise.</li> <li>The faults when making cakes, pastry and breads, how to recognize them and understand how to prevent them.</li> <li>The scientific principles underlying the use of 4 different types of raising agents used in food today: chemical,-mechanical, steam, and biological.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>To be able to demonstrate and apply the principles of food science when cooking a variety food dishes.</li> <li>Alongside normal practicals, students will also learn through experimentation e.g. fat ratios in pastry, sugar in cakes, gelatinised sauces.</li> </ul>	<p><b>Students will learn:</b></p> <p>The expectations and marking criteria involved in the AQA Food Preparation and Nutrition NEA unit. Students to follow the proforma of the NEA 1 and 2 as set out by the exam board. As it is a mock, the tasks have been shortened. The NEA 1 will teach the following skills:4</p> <ul style="list-style-type: none"> <li>How to analyse a brief</li> <li>How to begin a food investigation – to create a hypothesis, aim and prediction relating to a given brief.</li> <li>How to carry out a food experiment safely.</li> <li>How to record results and observations.</li> <li>How to interpret results and findings in order to evaluate and make a conclusion.</li> </ul> <p>The NEA 2 will teach the following skills:</p> <ul style="list-style-type: none"> <li>To develop research skills and carry out research into the cuisine of another country based in Europe.</li> <li>About the distinctive features of their chosen cuisine including ingredients, equipment, cooking techniques, eating patterns and presentation styles.</li> <li>To gather research from a variety of different primary and secondary sources.</li> <li>To present research findings in a concise and relevant way.</li> <li>To write up and record the results of sensory testing in a profiling chart.</li> <li>To analyse the results of sensory testing and write detailed conclusions on the results.</li> <li>To reflect on previous practical lessons in order to evaluate the aesthetic qualities of a dish using descriptor words and skills used.</li> <li>To peer assess other students work and give constructive feedback and suggestions of improvement on aesthetics and skill levels.</li> <li>To develop planning skills to include details of timings, instructions for making and include important hygiene or safety points.</li> <li>To analyse the nutritional value of the meal using the Jenny Ridgewell programme.</li> <li>To calculate the total costs of the dish, how many it will serve and portion size.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>To trial practice dishes from their selected country in order to demonstrate the 12 core skills and show their ability.</li> <li>To produce 2 final dishes from their chosen country, within time restrictions that are high in skill.</li> </ul>
<p><b>Super Curricular</b></p> <p>Watch this clip about raising agents: <a href="https://www.youtube.com/watch?v=0USi4DbRVVQ&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=1">https://www.youtube.com/watch?v=0USi4DbRVVQ&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=1</a></p> <p>Watch this Paul Hollywood clip about faults in bread making: <a href="https://www.youtube.com/watch?v=Wnxxn_7bjlNk&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=45">https://www.youtube.com/watch?v=Wnxxn_7bjlNk&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=45</a></p> <p>Watch this Paul Hollywood clip about faults in pastry making: <a href="https://www.youtube.com/watch?v=WH5DaVNeK5g&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=46">https://www.youtube.com/watch?v=WH5DaVNeK5g&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=46</a></p> <p>Watch this Paul Hollywood clip about faults in cake making: <a href="https://www.youtube.com/watch?v=m8g0CZrt7yw&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=47">https://www.youtube.com/watch?v=m8g0CZrt7yw&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=47</a></p> <p>Watch this clip about different flours and bread making investigation: <a href="https://www.youtube.com/watch?v=OoaQVdSXR48&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=2">https://www.youtube.com/watch?v=OoaQVdSXR48&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=2</a></p> <p>Watch this clip about heat transfer and sauce investigation (gelatinisation): <a href="https://www.youtube.com/watch?v=zjyhMzjDaVI&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=3">https://www.youtube.com/watch?v=zjyhMzjDaVI&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=3</a></p>	<p><b>Super Curricular</b></p> <p>Here are some 'how to' videos to watch ahead of the NEA 1 to gain more background knowledge and understanding. By watching these you will be able to add more in-depth detail to your work and access the higher grades available.</p> <p>How to begin a food investigation: <a href="https://www.youtube.com/watch?v=d8W0xr7heJ4&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=48">https://www.youtube.com/watch?v=d8W0xr7heJ4&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=48</a></p> <p>Conducting an experiment: <a href="https://www.youtube.com/watch?v=I5pjbVKvuWw&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=49">https://www.youtube.com/watch?v=I5pjbVKvuWw&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=49</a></p> <p>Conducting experiment 2: <a href="https://www.youtube.com/watch?v=IHTshB5QR0Y&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=50">https://www.youtube.com/watch?v=IHTshB5QR0Y&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=50</a></p> <p>Data and observations: <a href="https://www.youtube.com/watch?v=bKgztSASr3w&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=51">https://www.youtube.com/watch?v=bKgztSASr3w&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=51</a></p> <p>Analyse results and present findings: <a href="https://www.youtube.com/watch?v=TmCy9nHLUIs&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=52">https://www.youtube.com/watch?v=TmCy9nHLUIs&amp;list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&amp;index=52</a></p>
<p><b>How can I revise for Assessments?</b></p> <p>Use relevant sections of Seneca Learning to revise. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: <a href="https://illuminate.digital/aqafood/">https://illuminate.digital/aqafood/</a></p> <p>Login: SRING3 Password: Student3</p> <p>Revision lists and guidance will always be given so please do utilise the resources provided.</p>	

I will be able to...					
Term 1-2		Term 3-4		Term 5-6	
<p><b>Content: Unit 1 me, my family and friends</b></p> <p>-Describe myself, my family, my friends -Describe my relationships with family and friends -Explain what chores I do -Explain my preferences for marriage and future relationships</p> <p><b>Skills:</b> -Understand how to describe a photo (F) -Understand how to write 40 word essays (F) *Understand how to write 90 word essays (H)</p> <p><b>Grammar:</b> -Using <i>avoir</i> and <i>être</i> -Possessive adjectives -Adjectival position and agreement -Reflexive verbs -Near future -Direct object pronouns -Emphatic pronouns *Using <i>qui</i> and <i>que</i> (H) *using <i>dont</i> (H) *Simple future (H) *indirect object pronouns (H)</p>	<p><b>Content: Unit 3: Free time activities</b></p> <p>-Explain my free time activities, my opinions on music, film,TV and technology -Describe free time activities in 3 tenses -Explain my opinions on shopping and going shopping -Explain my opinions on sport *Explain pros and cons of extreme sports (H)</p> <p><b>Skills:</b> -Understand how to answer role play questions -Understand key translation techniques (F) *Understand how to write 150 word essays (H)</p> <p><b>Grammar:</b> -Revision of the present tense -Question words -Perfect tense of regular verbs -Revision of future tense -Frequency adverbs and time phrases -Verbs, e.g. opinion + infinitive -Subordinating conjunction (<i>comme, puisque, parce que</i>) -Jouer à and faire de -Developing sentences using <i>quand, lorsque</i> and <i>si</i> *Use of pronouns <i>en</i> and <i>y</i> *Perfect tense with <i>être</i></p>	<p><b>Content: Unit 4: Customs and Festivals</b></p> <p>-Explain my preferences on celebrations and festivals and how we celebrate certain festivals and celebrations -Explain the pros and cons of celebrations -Talk about past, present and future celebrations -Describe a past event – narration -Understand festivals and celebrations in French speaking countries</p> <p><b>Skills:</b> -Understand how to answer the photocard questions *Understand key translation techniques (H)</p> <p><b>Grammar:</b> -Revision of the perfect tense -Rules of agreement in the perfect tense -Using <i>en/au/aux/à</i> + countries and towns -Indefinite articles *Reflexive verbs in the perfect tense *Deciding between perfect and imperfect tenses</p>	<p><b>Content: Unit 5 home and where I live</b></p> <p>-Describe my house and home -Describe my ideal home</p> <p><b>Skills:</b> -Understand the success criteria of the general conversation speaking exam</p> <p><b>Grammar:</b> -Revision of position and agreement of adjectives -Plural of nouns -Comparative and superlative adjectives -Negative phrases followed by <i>de</i> -Conditional of regular verbs -Recognising possessive pronouns *Demonstrative adjectives prepositions *Conditional of irregular verbs</p>	<p><b>Content: Unit 5 home and where I live - continued</b></p> <p>-Describe town and local area and what there is to do there -Describe what social issues there are in my town</p> <p><b>Year 10 exam preparation to revise the key skills:</b> -role play -photocard -40 word writing (F) -90 word writing *150 word writing (H) -Translations -Reading -Listening -General conversation speaking</p> <p><b>Acronyms to revise:</b> <i>FORT, CROWNIT, *UMDIFOOP (H)</i></p>	<p><b>Content: Year 10 exams and feedback and group changes for Year 11</b></p> <p><b>Content: Unit 6 and 7 Social issues and global issues</b> -Describe what environmental issues there are locally -Understand what French-speaking charities there are -Explain whether I would like to work for a charity and why -‘Welcome’ film study</p> <p><b>Grammar:</b> -Revision of <i>devoir</i> and <i>pouvoir</i> + inf -Giving advice phrases – on <i>doit / devrait / il faut</i> + inf -Revision of range of negative structures -Using <i>si</i> + present tense *<i>Si</i> clauses + present + future (H) *<i>En</i> + present participle *the subjunctive (H)</p>
<p><b>Super Curricular:</b> BBC bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zmfr7nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zmfr7nb/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zfnbjhv/revision/1">https://www.bbc.co.uk/bitesize/guides/zfnbjhv/revision/1</a></p>	<p><b>Super curricular</b> BBC bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zhdvd6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zhdvd6f/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zbg8t39/revision/1">https://www.bbc.co.uk/bitesize/guides/zbg8t39/revision/1</a></p>	<p><b>Super curricular</b> BBC bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/ezhp3wty/revision/1">https://www.bbc.co.uk/bitesize/guides/ezhp3wty/revision/1</a></p>	<p><b>Super curricular</b> BBC bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zrw6bdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zrw6bdm/revision/1</a></p>	<p><b>Super curricular</b> BBC bitesize activities : <a href="https://www.bbc.co.uk/bitesize/guides/z6y4mfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z6y4mfr/revision/1</a></p>	<p><b>Super curricular:</b> BBC bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zjqtgwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zjqtgwx/revision/1</a></p>
<p><b>How can I revise in this subject?</b></p> <ol style="list-style-type: none"> <li>1. Watch the videos of how to plan and write the essays: <a href="https://www.youtube.com/channel/UCkI6V2StjVdqZeB2_XLVBPO">https://www.youtube.com/channel/UCkI6V2StjVdqZeB2_XLVBPO</a></li> <li>2. Use <a href="http://www.memrise.com">www.memrise.com</a> to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary)</li> <li>3. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <a href="https://agreenmouse.com/french-for-children/">https://agreenmouse.com/french-for-children/</a></li> </ol>					

## Year 10 Curriculum Map

### How I can be a scholar in Geography

<b>Skills and Knowledge</b>					
<b>Half-term 1: UK Landscapes. Coastal Landscapes</b>	<b>Half-term 2: Glacial Landscapes</b>	<b>Half-term 3: Urban issues and challenges</b>	<b>Half-term 4: Urban issues and challenges</b>	<b>Half-term 5: The living world – Ecosystems and Tropical Rainforests</b>	<b>Half-term 6: Cold Environments</b>
<p><b>Knowledge:</b> UK Relief, landscape &amp; rock type &amp; river systems Waves characteristics and formation Formation of landforms of coastal erosion &amp; deposition Costs &amp; benefits of coastal management strategies Case studies: Dorset coastline &amp; Lyme Regis coastal management</p> <p><b>Processes &amp; Concepts:</b> Weathering &amp; mass movement Coastal processes of erosion, transportation &amp; deposition</p> <p><b>Skills:</b> Identify patterns and features on atlas maps Cross sections Height on maps OS map skills Annotated sketches</p>	<p><b>Knowledge:</b> Extent of Ice coverage during last Ice Age Formation of landforms of erosion and deposition Economic activities in upland glaciated areas and conflicts that arise between development and conservation Case studies: Lake District, landforms and economic activities of UK Upland area</p> <p><b>Processes &amp; Concepts:</b> Glacial processes of Weathering, erosion, transportation &amp; deposition</p> <p><b>Skills:</b> OS map skills Annotated sketches Photo analysis</p>	<p><b>Knowledge:</b> Global pattern of Urban change Mega cities Case study LIC/NEE: Rio de Janeiro – its location &amp; importance, causes of growth, social and economic opportunities &amp; challenges. How urban planning is improving quality of life for the poor.</p> <p><b>Processes &amp; Concepts:</b> Urban trends in HIC's and LIC's Urbanisation</p> <p><b>Skills:</b> Interpretation of a variety of complex graphs</p>	<p><b>Knowledge:</b> Urban transport strategies Case study UK city: Southampton – its location &amp; importance, impact of migration on growth and character. Social, economic and environmental opportunities &amp; challenges. West Quay as an example of urban regeneration project</p> <p><b>Processes &amp; Concepts:</b> Sustainable urban living (Curitiba)</p> <p><b>Skills:</b> OS map skills Calculation of mean, median &amp; mode + range</p>	<p><b>Knowledge:</b> Ecosystems Distribution &amp; characteristics of world biomes Physical characterises of Tropical rainforest Plant and animal adaptations Deforestation Case study: Malaysia – to illustrate: causes, impacts, management</p> <p><b>Processes &amp; Concepts:</b> Interrelationships within a natural system Value of TRF's to people &amp; environment Sustainable management</p> <p><b>Skills:</b> Graph completion &amp; interpretation World maps</p>	<p><b>Knowledge:</b> Physical conditions of cold environments. Plants &amp; animal adaption to the physical environment Biodiversity in cold environments. Case study: Svalbard – Opportunities &amp; challenges of development. Threats &amp; management of cold environments</p> <p><b>Processes &amp; Concepts:</b> Interdependence of climate, permafrost, soils, plants, animals and people in cold climates.</p> <p><b>Skills:</b> Atlas skills</p>

## Year 10 Curriculum Map

### How I can be a scholar in Geography

<p><b>Super Curricular:</b> Investigate coastal management strategies in your local area, follow local news about coastal management decisions, do you think local coastal management is effective? Visit the local coastline and see if you can identify landforms and processes – make annotated sketches</p>	<p><b>Super Curricular:</b> Use Google earth &amp; Bing map images and maps to virtually investigate the landscape of the Lake District – create a virtual video tour of the key landscapes Create annotated models of landforms to illustrate their formation</p>	<p><b>Super Curricular:</b> Watch Andrew Marr Mega cities TV series – which cities do you think have successfully coped with urbanisation?</p>	<p><b>Super Curricular:</b> Visit Southampton/West Quay, do you consider the regeneration a success? Conduct further research on this regeneration project</p>	<p><b>Super Curricular:</b> Investigate commercial Palm Oil farming in Malaysia. What is palm oil used for and what damage has been done to the ecosystem by palm oil production Survey products &amp; foodstuffs in your home – how many products contain palm oil</p>	<p><b>Super Curricular:</b> Carry out further research into tourism in Svalbard. Why is it a popular destination and what benefits and problems does this bring</p>
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**How can I revise for assessments?**

You will be encouraged to try a variety of revision methods including cue cards and knowledge organisers (many will have been introduced to you at KS3). Try a variety of methods and see which suit you best.

What do I need to revise?

Use the **unit outlines** provided each section of the course– ‘RAG’ each one to prioritise your revision.

The **Seneca website** tasks will help you revise each unit, also use your **text book**, **cpg revision guide** (if you have bought one), lesson notes and **key vocab sheets**

Here are just a few ideas for revising specific parts of your geographical studies:

- For **key terms and definitions** make flash cards, practice alone & get others to test you – ‘**quizlet**’ is also useful for this
- For revising **processes**: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process
- For revising the **formation of landforms**: eg Wave cut platform. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term.
- For revising **case studies**: draw a mind-map to include all the different aspects and categories involved in your case study – make connections between aspects of the study.
- For revising **skills**: Doodle Learn has a variety of activities to help you to test yourself.

For **exam question** practise – go back over questions we have completed in class, along with end of unit tests and exams – see how you gained and missed out on marks

Curriculum Map – Year 10 CNAT Health and Social Care - How I can be a scholar in Health and Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit RO32</b> Principles of care in health and social care settings	<b>Introduction to Health and Social care</b>  <b>Topic 1: The rights of service users in health and social care settings</b> <ul style="list-style-type: none"> <li>➤ 1.1 Types of care setting</li> <li>➤ 1.2 The rights of service users.</li> </ul>	<b>Topic 1: The rights of service users in health and social care settings</b> <ul style="list-style-type: none"> <li>➤ 1.3 The benefits to service users' health and well-being when their rights are maintained.</li> </ul> <b>Assessment Topic Area 1.</b>	<b>Topic 2: Person-centred values</b> <ul style="list-style-type: none"> <li>➤ 2.1 Person-centred values and how they are applied by service providers</li> <li>➤ Qualities of service providers: The six Cs</li> <li>➤ How person-centred values can be applied in HSC settings.</li> </ul>	<b>Topic 2: Person-centred values</b> <ul style="list-style-type: none"> <li>➤ 2.2 Benefits of applying the person-centred values</li> <li>➤ 2.3 Effects on service users if person-centred values are not applied.</li> </ul>	<b>Consolidation of knowledge and exam skills.</b>  <u><b>Year 10 exam</b></u>  <u>How to revise</u> It is important to revise effectively for all assessments. Use the coloured sections in your Cambridge Nationals Revision guide to produce mind maps and to practice the exam style questions given.	<b>Topic 3: The importance of communication skills in health and social care settings.</b> <ul style="list-style-type: none"> <li>➤ Verbal</li> <li>➤ Non-verbal</li> <li>➤ Active listening</li> <li>➤ Special methods</li> </ul> <b>Mini assessment Topic area 3.</b>
<b>Unit RO33</b> Supporting individuals through life events	<b>Topic 1: Life stages</b> 1.1 Life stages + development <ul style="list-style-type: none"> <li>➤ Childhood</li> <li>➤ Adolescence</li> <li>➤ Adulthood</li> <li>➤ Older adulthood</li> </ul>	<b>Topic 1: Life stages</b> 1.1 Factors affecting development <ul style="list-style-type: none"> <li>➤ Physical factors</li> <li>➤ Social factors</li> <li>➤ Emotional factors</li> <li>➤ Economic factors</li> <li>➤ Cultural factors</li> </ul> <b>Assignment Task 1</b>	<b>Topic 2: Impacts of life events</b> 2.1 Impacts of life events on individuals <ul style="list-style-type: none"> <li>➤ Physical events</li> <li>➤ Relationship changes</li> <li>➤ Life circumstances</li> </ul> <b>Assignment Task 2</b>	<b>Topic 3: Sources of support</b> 3.1 Sources of support <ul style="list-style-type: none"> <li>➤ Formal support</li> <li>➤ Informal support</li> <li>➤ Charity support</li> <li>➤ How practitioners meet needs.</li> </ul> <b>Assignment Task 3</b>	<b>RO33: Synoptic links and referencing</b> <b>Intro optional unit:</b> <ul style="list-style-type: none"> <li>➤ RO34: Creative and therapeutic activities</li> </ul> <p align="center"><b>OR</b></p> <ul style="list-style-type: none"> <li>➤ RO35: Health promotion</li> </ul>	<b>RO34 / RO35</b>  Continue to work on teaching content of optional unit
<b>Assessment schedule</b>	<b>Assessment 1:</b> RO32: LO1		<b>Assessment 2:</b> RO33: Assignment Task 1 marks		<b>Assessment 3:</b> Year 10 exam RO32 Topic areas 1 and 2	
<b>Super curriculum</b>	Visit / volunteer for a day at a health, social care and / or early years care settings to gain an understanding work in the care sector (Possible Year 10 work experience). Volunteer to help an elderly person in your community. Write about how this helped to meet their PIES needs.					

## Year 10 Curriculum Map

### How I can be a scholar in History

Skills and Knowledge					
How far and why did Medicine change/progress over time and who/what factors caused it?					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><b>Medicine through time: change and continuity - What did medieval and Renaissance society believe caused disease and illness? What preventions and treatments were used?</b></p> <p><b>Skills:</b> explanation (using the PEEL structure)</p> <p><b>Causation</b></p> <p><b>Individuals' roles</b></p> <p><b>Factors</b></p> <p><b>Significance</b></p> <p><b>Progress or lack of</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Causation</b> e.g. Four Humours</li> <li>• <b>Individuals</b> e.g. Galen and Vesalius</li> <li>• <b>Factors</b> e.g. The Church and Government</li> <li>• <b>Significance</b> e.g. Printing Press and Plague</li> <li>• <b>Progress or lack of</b> e.g. superstition</li> </ul>	<p><b>Medicine 1700-1900 [pre-industrial to early modern] and 1900 to present day: change and continuity: approaches to prevention, treatment, cause of disease and illness.</b></p> <p><b>Skills:</b> constructing an argument with a judgement.</p> <p><b>Causation</b></p> <p><b>Individuals' roles</b></p> <p><b>Factors</b></p> <p><b>Significance</b></p> <p><b>Changing pace of progress</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Causation</b> e.g. Germ Theory</li> <li>• <b>Individuals</b> e.g. Jenner and Simpson</li> <li>• <b>Factors</b> e.g. Science and Global War</li> <li>• <b>Significance</b> e.g. DNA and NHS</li> <li>• <b>Changing pace of progress:</b> e.g. technology and the world wide web</li> </ul>	<p><b>How did warfare on the Western Front 1914-18 affect injuries?</b></p> <p><b>Skills:</b> evaluating the usefulness of sources; how to follow up a source and consideration of two features of a medical aspect.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Wounds, illnesses and treatment e.g. mustard gas and trench foot</li> <li>• How the injured were cared for e.g. the evacuation route</li> <li>• How medicine advanced due to the Great War e.g. Gillies' tube pedicle</li> </ul>	<p><b>Elizabethan England</b></p> <p><b>Skills:</b> explanation (PEEL structure) and constructing an argument).</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of Elizabeth in 1558</li> <li>• How Elizabeth governed effectively e.g. Court, Privy Council/Parliament</li> <li>• Why religion was such a problem and how effectively it was solved</li> <li>• Opposition of Puritans and Papists</li> <li>• Why Mary Queen of Scots was a serious threat</li> <li>• How effectively the Papists plots were dealt with: Northern Earls, Throckmorton, Ridolfi / Babington</li> </ul>	<p><b>Elizabethan England</b></p> <p><b>Skills:</b> constructing an argument with a judgement</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Reasons why England and Spain went to war in 1585 e.g. role of the New World and the Dutch Revolt</li> <li>• Reasons for Phillip II's Armada 1588 and why it failed e.g. Spanish errors, English technology, weather</li> <li>• Life in Elizabethan England e.g. leisure and education, treatment of the poor</li> </ul>	<p><b>Completion of Elizabethan England 1558-1588</b></p> <p><b>Start Germany 1918-39</b></p> <p><b>Skills:</b> constructing an argument.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Significance of individuals in voyages - Drake's circumnavigation / Raleigh's colonisation efforts: Roanoke</li> <li>• EXAMS</li> <li>• GERMANY 1918-39</li> </ul> <p><b>Skills:</b> inference</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Why Germany had a revolution end of WW1</li> <li>• Problems facing German government e.g. Treaty of Versailles, extremist unrest/ new constitution</li> </ul>
<p><b>Super Curricular:</b></p> <p>Visit BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2">https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2</a></p> <p>Create a revision mind map.</p> <p>Visit Dan Snow History Hits: <a href="https://play.acast.com/s/dansnows-historyhit">https://play.acast.com/s/dansnows-historyhit</a></p> <p>on life and death in medieval England or see it on TIMELINE: <a href="https://www.youtube.com/watch?v=doqh3Z1cvo">https://www.youtube.com/watch?v=doqh3Z1cvo</a></p>	<p><b>Super Curricular:</b></p> <p>Visit BBC Bitesize and create a revision mind map.</p> <p>Visit the Old Operating Theatre: <a href="https://oldoperatingtheatre.com/">https://oldoperatingtheatre.com/</a></p> <p>Read 'The Butchering Art' - not for the squeamish! <a href="https://www.amazon.co.uk/Butchering-Art-Transform-Victorian-Medicine/dp/0374117292">https://www.amazon.co.uk/Butchering-Art-Transform-Victorian-Medicine/dp/0374117292</a></p> <p>Read Mark Bostridge's book on Florence Nightingale – Kindle edition: <a href="https://www.amazon.co.uk/Florence-Nightingale-Woman-Her-Legend/dp/0140263926">https://www.amazon.co.uk/Florence-Nightingale-Woman-Her-Legend/dp/0140263926</a></p>	<p><b>Super Curricular:</b></p> <p>Visit <a href="https://www.sciencemuseum.org.uk/objects-and-stories/medicine/medicine-war-zone">https://www.sciencemuseum.org.uk/objects-and-stories/medicine/medicine-war-zone</a></p> <p>Read this online article on Gillies <a href="https://theconversation.com/world-war-i-the-birth-of-plastic-surgery-and-modern-anaesthesia-106191">https://theconversation.com/world-war-i-the-birth-of-plastic-surgery-and-modern-anaesthesia-106191</a></p>	<p><b>Super Curricular:</b></p> <p>Visit the Tower of London</p> <p>Read Ian Mortimer's 'Time traveller's guide to Elizabethan England'.</p>	<p><b>Super Curricular:</b></p> <p>Visit the Mary Rose in Portsmouth</p>	<p><b>Super Curricular:</b></p> <p>Watch Hitler: The Rise of Evil', 2003 (film) <a href="https://www.youtube.com/watch?v=dSikpaXIXIE">https://www.youtube.com/watch?v=dSikpaXIXIE</a></p>

**How can I revise for assessments?**

Reread or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.



Year 10 Super Curriculum map – How I can be a scholar in Hospitality & Catering

<p style="text-align: center;"><b>Half-Term 1</b> <b>Health, Safety and Hygiene</b></p>	<p style="text-align: center;"><b>Half- term 2</b> <b>Nutrition and Factors affecting food choice</b></p>	<p style="text-align: center;"><b>Half-term 3</b> <b>The Industry and Types of Provision</b></p>
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• What is meant by Personal hygiene and its importance in the kitchen.</li> <li>• The importance of temperatures in the storage, cooking and re-heating of food.</li> <li>• What is meant by the term Micro-organisms.</li> <li>• Which micro-organisms cause food to spoil and make it unsafe to eat.</li> <li>• Conditions for growth of micro-organisms in order to grow and multiply e.g. Moulds, yeast and Bacteria.</li> <li>• The 3 main types of contamination in the food industry – Biological, Physical and Chemical.</li> <li>• The definition of HACCP and how it is carried out in kitchens. <ul style="list-style-type: none"> <li>○ Legislation, to include: <ul style="list-style-type: none"> <li>○ Food Safety Act</li> <li>○ Food Safety (General Food Hygiene Regulations)</li> <li>○ Food Labelling Regulations</li> </ul> </li> </ul> </li> <li>• The role and responsibilities of Environmental Health Officers (EHOs). <ul style="list-style-type: none"> <li>○ Enforcing environmental health laws</li> <li>○ Inspecting business for food safety standards</li> <li>○ Follow up complaints</li> <li>○ Follow up outbreaks of food poisoning</li> <li>○ Collecting samples for testing</li> <li>○ Giving evidence in prosecutions</li> <li>○ Maintaining evidence</li> <li>○ Submitting reports</li> </ul> </li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• To be able to demonstrate and apply the principles of food safety and hygiene when cooking a variety of high risk food dishes.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of eating a variety of different foods from the Eatwell Guide.</li> <li>• To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet.</li> <li>• The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates.</li> <li>• The effects of deficiency and excess of these macro nutrients in the in diet.</li> <li>• The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals.</li> <li>• Vitamins to be covered are: Fat soluble A,D and Water soluble B &amp; C</li> <li>• Minerals to be covered are: Calcium and Iron.</li> <li>• The function of water in the diet.</li> <li>• The importance of consuming the right diet at different life stages.</li> <li>• To include: The dietary needs of pre-school children, school children, teenagers, adults and the elderly.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients.</li> <li>• To design and make a savoury dish that meets all the advice of the Eatwell guide.</li> <li>• To justify choice of dish and explain how it meets current dietary guidelines for healthy eating.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• How to describe the structure of the hospitality and catering industry.</li> <li>• The Types of provider to include: <ul style="list-style-type: none"> <li>○ Restaurants, fast food, schools, prisons, B&amp;BS, Hotels etc</li> </ul> </li> <li>• The Types of service to include: <ul style="list-style-type: none"> <li>○ Table service e.g. silver service</li> <li>○ Counter</li> <li>○ Buffet</li> <li>○ Family dining</li> <li>○ Vended</li> <li>○ Gueridon</li> <li>○ Meals on wheels</li> <li>○ Transport service.</li> </ul> </li> <li>• The difference between Commercial establishments and Non-commercial catering establishments</li> <li>• Services provided</li> <li>• Where hospitality is provided at non-catering venues</li> <li>• Standards and ratings</li> <li>• Explain how hospitality and catering provision meet customer requirements e.g. Leisure, Business/corporate, Local residents Requirements</li> <li>• Customer needs</li> <li>• Customer expectations</li> <li>• Customer trends</li> <li>• Equality</li> <li>• Customer rights</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• Working independently, in pairs or groups to produce a variety of different dishes to suit the different provisions and services e.g. their own version of ‘pub grub’ or healthier versions of ‘fast food’.</li> <li>• A brief based on a two course menu for a 4* fine dining restaurant.</li> </ul>
<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Work through these topics on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</a> You may watch this episode of the Food Inspectors to understand more about Food Safety in the real world: <a href="https://www.youtube.com/watch?v=MbH2fPAH4Vc&amp;list=PLXVI8Mt9AJ_qI4FVE41vterGuB87YZT1&amp;index=34">https://www.youtube.com/watch?v=MbH2fPAH4Vc&amp;list=PLXVI8Mt9AJ_qI4FVE41vterGuB87YZT1&amp;index=34</a> Use your revision books and in class notes to make cue cards on each topic covered in class.</p>	<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Work through these topics on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/1">https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1">https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</a> Use your revision books and in class notes to make cue cards on each topic covered in class.</p>	<p>Super Curricular Work through these topics on BBC bitesize about: The hospitality industry and sectors: <a href="https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1">https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1</a> Star rating system: <a href="https://www.bbc.co.uk/bitesize/guides/zvjm47h/revision/1">https://www.bbc.co.uk/bitesize/guides/zvjm47h/revision/1</a> Service provision: <a href="https://www.bbc.co.uk/bitesize/guides/zr6f7nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zr6f7nb/revision/1</a></p>

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<p style="text-align: center;"><b>Half-term 4</b> <b>Job roles and Health and safety in the workplace</b></p>	<p style="text-align: center;"><b>Half-term 5</b> <b>Factors affecting the menu</b></p>	<p style="text-align: center;"><b>Half-term 6</b> <b>Mock NEA</b></p>
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To be able to discuss Job roles within the industry                             <ul style="list-style-type: none"> <li>○ Management</li> <li>○ The kitchen brigade</li> <li>○ Front of house</li> <li>○ Housekeeping</li> <li>○ Administration</li> </ul> </li> <li>• To be able to describe the operation of the kitchen and the operation of front of house, to aid with this we will cover:                             <ul style="list-style-type: none"> <li>○ Layout and Work Flow of a kitchen</li> <li>○ Operational activities</li> <li>○ Equipment and materials and stock control</li> <li>○ Documentation and administration</li> <li>○ Staff allocations, dress code and Safety and security</li> </ul> </li> <li>• To be able to describe working conditions of different job roles across the hospitality and catering industry such as:                             <ul style="list-style-type: none"> <li>○ Working conditions</li> <li>○ Different types of employment contracts</li> <li>○ Working hours</li> <li>○ Rates of pay</li> <li>○ Holiday entitlement</li> <li>○ Remuneration (tips, bonus payments, rewards)</li> </ul> </li> <li>• To be able to describe personal safety responsibilities in the workplace, to include:</li> <li>• The Responsibilities of employees and employers in relation to:                             <ul style="list-style-type: none"> <li>○ Health and Safety at Work Act</li> <li>○ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>○ Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>○ Manual Handling Operations Regulations</li> <li>○ Personal Protective Equipment at Work Regulations (PPER)</li> </ul> </li> <li>• To be able to identify risks to personal safety in hospitality and catering</li> <li>• To be able to recommend personal safety control measures for hospitality and catering provision</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• Working independently, in pairs or groups to practice the different job roles in practical situations e.g. pastry chef – making desserts, saucier – making different types of dishes using a variety of different sauces.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• To identify and discuss the different factors that influence what we eat today and how that affects the design of a menu including:</li> <li>• Special dietary needs – medical and food related.</li> <li>• Medical diets - diabetes, coeliac, lactose intolerant, allergies.</li> <li>• Food related illnesses – Obesity, CHD, high fibre, reduced sugar, salt and fat diets.</li> <li>• Social, Moral and Cultural diets – vegetarians, Vegans, religion, family and peer choices.</li> <li>• Food provenance and Environmental influences, the use of Logos/assurances,</li> <li>• Locally sourced foods, Organic and fairtrade foods, Food availability and seasonality.</li> <li>• How Technology affects the industry</li> <li>• Emerging and innovative cooking techniques</li> <li>• Customer demographics and lifestyle and expectations</li> <li>• Customer service and service provision generally</li> <li>• Competition</li> <li>• Trends</li> <li>• Political factors</li> <li>• Media</li> </ul> <p>They will then learn about the different types of menu to put these into action e.g. A la Carte, Table d’hote, seasonal, themed, cyclical etc.</p> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the importance of adapting recipes to meet a range of these special dietary needs.</li> <li>• A practical brief based on ‘Waste not want not’ – using ingredients in your store cupboard and fridge only.</li> <li>• How to identify high, medium and basic practical skills.</li> <li>• Offer suggested improvements for their own meals by self-assessing the aesthetics, skills and time management of their products.</li> </ul>	<p><b>Students will learn:</b></p> <p>The expectations and marking criteria involved in the AQA Food Preparation and Nutrition NEA unit.</p> <p>Students to follow the proforma of the NEA as set out by the exam board. As it is a mock, the tasks have been shortened.</p> <p>The NEA will teach the following skills:</p> <ul style="list-style-type: none"> <li>• To be able to interpret and analyse a Brief.</li> <li>• To compare the nutritional needs of two identified age groups e.g. children and adults.</li> <li>• To discuss factors that would affect the design of a menu.</li> <li>• To discuss the needs of the user.</li> <li>• To peer assess other students work and give constructive feedback and suggestions of improvement on aesthetics and skill levels.</li> <li>• To consider the environmental impacts of the hospitality and catering industry.</li> <li>• To develop planning skills to include details of timings, instructions for making and include important hygiene or safety points.</li> <li>• To analyse the nutritional value of the meal using the Jenny Ridgewell programme.</li> <li>• To calculate the total costs of the dish, how many it will serve and portion size.</li> </ul> <p><b>Practical applications:</b></p> <ul style="list-style-type: none"> <li>• To trial practice dishes from their own menu.</li> <li>• To produce 2 final dishes of their choice, within time restrictions that are high in skill.</li> </ul>
<p><b>Super Curricular</b></p> <p>Work through these topics on BBC bitesize about: Hospitality outlets and staff departments: <a href="https://www.bbc.co.uk/bitesize/guides/zki2cqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zki2cqt/revision/1</a> Job roles: <a href="https://www.bbc.co.uk/bitesize/guides/zb6njhv/revision/1">https://www.bbc.co.uk/bitesize/guides/zb6njhv/revision/1</a> Skills and qualities required for roles: <a href="https://www.bbc.co.uk/bitesize/guides/zvb9scw/revision/1">https://www.bbc.co.uk/bitesize/guides/zvb9scw/revision/1</a> Health and safety in the workplace: <a href="https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/1</a></p>	<p><b>Super Curricular</b></p> <p>Work through these topics on BBC bitesize about: Menu’s, menu planning and types of service: <a href="https://www.bbc.co.uk/bitesize/guides/zv8m47h/revision/1">https://www.bbc.co.uk/bitesize/guides/zv8m47h/revision/1</a> Cooking methods and special diets: <a href="https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1</a> Catering for different customer needs, care and complaints: <a href="https://www.bbc.co.uk/bitesize/guides/zjsgt39/revision/1">https://www.bbc.co.uk/bitesize/guides/zjsgt39/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zh2pwtv/revision/1">https://www.bbc.co.uk/bitesize/guides/zh2pwtv/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/znnb6v4/revision/1">https://www.bbc.co.uk/bitesize/guides/znnb6v4/revision/1</a> Communication: <a href="https://www.bbc.co.uk/bitesize/guides/zvb8y9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zvb8y9q/revision/1</a> Marketing: <a href="https://www.bbc.co.uk/bitesize/guides/zfcjbdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zfcjbdm/revision/1</a></p>	<p><b>Super Curricular</b></p> <p>In order to achieve the higher marks in this piece of work we would recommend that students carry out their own background research on the given topic to give themselves a better understanding of the country or countries they have chosen. The selection and rejection table they will carry out is very important and they need to look at a minimum of 8 dishes, this would be an opportunity to do more than 8. With more choice comes better chances of selecting skilful dishes.</p> <p>We would also recommend that students practice skilful dishes at home in advance to gain confidence and speed. Complex skills to add to dishes include home-made pastry, homemade bread and home-made pasta (can be rolled out using a rolling pin, no need for a pasta machine). For example, a lasagne with home-made pasta, home-made meat and white sauce, with possibly with home-made garlic bread on the side!</p>

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<p><b>How can I revise for Assessments?</b> Use relevant sections of Seneca Learning to revise. Seneca Learning can be found here: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Use your revision books and in class notes to make cue cards on each topic covered in class. Revision lists and guidance will always be given so please do utilise the resources provided.</p>		

Summary of Skills, Knowledge and Understanding – Please refer to individual unit sheets for more detailed learning objectives

Autumn Term		Spring Term	Summer Term		
<p><b>1. <u>Expanding and Factorising</u></b></p> <ul style="list-style-type: none"> <li>• Non-calculator multiplication and division</li> <li>• Simplifying algebraic expressions</li> <li>• Expand and factorise expressions with a single bracket</li> <li>• Expand two single brackets</li> <li>• Expand double brackets</li> <li>• Expand three brackets</li> <li>• Factorise quadratics</li> <li>• Factorise quadratics using the difference of two squares</li> <li>• Solve quadratic equations by factorising and using the quadratic formula</li> </ul> <p><b>2. <u>Area and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Round to decimal places and significant figures</li> <li>• Areas of squares, rectangles, triangles, parallelograms &amp; trapeziums</li> <li>• Compound area problems</li> <li>• Convert units of area</li> <li>• Area &amp; circumference of a whole circle/part of a circle</li> <li>• Exact answers by leaving answers in terms of <math>\pi</math></li> <li>• Areas of sectors and lengths of arcs within a circle</li> </ul> <p><b>3. <u>Angles 1</u></b></p> <ul style="list-style-type: none"> <li>• Problem solving with missing angle properties, including quadrilaterals</li> <li>• Corresponding and alternate angles</li> <li>• Angle problems involving algebraic expressions</li> <li>• Circle Theorems</li> </ul>	<p><b>5. <u>Linear Equations</u></b></p> <ul style="list-style-type: none"> <li>• Solve equations with one or more pairs of brackets</li> <li>• Solve equations with negative or fractional solutions</li> <li>• Solve equations involving fractions</li> <li>• Form and solve equations from real-life situations</li> <li>• Solve linear inequalities</li> <li>• Represent inequalities on a number line</li> <li>• Linear simultaneous equations</li> <li>• Linear and quadratic simultaneous equations</li> </ul> <p><b>6. <u>Drawing and Constructing 2D &amp; 3D Shapes</u></b></p> <ul style="list-style-type: none"> <li>• Plans and elevations</li> <li>• Construct triangles using ruler, protractor and compass</li> <li>• Construct mid-point and perpendicular bisector of a line or angle</li> <li>• Construct angles <math>60^\circ</math>, <math>90^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math></li> <li>• Loci Problems</li> </ul> <p><b>7. <u>Fractions 1</u></b></p> <ul style="list-style-type: none"> <li>• Improper fractions and mixed numbers</li> <li>• Add, subtract, multiply and divide fractions and mixed numbers (including problems)</li> <li>• Simplify algebraic fractions</li> <li>• Add, subtract, multiply and divide algebraic fractions</li> <li>• Solve equations with algebraic fractions</li> </ul>	<p><b>8. <u>Percentages</u></b></p> <ul style="list-style-type: none"> <li>• FDP conversions</li> <li>• One number as a percentage of another number</li> <li>• Percentages of amounts</li> <li>• Percentage increase/decrease</li> <li>• Find the percentage change</li> <li>• Simple interest, compound interest and depreciation</li> <li>• Reverse percentages</li> <li>• Compound growth/decay</li> </ul> <p><b>9. <u>Volume and Surface Area</u></b></p> <ul style="list-style-type: none"> <li>• Volume and surface areas of prisms</li> <li>• Volume and surface areas of cylinders</li> <li>• Volumes of compound solids</li> <li>• Convert units of volume</li> <li>• Volume and surface area of cones, pyramids, spheres, hemispheres and compound solids</li> <li>• Compare complex volumes, including using exact values</li> </ul> <p><b>10. <u>Probability 1</u></b></p> <ul style="list-style-type: none"> <li>• Missing probabilities from a table</li> <li>• Mutually exclusive and independent events</li> <li>• Experimental probability and relative frequency</li> <li>• Expected outcomes</li> <li>• Lists/sample space diagrams</li> <li>• Tree diagrams</li> <li>• Combinations of events</li> <li>• Conditional probability</li> </ul>	<p><b>12. <u>Pythagoras &amp; Trigonometry</u></b></p> <ul style="list-style-type: none"> <li>• Pythagoras' Theorem</li> <li>• SOHCAHTOA (for right-angled triangles)</li> <li>• Bearings &amp; angle of elevation/depression</li> <li>• Sine Rule</li> <li>• Cosine Rule</li> <li>• Area of a triangle</li> <li>• Exact trigonometric values</li> <li>• 3D Pythagoras and Trigonometry</li> </ul> <p><b>13. <u>Substitution and Simultaneous Equations</u></b></p> <ul style="list-style-type: none"> <li>• Revise solving linear equations</li> <li>• Substitution with positive/negative integers and decimals</li> <li>• Linear simultaneous equations algebraically and graphically</li> <li>• Linear and quadratic simultaneous equations algebraically and graphically</li> </ul> <p><b>14. <u>Graphs 1</u></b></p> <ul style="list-style-type: none"> <li>• Horizontal and vertical lines</li> <li>• Linear graphs from a table of values</li> <li>• Draw and name graphs using <math>y = mx + c</math></li> <li>• Real-life graphs</li> <li>• Conversion graphs</li> <li>• Understand <math>y = mx + c</math></li> <li>• Plot quadratic graphs</li> <li>• Graphical linear inequalities</li> </ul>	<p><b>15. <u>Numbers, Sequences and Formulae</u></b></p> <ul style="list-style-type: none"> <li>• Estimation</li> <li>• Error intervals</li> <li>• Types of sequences</li> <li>• Nth term of linear and quadratic sequences</li> <li>• Change the subject of a formula</li> <li>• Functions, composite functions and inverse functions</li> <li>• Solve equations with functions</li> <li>• Iteration</li> <li>• Geometric sequences</li> </ul> <p><b>16. <u>Rates of Change &amp; Compound Measures</u></b></p> <ul style="list-style-type: none"> <li>• Currency conversions</li> <li>• Convert units of time</li> <li>• Speed, distance &amp; time</li> <li>• Convert units of speed</li> <li>• Density, mass &amp; volume</li> <li>• Pressure, force &amp; surface area</li> <li>• Distance-time graphs</li> <li>• Velocity-time graphs</li> <li>• Gradient of a tangent/chord to a curve</li> </ul> <p><b>17. <u>Ratio, Proportion and Bounds</u></b></p> <ul style="list-style-type: none"> <li>• Ratio in the form 1: <math>n</math></li> <li>• Share quantity in a given ratio</li> <li>• Combining two ratios</li> <li>• Simple direct/indirect proportion problems</li> <li>• Best Buys</li> <li>• Direct and Inverse Proportionality</li> <li>• Upper and lower bounds</li> </ul>	<p><b>19. <u>Transformations</u></b></p> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Rotation</li> <li>• Reflection</li> <li>• Enlargement using positive integer or fractional scale factor</li> <li>• Enlargement using negative scale factor</li> <li>• Combination of transformations</li> <li>• Invariant points following a transformation</li> <li>• Translate and reflect functions vertically and horizontally</li> </ul> <p><b>20. <u>Fractions 2</u></b></p> <ul style="list-style-type: none"> <li>• Reciprocals</li> <li>• Use fractions in problem solving</li> <li>• Convert recurring decimals to fractions and solve problems</li> <li>• Revise algebraic fractions</li> </ul>

<p><b>4. Powers, Roots, Indices and Surds</b></p> <ul style="list-style-type: none"> <li>• HCF and LCM</li> <li>• Product of Prime Factors</li> <li>• Using a calculator</li> <li>• Simplify indices using index rules</li> <li>• Evaluate zero, negative and fractional indices</li> <li>• Convert to and from standard form</li> <li>• Calculations with standard form</li> <li>• Simplify and manipulate surds</li> <li>• Rationalise the denominator</li> <li>• Exponential functions</li> </ul>	<p><b>11. Statistics 1</b></p> <ul style="list-style-type: none"> <li>• Pie charts</li> <li>• Comparative &amp; composite bar charts</li> <li>• Frequency polygons</li> <li>• Different types of data</li> <li>• Sampling methods</li> <li>• Capture-recapture sampling</li> <li>• Draw and interpret histograms</li> </ul>	<p><b>18. Statistics 2</b></p> <ul style="list-style-type: none"> <li>• Averages from a table of discrete or grouped data</li> <li>• Stem and Leaf diagrams</li> <li>• Quartiles and interquartile range</li> <li>• Combined mean</li> </ul>
<p><b>Super Curricular</b>  <b>PLUS Magazine</b> <a href="https://plus.maths.org/content/">https://plus.maths.org/content/</a>  Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p> <p>The <b>CHRISTMAS LECTURES</b> are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out:  <a href="https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies">https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies</a></p>	<p><b>Super Curricular:</b>  The <b>NRICH</b> website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative.  <a href="https://nrich.maths.org">https://nrich.maths.org</a></p> <p><b>Puzzles!</b>  <a href="https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf">https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf</a> If you're into puzzles and want to stretch your thinking, visit this website.  Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p><b>Super Curricular</b>  Research <b>famous mathematicians</b> who unlocked the modern world.  <a href="https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&amp;IR=T">https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&amp;IR=T</a></p> <p>The <b>Royal Institution</b> (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on codebreaking and ciphers:  <a href="https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-codebreaking-ciphers">https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-codebreaking-ciphers</a></p>
<p><b>How to revise Mathematics</b></p> <ul style="list-style-type: none"> <li>• Use your skills book to learn key mathematical facts and formulae</li> <li>• Revisit past home learning sheets and repeat the questions, particularly those you found more challenging</li> <li>• Practice as much as possible; visit these websites to find additional resources: <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>, <a href="http://www.khanacademy.org">www.khanacademy.org</a>, <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>, BBC Bitesize GCSE Maths</li> <li>• Watch maths videos to support your understanding of a topic: <a href="http://www.youtube.com/hegartymaths">www.youtube.com/hegartymaths</a>, <a href="http://www.youtube.com/mrpauffley">www.youtube.com/mrpauffley</a></li> </ul>		

Summary of Skills, Knowledge and Understanding – Please refer to individual unit sheets for more detailed learning objectives

Autumn Term		Spring Term	Summer Term
<p><b>1. Expanding and Factorising</b></p> <ul style="list-style-type: none"> <li>• Non-calculator multiplication and division</li> <li>• Simplifying algebraic expressions</li> <li>• Expand and factorise expressions with a single bracket</li> <li>• Expand two single brackets</li> <li>• Expand double brackets</li> <li>• Factorise quadratics which begin with <math>1x^2</math></li> <li>• Factorise quadratics using the difference of two squares</li> </ul>	<p><b>5. Linear Equations</b></p> <ul style="list-style-type: none"> <li>• Solve equations with one or more steps</li> <li>• Solve equations with one or more pairs of brackets</li> <li>• Solve equations with negative or fractional solutions</li> <li>• Solve equations involving fractions</li> <li>• Form and solve equations</li> <li>• Solve linear inequalities</li> <li>• Represent inequalities on a number line</li> <li>• Linear simultaneous equations</li> </ul>	<p><b>8. Percentages</b></p> <ul style="list-style-type: none"> <li>• FDP conversions</li> <li>• One number as a percentage of another number</li> <li>• Percentages of amounts</li> <li>• Percentage increase/decrease</li> <li>• Find the percentage change</li> <li>• Simple interest, compound interest and depreciation</li> <li>• Reverse percentages</li> </ul>	<p><b>15. Numbers, Sequences and Formulae</b></p> <ul style="list-style-type: none"> <li>• BIDMAS</li> <li>• Ordering decimals</li> <li>• Similar calculations</li> <li>• Next term in a sequence</li> <li>• Revise rounding</li> <li>• Estimation</li> <li>• Error intervals</li> <li>• Types of sequences</li> <li>• Nth term of a linear sequence</li> <li>• Sequences from diagrams</li> <li>• Change the subject of a formula</li> </ul>
<p><b>2. Area and Perimeter</b></p> <ul style="list-style-type: none"> <li>• Round to whole numbers, decimal places and significant figures</li> <li>• Area by counting squares</li> <li>• Areas of squares, rectangles, triangles, parallelograms &amp; trapeziums</li> <li>• Compound area problems</li> <li>• Convert units of area</li> <li>• Area &amp; circumference of a whole circle/part of a circle</li> <li>• Exact answers by leaving answers in terms of <math>\pi</math></li> </ul>	<p><b>6. Drawing and Constructing 2D &amp; 3D Shapes</b></p> <ul style="list-style-type: none"> <li>• Properties of triangles, quadrilaterals and circles</li> <li>• Lines of symmetry</li> <li>• Rotational symmetry</li> <li>• Nets of 3D shapes</li> <li>• Plans and elevations</li> <li>• Construct triangles using ruler, protractor and compass</li> <li>• Construct mid-point and perpendicular bisector of a line or angle</li> <li>• Construct angles <math>60^\circ</math>, <math>90^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math></li> <li>• Loci Problems</li> </ul>	<p><b>9. Volume and Surface Area</b></p> <ul style="list-style-type: none"> <li>• Names and properties of 3D shapes</li> <li>• Volume by counting cubes</li> <li>• Volume and surface areas of prisms</li> <li>• Volume and surface areas of cylinders</li> <li>• Volumes of compound solids</li> <li>• Convert units of volume</li> </ul>	<p><b>19. Transformations</b></p> <ul style="list-style-type: none"> <li>• Translation</li> <li>• Rotation</li> <li>• Reflection</li> <li>• Enlargement using positive integer or fractional scale factor</li> <li>• Describe a single transformation</li> <li>• Perform a combination of transformations</li> </ul>
<p><b>3. Angles 1</b></p> <ul style="list-style-type: none"> <li>• Angle and line notation, including parallel lines</li> <li>• Name, measure and draw angles</li> <li>• Problem solving with missing angle properties</li> <li>• Corresponding and alternate angles</li> <li>• Angle problems involving algebraic expressions</li> </ul>	<p><b>7. Fractions 1</b></p> <ul style="list-style-type: none"> <li>• Recognise and write fractions</li> <li>• Simplify/equivalent fractions</li> <li>• Compare and order fractions</li> <li>• Fraction of an amount</li> <li>• Improper fractions and mixed numbers</li> <li>• Add, subtract, multiply and divide fractions and mixed numbers (including problems)</li> </ul>	<p><b>10. Probability 1</b></p> <ul style="list-style-type: none"> <li>• Language of probability</li> <li>• The probability scale</li> <li>• Probability of “not” occurring</li> <li>• Missing probabilities from a table</li> <li>• Mutually exclusive and independent events</li> <li>• Experimental probability and relative frequency</li> <li>• Expected outcomes</li> <li>• Lists/sample space diagrams</li> <li>• Frequency trees</li> <li>• Tree diagrams</li> </ul>	<p><b>16. Rates of Change &amp; Compound Measures</b></p> <ul style="list-style-type: none"> <li>• Reading scales</li> <li>• Appropriate units of measure</li> <li>• Currency conversions</li> <li>• Convert units of time</li> <li>• Speed, distance &amp; time</li> <li>• Convert units of speed</li> <li>• Density, mass &amp; volume</li> <li>• Pressure, force &amp; surface area</li> <li>• Distance-time graphs</li> </ul>
		<p><b>12. Pythagoras &amp; Trigonometry</b></p> <ul style="list-style-type: none"> <li>• Pythagoras’ Theorem</li> <li>• SOHCAHTOA to find missing lengths and angles</li> <li>• Bearings &amp; angle of elevation/depression</li> </ul>	<p><b>17. Ratio, Proportion and Bounds</b></p> <ul style="list-style-type: none"> <li>• Understand ratio and fractions</li> <li>• Simplifying ratio</li> <li>• Ratio in the form <math>1:n</math></li> <li>• Ratio in maps/scale diagrams</li> <li>• Share quantity in a given ratio</li> <li>• Combining two ratios</li> <li>• Simple direct/indirect proportion problems</li> <li>• Best Buys</li> </ul>
		<p><b>13. Substitution and Simultaneous Equations</b></p> <ul style="list-style-type: none"> <li>• Revise solving linear equations</li> <li>• Write algebraic expressions</li> <li>• Substitution with positive/negative integers and decimals</li> <li>• Linear simultaneous equations algebraically and graphically</li> </ul>	<p><b>20. Fractions 2</b></p> <ul style="list-style-type: none"> <li>• Revise how to add, subtract, multiply and divide fractions</li> <li>• Recap FDP conversions</li> <li>• Reciprocals</li> <li>• Use fractions in problem solving</li> </ul>
		<p><b>14. Graphs 1</b></p> <ul style="list-style-type: none"> <li>• Coordinates in all quadrants</li> <li>• Missing coordinate problems</li> <li>• Horizontal and vertical lines</li> <li>• Linear graphs from a table of values</li> <li>• Draw and name graphs using <math>y = mx + c</math></li> <li>• Real-life graphs</li> <li>• Conversion graphs</li> <li>• Understand <math>y = mx + c</math></li> <li>• Plot quadratic graphs</li> </ul>	

<p><b>4. Powers, Roots, Indices and Surds</b></p> <ul style="list-style-type: none"> <li>• Negative numbers</li> <li>• Odd, even &amp; prime numbers</li> <li>• Squares, cubes, square roots and cube roots</li> <li>• Factors, multiples, HCF and LCM</li> <li>• Product of Prime Factors</li> <li>• Using a calculator</li> <li>• Simplify indices using index rules</li> <li>• Evaluate zero, negative and basic fractional indices</li> <li>• Convert to and from standard form</li> <li>• Calculations with standard form</li> </ul>	<p><b>11. Statistics 1</b></p> <ul style="list-style-type: none"> <li>• Pictograms</li> <li>• Pie charts</li> <li>• Standard, comparative &amp; composite bar charts</li> <li>• Frequency polygons</li> <li>• Different types of data</li> <li>• Sampling methods</li> </ul>	<p><b>18. Statistics 2</b></p> <ul style="list-style-type: none"> <li>• Mean, median, mode and range</li> <li>• Compare data using averages</li> <li>• Missing number problems using averages</li> <li>• Averages from a table of discrete or grouped data</li> <li>• Draw and interpret stem and Leaf diagrams</li> </ul>
<p><b>Super Curricular</b>  <b>PLUS Magazine</b> <a href="https://plus.maths.org/content/">https://plus.maths.org/content/</a>  Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p> <p>The <b>CHRISTMAS LECTURES</b> are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out:  <a href="https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies">https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies</a></p>	<p><b>Super Curricular:</b>  The <b>NRICH</b> website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative.  <a href="https://nrich.maths.org">https://nrich.maths.org</a></p> <p><b>Puzzles!</b>  <a href="https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf">https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf</a> If you're into puzzles and want to stretch your thinking, visit this website.  Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p><b>Super Curricular</b>  Research <b>famous mathematicians</b> who unlocked the modern world.  <a href="https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&amp;IR=T">https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&amp;IR=T</a></p> <p>The <b>Royal Institution</b> (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on codebreaking and ciphers:  <a href="https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-codebreaking-ciphers">https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-codebreaking-ciphers</a></p>
<p><b>How to revise Mathematics</b></p> <ul style="list-style-type: none"> <li>• Use your skills book to learn key mathematical facts and formulae</li> <li>• Revisit past home learning sheets and repeat the questions, particularly those you found more challenging</li> <li>• Practice as much as possible; visit these websites to find additional resources: <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>, <a href="http://www.khanacademy.org">www.khanacademy.org</a>, <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>, BBC Bitesize GCSE Maths</li> <li>• Watch maths videos to support your understanding of a topic: <a href="https://www.youtube.com/hegartymaths">www.youtube.com/hegartymaths</a>, <a href="https://www.youtube.com/mrpauffley">www.youtube.com/mrpauffley</a></li> </ul>		

## Year 10 Curriculum Map.

### How I can be a scholar in MUSIC

<b>Skills and Knowledge</b>					
<b>Skills building</b>	<b>Area of Study 3 Music for Stage and Screen</b>	<b>Area of Study 3 Music for Stage and Screen</b>	<b>Composition</b>	<b>Area of Study 2 Vocal Music</b>	<b>Performance</b>
<p>You will learn:</p> <ul style="list-style-type: none"> <li>To build confidence in reading music notation</li> <li>To understand more about primary and secondary triads</li> <li>To use Sibelius</li> <li>To confidently use the elements of music to describe music you hear</li> <li>To begin score reading</li> </ul>	<p><b>Star Wars</b></p> <p>You will learn:</p> <ul style="list-style-type: none"> <li>To build confidence in score reading</li> <li>To analyse music composed by others</li> <li>To understand how composers use different instruments to create different moods</li> </ul>	<p><b>Defying Gravity</b></p> <p>You will learn:</p> <ul style="list-style-type: none"> <li>About the musical theatre genre</li> <li>To analyse a song from a musical</li> <li>To write confidently to compare two pieces of music</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>To compose your own ideas using Star Wars as a model</li> <li>Use Sibelius to input your ideas</li> <li>To develop your ideas</li> <li>To create coherent, well-structured pieces</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>To analyse vocal music in a variety of styles</li> <li>To analyse scores of vocal music</li> <li>To understand specific vocal music vocabulary and use this confidently in written and listening work.</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>To perform in a variety of styles</li> <li>To perform as an ensemble</li> <li>To perform with accuracy and interpretation</li> </ul>
<p><b>Super-Curricular:</b></p> <p>Listen to a wide range of music in a variety of styles. Try to describe the music you hear.</p> <p>Watch some live music at a concert/gig.</p> <p>Watch a performance on YouTube.</p>	<p><b>Super-Curricular:</b></p> <p>Watch a film of your choice and listen specifically to the music. Write about how the composer has used different ideas and instruments to create the mood.</p>	<p><b>Super-Curricular:</b></p> <p>Watch a musical – live or on YouTube</p> <p>Watch a film of your choice and listen specifically to the music.</p>	<p><b>Super-Curricular:</b></p> <p>Experiment at home, composing your own ideas on your instrument or software available to you.</p> <p>Analyse pieces you enjoy listening to and use these as models to create your own pieces.</p>	<p><b>Super-Curricular:</b></p> <p>Listen to music by different performers and composers. Compare performances of the same vocal piece and analyse the difference.</p>	<p><b>Super-Curricular:</b></p> <p>Take any opportunity to perform – in school, out of school, to friends and family.</p> <p>Make films or audio recordings of your performances and listen critically to them to help you improve.</p>
<p><b>How can I revise in this subject?</b></p> <p>You have a log on to 'Focus on Sound, which can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during GCSE, but feel free to explore and deepen your musical understanding by yourself. There is much opportunity here for independent study as well as reflection on topics covered in lessons across the course.</p> <p>Listen to the set works from the GCSE Anthology.</p> <p>Listen to your favourite music – try to describe and explain what is happening.</p> <p>You will have unit sheets which will help you to revise for the end of year exam.</p>					



## OCR Sport

### How I can be a scholar in OCR PE

YEAR 10				
Skills and Knowledge				
Autumn Half Term 1/2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<ul style="list-style-type: none"> <li>➤ User Groups who participate in sport</li> <li>➤ Barriers to participation in sport</li> <li>➤ Solutions to overcome barriers to participation in sport</li> <li>➤ Current trends in popularity of sport in the UK</li> <li>➤ Factors affecting the popularity of sport in the UK</li> <li>➤ Values which can be promoted through sport</li> <li>➤ Olympic creed/ significance of the Olympic flag</li> <li>➤ Olympic and Paralympic values</li> <li>➤ Sporting initiatives</li> <li>➤ Etiquette, Gamesmanship, Sportsmanship</li> <li>➤ Use of drugs in sport/WADA</li> <li>➤ Major sporting events (features, benefits, drawbacks, legacy)</li> <li>➤ The role of the NGB</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing skills in individual sports</li> <li>➤ Developing skills in team sports</li> </ul>	<p>Understanding and applying rules of sporting activities while performing as an official</p>	<p>How to identify areas of improvement in your own performance</p> <p>Types of skills</p> <p>Types of practice</p>	<p>Methods to improve own performance</p> <p>How to measure improvement in skills</p>
<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• Log on to your <b>everlearner</b> account. Watch the topic videos linked to the lessons and complete the quizzes.</li> <li>• Watch as much sport and documentaries about sport as possible!</li> <li>• Read/watch/listen to sport in the media!</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</li> </ul>	<p><b>Super-Curricular:</b></p> <p><b>VERY IMPORTANT FOR SUMMER ATHLETES, TENNIS PLAYERS AND CRICKET PLAYERS:</b></p> <p>This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</p>		
<p><b>How can I revise?</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme</li> </ul>		<p><b>Extend yourself with your HL!</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic.</li> </ul>		

GCSE PE

How I can be a scholar in GCSE PE

YEAR 10 Skills and Knowledge				
Autumn Half Term 1	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<ul style="list-style-type: none"> <li>➤ Identification of the major bones in the body</li> <li>➤ Types of bone</li> <li>➤ Function of the skeleton</li> <li>➤ Structure of a synovial joint and their role in injury prevention</li> <li>➤ Movement terminology</li> <li>➤ Levers</li> <li>➤ Mechanical Advantage</li> <li>➤ Identification of the major muscles of the body</li> <li>➤ Antagonistic Pairs</li> <li>➤ Planes and Axis</li> <li>➤ To be able to conduct a full movement analysis of the shoulder, elbow, knee, hip and ankle in a range of sporting movements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Definitions of Health &amp; Fitness</li> <li>➤ Reasons to participate (linked to mental, physical and social well-being)</li> <li>➤ The consequences of a sedentary lifestyle</li> <li>➤ Definition of Obesity</li> <li>➤ Somatotypes</li> <li>➤ Nutrients – their role in exercise</li> <li>➤ Balanced &amp; specialised diets</li> <li>➤ Hydration</li> </ul>	<p>Components of fitness, including:</p> <ul style="list-style-type: none"> <li>➤ Definitions</li> <li>➤ Sporting examples</li> </ul> <p>Fitness testing, including:</p> <ul style="list-style-type: none"> <li>➤ Test procedures</li> <li>➤ Reasons for and limitations of testing</li> <li>➤ How data is collected</li> </ul>	<p>Training, including:</p> <ul style="list-style-type: none"> <li>➤ Types of training (purpose, method, example athletes)</li> <li>➤ Warming up and cooling down</li> <li>➤ Principles of training (SPORT, FITT)</li> <li>➤ Keeping safe</li> <li>➤ Training intensities</li> <li>➤ Seasons</li> </ul>	<p><b>Analysis and Evaluation (NEA).</b></p> <p>This written piece of coursework contributes to 10% of your overall grade.</p> <p>You will analyse your sport performance:</p> <ul style="list-style-type: none"> <li>- 2x Strengths</li> <li>- 2x Weaknesses</li> </ul> <p>You will then complete an action plan to correct your weakness.</p>
<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• Log on to your <b>everlearner</b> account. Watch the topic videos linked to the lessons and complete the quizzes.</li> <li>• Watch as much sport and documentaries about sport as possible!</li> <li>• Freeze the TV when watching sport, try to analyse the sporting action at the major joints!</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>• This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</li> </ul>	<p><b>Super-Curricular:</b></p> <p><b>VERY IMPORTANT FOR SUMMER ATHLETES, TENNIS PLAYERS AND CRICKET PLAYERS:</b></p> <p>This half term, film yourself competing in at least 1 competitive competition outside of school. This will be submitted to your teacher as evidence for your practical.</p>		
<p><b>How can I revise?</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme</li> </ul>		<p><b>Extend yourself with your HL!</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic.</li> </ul>		

GCSE PE

How I can be a scholar in GCSE PE

Skills and Knowledge			
Year 11 Autumn Half Term 1	Year 11 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> <li>➤ Classification of skill</li> <li>➤ Goal setting &amp; SMART targets</li> <li>➤ Information Processing</li> <li>➤ Guidance &amp; Feedback</li> <li>➤ Arousal</li> <li>➤ Stress management techniques</li> <li>➤ Aggression</li> <li>➤ Motivation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engagement patterns and the factors affecting them</li> <li>➤ Commercialism, Sponsorship &amp; the media</li> <li>➤ Technology in Sport</li> <li>➤ Spectator behaviour, Hooliganism and the strategies to combat it</li> <li>➤ Conduct of performers</li> <li>➤ Drugs in sport</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pathway of air</li> <li>➤ Mechanics of breathing</li> <li>➤ Gaseous exchange</li> <li>➤ Spirometry trace</li> <li>➤ Structure of the heart</li> <li>➤ Cardiac Cycle and the pathway of blood</li> <li>➤ Cardiac Output, Heart rate and stroke volume</li> <li>➤ Blood vessels</li> <li>➤ Aerobic and anaerobic exercise</li> <li>➤ EPOC &amp; Recovery</li> <li>➤ Effects of exercise</li> </ul>	<p>Revision prior to the exams Combination of multiple choice, short answer and extended writing questions</p> <p><b>Component 1:</b> <b>The human body and movement in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Written Paper (1hr 15mins)</li> <li>• 78 marks</li> <li>• Applied anatomy and physiology, movement analysis, physical training and use of data</li> </ul> <p><b>Component 2:</b> <b>Socio-cultural influences and well-being in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Written Paper (1hr 15mins)</li> <li>• 78 marks</li> <li>• Sports psychology, socio-cultural influences, health, fitness and well-being and use of data</li> </ul>
<p><b>Super-Curricular:</b> <i>Apply your learning from the Psychological topics to your NEA. Include key terminology, definitions, theories, and examples from your games!</i></p>	<p><b>Super-Curricular:</b> <i>Use the NEA checklist to proof your work. Have you included each bullet point? Is your SPAG as good as it can be?</i></p>	<p><b>Super-Curricular:</b> <i>Sport CTEC and A Level PE are on offer to you in the 6<sup>th</sup> form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	
<p><b>How can I revise?</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your <b>REVISION GUIDE</b> (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme</li> </ul>		<p><b>Extend yourself with your HL!</b></p> <ul style="list-style-type: none"> <li>• Choose 1 of the topics from the list. Watch the <b>everlearner</b> video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic.</li> </ul>	

## Year 10 Curriculum Map - How I can be a scholar in Photography

**Skills, Knowledge and Understanding of the creative process:** Throughout Year 10 you will explore the **visual elements of photography** using variety of photographic processes which are both darkroom based and digital to produce refined outcomes. You will analyse and create responses to photographers during your studies. All your work will focus on **Developing, Recording, Experimenting and Presenting** a refined portfolio of work.

The Visual Elements of Photography - Darkroom and Pinhole	The Darkroom – Black and White photography	Digital Photography - Portraiture	Digital Photography - Portraiture	Photography Brief - Structures	Photography Brief - Structures
<p>7 wks</p> <p>Intro to the course/dept and how to set up and use a digital portfolio. Intro to theme – <b>Visual Elements of Photography.</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Exploring the Visual Elements of Photography.</li> </ul> <p><b>The Darkroom – Shadow Printing</b> <b>AO1, AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>Intro to the Darkroom, Shadow printing and Man Ray/ Photograms.</li> <li>Understand how to use the darkroom and wet processing.</li> <li>Research Man Ray and the use of light to create images.</li> <li>Create a series of Photograms.</li> </ul> <p><b>The Darkroom – Pinhole Photography</b> <b>AO1 and AO2</b></p> <ul style="list-style-type: none"> <li>Intro to Pinhole Photography, the technique and artists.</li> <li>Make a pinhole camera and experiment with taking images. (Exposure time and light)</li> <li>Create a series of images using lens less photography.</li> </ul> <p><b>AO4 OUTCOMES</b></p> <p>Scan and present all black and white work. Digital portfolio work and DIRT.</p> <p><b>CREATIVE LANGUAGE</b></p> <p>Recording – Analyse – Experiment – Refine</p>	<p>7 wks</p> <p><b>Light, Form, Shape</b> <b>AO1, AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>Intro into how to use an SLR – Key features.</li> <li>Exploring the work of Key Black and White Photographers</li> <li>Black and white film development, creating a contact print and printing.</li> <li>Class critique looking at outcomes of experiments.</li> <li>Development of images using postproduction techniques.</li> </ul> <p><b>AO4 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Scan and present all black and white work. Digital portfolio work and DIRT.</li> </ul> <p><b>Assessment Point 1</b> <b>CREATIVE LANGUAGE</b> Experiment - Intentions – Select - Refine</p>	<p>6 wks</p> <p><b>Light, Composition, Space</b> <b>AO1, AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>Intro to basic DSLR use and controls. Understanding studio lights and how to take a portrait.</li> <li>Intro into different portrait photographers and how they produce images.</li> <li>Development of ideas for first planned shoot using ambient and studio lighting.</li> <li>Take portraits. Analysis of outcomes in line with visual elements of photography.</li> </ul> <p>Intro to the basics of photoshop editing. (Crop/contrast/colour balance etc) Individual tutorials and focused development tasks agreed with the teacher.</p> <p><b>AO4 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Present a final set of images for the Portrait Project which realise intentions and makes connections between visual and contextual elements. Digital portfolio work and Group Critique</li> </ul> <p><b>CREATIVE LANGUAGE</b> Response – Meaningful – Understanding – Make connections – Refine</p>	<p>6 wks</p> <p><b>Light, Composition, Space</b> <b>AO1, AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>Intro to Photomontage Project based on the work of Paul M Smith.</li> <li>Further development of photoshop skills/use of DLSR camera. Work in small groups to create images.</li> <li>Individual focused tasks agreed with teacher.</li> <li>Present final piece which realises intentions and makes connections between visual and contextual elements.</li> </ul> <p><b>AO4 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Present all work. Digital portfolio work, presenting and DIRT.</li> </ul> <p><b>Assessment Point 2</b> <b>CREATIVE LANGUAGE</b> Recording – Experiment – Control - Observation</p>	<p>6 wks</p> <p><b>Structure, Shape, Composition</b> <b>AO1, AO2 and AR3</b></p> <ul style="list-style-type: none"> <li>Intro to theme – Structures and Photographers/Artists - Inspiration/research.</li> <li>Alexander Rodchenko and Lewis Baltz photo and editing challenge. Further development of Photoshop skills.</li> <li>Focus on developing analysis/ research and responses either to Ernst Haas / Aaron Siskind / Horst P Horst / Olivia Parker.</li> <li>Create Structures image inspiration page and mind map ideas for further personal development.</li> </ul> <p><b>AO4 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Present all work. Digital portfolio work, presenting and DIRT.</li> </ul> <p><b>CREATIVE LANGUAGE</b> Intentions – Select – Refine</p>	<p>7 wks</p> <p><b>Structure, Shape, Composition</b> <b>AO1, AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>Individual structures project development and final piece development.</li> <li>Tutorial with teacher and tasks set individually.</li> </ul> <p><b>AO4 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Digital portfolio and course work completion week. Final hand in for all yr 10 coursework.</li> </ul> <p><b>Assessment Point 3</b> <b>AO1 – Developing</b> <b>AO2 – Experimenting</b> <b>AO3 – Recording</b> <b>AO4 – Presenting</b></p>
<p><b>Super-Curricular: Watch The Great British Photography Challenge on BBC iPlayer.</b></p>		<p><b>Super-Curricular: Watch the creative conversations with Rankin on the Ringwood YouTube Channel.</b></p>		<p><b>Super-Curricular: Visit Art Galleries in person and online.</b></p>	

**How can I revise in this subject?** Ensure that your Digital Portfolio is up to date and that you have completed all of the work set. All classwork PowerPoints are available on Teams. Home learning is also an important element of your GCSE so ensure that this is completed to the best of your ability.

## Year 10 PSHE Curriculum Map - How I can be a scholar in PSHE

<b>Skills and Knowledge</b>					
<b>Half-term 1:</b>	<b>Half-term 2:</b>	<b>Half-term 3:</b>	<b>Half-term 4:</b>	<b>Half-term 5:</b>	<b>Half-term 6:</b>
<p><b>Financial decision making</b></p> <p>how to effectively budget and evaluate savings options</p> <p>how to prevent and manage debt, including understanding credit rating and pay day lending</p> <p>how data is generated, collected and shared, and the influence of targeted advertising</p> <p>about the relationship between gambling and debt</p> <p>about the law and illegal financial activities, including fraud and cybercrime</p>	<p><b>Extremism and radicalisation</b></p> <p>about communities, inclusion, respect and belonging</p> <p>about the Equality Act, diversity and values</p> <p>about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</p> <p>how to manage conflicting views and misleading information</p> <p>how to recognise and respond to extremism and radicalisation</p>	<p><b>Sexual health &amp; parenthood</b></p> <p>about different types of families and changing family structures</p> <p>how to evaluate readiness for parenthood and positive parenting qualities</p> <p>about fertility, including how it varies and changes</p> <p>about pregnancy, birth and miscarriage</p> <p>about unplanned pregnancy options, including abortion</p> <p>about adoption and fostering</p>	<p><b>Exploring influence</b></p> <p>about positive and negative role models</p> <p>about the media's impact on perceptions of gang culture</p> <p>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</p> <p>how to seek help for substance use and addiction</p>	<p><b>Staying Safe</b></p> <p>how to keep self and others safe in situations that involve substance use</p> <p>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <p>exit strategies for pressurised or dangerous situations</p>	<p><b>Employability Skills</b></p> <p>how to evaluate strengths and interests in relation to career development</p> <p>about opportunities in learning and work</p> <p>strategies for overcoming challenges or adversity</p> <p>about responsibilities in the workplace</p> <p>how to maintain a positive personal presence online</p>
<b>Supporting websites for further information:</b>		<b>Super Curricular:</b>	<b>Supporting websites for further information:</b>		

## Year 10 PSHE Curriculum Map - How I can be a scholar in PSHE

<p><a href="https://natwest.mymoneysense.com/home/">https://natwest.mymoneysense.com/home/</a>  <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a>  <a href="https://www.stonewall.org.uk/young-stonewall">https://www.stonewall.org.uk/young-stonewall</a>  <a href="https://www.internetmatters.org/advice/14plus/">https://www.internetmatters.org/advice/14plus/</a></p>	<p>Off timetable event</p> <p>Cultural diversity</p>	<p><a href="https://barclayslifeskills.com/">https://barclayslifeskills.com/</a>  <a href="https://www.themix.org.uk/">https://www.themix.org.uk/</a>  <a href="https://chathealth.nhs.uk/">https://chathealth.nhs.uk/</a>  <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>  <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>  <a href="https://www.drinkaware.co.uk/">https://www.drinkaware.co.uk/</a></p>	<p>Ringwood School  <b>PSHE</b>      Making Positive Choices</p>
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## Year 10 Curriculum map: How I can be a scholar in Spanish

I will be able to...					
Term 1-2	Term 3-4	Term 3-4	Term 3-4	Term 5-6	Term 5-6
<p><b>Content: Unit 1: me, my family and friends</b></p> <ul style="list-style-type: none"> <li>-Talking about family members and describing people.</li> <li>-Describing family relationships.</li> <li>-Describing relationships in the past.</li> <li>-Talking about future plans.</li> <li>-Talking about relationships nowadays.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand how to write 40 word essays (F)</li> <li>Understand how to write 90 word essays (H)</li> <li>-Understand how to answer the photocard questions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-present tense of regular verbs</li> <li>-reflexive verbs (present tense) H</li> <li>-agreement and position of adjectives</li> <li>-using possessive adjectives</li> <li>-using the imperfect tense</li> <li>-using the immediate future tense</li> <li>-using direct and indirect object pronouns (H)</li> </ul>	<p><b>Content: Unit 2: Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>-Saying how you keep in touch via the internet.</li> <li>-Giving opinions about online messaging.</li> <li>-Talking about using a mobile.</li> <li>-Giving opinions about mobile technology.</li> <li>-Talking about mobile technology use and overuse.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand how to write 90 word essays (F and H)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-making comparisons.</li> <li>-using the imperfect tense</li> <li>-using por and para</li> <li>-using <i>estar</i> and the present continuous tense</li> <li>-using <i>cuyo</i> (whose) H</li> </ul>	<p><b>Content: Unit 3: Free time activities</b></p> <ul style="list-style-type: none"> <li>-Describing what you like and don't like doing.</li> <li>-Talking about your free time.</li> <li>-Talking about your plans for the weekend.</li> <li>-Buying food and drink.</li> <li>-Talking about eating out.</li> <li>-Talking about sport.</li> <li>-Extending what you can say about sport.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-using opinion phrases</li> <li>-using two verbs together</li> <li>-learning about radical changing verbs</li> <li>-using the future tense</li> <li>-Using irregular verbs in the future tense (H)</li> </ul>	<p><b>Content: Unit 4: Customs and festivals</b></p> <ul style="list-style-type: none"> <li>-Learning about Spanish life and routines.</li> <li>-Learning about local customs.</li> <li>-Talking about a Spanish festival.</li> <li>-Learning about Spanish and Latin American culture.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand the success criteria of the general conversation speaking exam</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-preterite tense</li> <li>-recognising irregular verbs in the preterite</li> <li>-revising imperfect tense</li> </ul>	<p><b>Content: Unit 5: Home, town, neighbourhood and region</b></p> <ul style="list-style-type: none"> <li>-Describing your house and the rooms in it.</li> <li>-Saying what your house is like.</li> <li>-Talking about what you can do where you live.</li> <li>-Talking about the amenities in your area.</li> <li>-Talking about your ideal town and where you would live in the future.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand how to write a 150 word essay (H)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-using <i>hay</i>, <i>ser</i> and <i>estar</i></li> <li>-using prepositions to say where things are</li> <li>-using <i>puedo</i> and <i>se puede</i></li> </ul>	<p><b>Content: Year 10 exam preparation</b></p> <p><u>Revise the key skills:</u></p> <ul style="list-style-type: none"> <li>-photocard</li> <li>-40 word writing (F)</li> <li>-90 word writing</li> <li>-150 word writing (H)</li> <li>-Translations</li> <li>-Reading</li> <li>-Listening</li> <li>-Speaking</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand mark schemes</li> <li>-Revise planning of essays using TACO, FORT, CROWNIT, UMDIFOOP (H)</li> </ul>
<p><b>Super Curricular:</b> BBC Bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/z4w92p/revision/1">https://www.bbc.co.uk/bitesize/guides/z4w92p/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zfftbdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zfftbdm/revision/1</a></p>	<p><b>Super Curricular:</b> BBC Bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/znyprj6/revision/1">https://www.bbc.co.uk/bitesize/guides/znyprj6/revision/1</a></p>	<p><b>Super curricular</b> BBC Bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1">https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z6n6382/revision/1">https://www.bbc.co.uk/bitesize/guides/z6n6382/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zr8c7nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zr8c7nb/revision/1</a></p>	<p><b>Super curricular</b> BBC Bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/zd2whbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zd2whbk/revision/1</a></p>	<p><b>Super curricular</b> BBC Bitesize activities: <a href="https://www.bbc.co.uk/bitesize/guides/z6nhgwz/revision/1">https://www.bbc.co.uk/bitesize/guides/z6nhgwz/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z789mfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z789mfr/revision/1</a></p>	<p><b>Super curricular</b> any of the BBC bitesize activities</p>
<p><b>How can I revise in this subject?</b></p> <ol style="list-style-type: none"> <li>1. Watch the videos of how to plan and write essays, <a href="https://www.youtube.com/channel/UCkl6V2StjVdqZeB2_XLVBPO">https://www.youtube.com/channel/UCkl6V2StjVdqZeB2_XLVBPO</a> (the ones with <b>Spanish</b> at the front)</li> <li>2. Use <a href="http://www.quizlet.com">www.quizlet.com</a> to learn course vocabulary – links shared by your teacher in Teams</li> <li>3. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <a href="https://agreenmouse.com/spanish-for-children/">https://agreenmouse.com/spanish-for-children/</a></li> </ol>					

## Year 10 Curriculum Map - How I can be a scholar in Textiles

JBU EWE BOTH					
Half-term 1: (7 Weeks)	Half-term 2: (7 Weeks)	Half-term 3: (7 Weeks)	Half-term 4: (6 Weeks)	Half-term 5: (5 Weeks)	Half-term 6: (7 Weeks)
<p><b>AO3 – Recording:</b> Recording 1 – based on butterfly wings. 9 x Gridded image with 4 boxes removed – fill the gaps. A4:</p> <ol style="list-style-type: none"> <li>Tonal pencil</li> <li>Fine Liner</li> <li>Water colour</li> <li>Collage</li> </ol> <p><b>AO2 – Experimenting:</b> Skills – follow on from butterfly wings. Double page. 4 x A5:</p> <ol style="list-style-type: none"> <li>Batik</li> <li>Bondaweb applique</li> <li>Fabric painting and Embroidery.</li> <li>PVA Cellulose</li> </ol> <p><b>AO2 – Experimenting:</b> Monoprinting from mushrooms and fungi.</p> <ol style="list-style-type: none"> <li>Printing onto a painted background</li> <li>Sewing into</li> <li>Printing onto different fabrics.</li> </ol> <p><b>AO2 – Experimenting:</b> Weaving inspired by tree bark, presented as a double page.</p> <ol style="list-style-type: none"> <li>Plain weave</li> <li>Circle weave</li> <li>Tapestry weave</li> <li>Experimental weave</li> </ol> <p><b>AO1 – Developing:</b> Sketchbook work, presenting and DIRT week. Use annotation sheets to get books written up.</p>	<p><b>AO2 – Experimenting: (Continued)</b> Skills – follow on from butterfly wings. Double page. 4 x A5:</p> <ol style="list-style-type: none"> <li>Batik</li> <li>Bondaweb applique</li> <li>Fabric painting and Embroidery.</li> <li>PVA Cellulose</li> </ol> <p><b>AO2 – Experimenting:</b> Felting inspired by coral –</p> <ol style="list-style-type: none"> <li>Wet felting and needle felting. Sew into to add detail.</li> <li>Felt balls</li> <li>Felting round a marble – put together to resemble coral – embellish using beading and decorative stitching.</li> </ol> <p><b>AO1 – Developing:</b> Sketchbook work, presenting and DIRT week.</p>	<p><b>ANGIE LEWIN ARTIST STUDY AND REDUCTION PRINTING.</b></p> <p><b>AO1 – developing:</b></p> <ol style="list-style-type: none"> <li>Own photos of plants and seed heads</li> <li>Research page and image analysis.</li> <li>Artist image copy using dye palettes and fine liner.</li> </ol> <p><b>AO3 – Recording:</b></p> <ol style="list-style-type: none"> <li>Recording from own photos.</li> <li>Lewin inspired designs for a repeating polytile print.</li> </ol> <p><b>AO2 – Experimenting:</b></p> <ol style="list-style-type: none"> <li>Create a series of reduction prints – 3 colour layers, repeated prints.</li> <li>Hand embroidery into prints.</li> <li>Present all Lewin work into books once completed.</li> </ol> <p><b>AO2 Experimenting &amp; AO1 Developing: MARIE TERESE WISNIOWSKI</b> artist study. Heat transfer collage and sew into, trapping, layering, stencilled shapes using the cricut etc.</p> <p><b>SARAH MORRIS ARTIST STUDY: Learning to use the sewing machines.</b></p> <ol style="list-style-type: none"> <li>Hand applique</li> <li>machine applique</li> <li>cutwork applique</li> </ol> <p>Making responses to the artist Sarah Morris, present samples alongside artist research. Learn to use the machines in small groups.</p> <p><b>AO1 – Developing:</b> Sketchbook work, presenting and DIRT week.</p>	<p><b>ALEXANDER MC QUEEN ARTIST STUDY – LOOKING AT BUGS.</b></p> <p><b>Part 1 – AO1 &amp; AO3:</b></p> <ol style="list-style-type: none"> <li>Research pages and image analysis</li> <li>Observational drawings of bugs.</li> </ol> <p><b>Part 2 – AO2:</b></p> <ol style="list-style-type: none"> <li>Design and make A4 Cricut stencil inspired by bugs.</li> <li>Stencil onto A4 painted background</li> <li>Experiments with different sized stencils repeated and reflected.</li> </ol> <p><b>Part 3 – AO2</b></p> <ol style="list-style-type: none"> <li>Photoshop response – editing images learning basic Photoshop tools to create a Mc Queen inspired print.</li> <li>Image transfer print onto polycotton and sew into.</li> </ol> <p><b>AO1 &amp; AO2 – develop and experiment: ROSIE JAMES ARTIST STUDY,</b> learning to use the sewing machine – overlapping figures, drawing with the sewing machine using the embroidery feet.</p> <p><b>AO2 – Experimenting: KIM THITTICHAJ ARTIST STUDY</b> Hot textiles fabric manipulation.</p> <ol style="list-style-type: none"> <li>Organza shibori</li> <li>Tyvek – heat gunned / ironed / painted.</li> <li>Synthetic fabrics heat gunned.</li> <li>Sewn layers, heat gun, soldering iron.</li> </ol>	<p><b>AO1 – Developing:</b></p> <ol style="list-style-type: none"> <li>Mind map ideas for the magnification theme and where to go next.</li> <li>Statement of intent.</li> <li>Mood board of inspiring images linked to chosen theme.</li> <li>Double page of own photos linked to chosen theme.</li> <li>Artist mood board – 10-15 inspiring artists. chosen either for style and technique or theme</li> </ol> <p><b>OPTIONAL ARTIST STUDY – JESSICA GRADY – use artist technique but linked to chosen theme.</b></p> <p><b>AO1 &amp; AO2: Artist studies: RESEARCH, IMAGES, ANALYSIS &amp; RESPONSE.</b> <b>Own artist study 1</b> <b>Own artist study 2</b> <b>Own artist study 3</b></p> <p><b>AO1 – Developing:</b> Initial design ideas for dress.</p>	<p><b>AO2 – Experimenting and Refining:</b> Refine and develop ideas for dress. Practice all the elements that will feature.</p> <p><b>AO4 – Presenting:</b> A3 sample piece in the theme of dress development. In preparation for dress making in year 11.</p> <p style="background-color: #ffeb3b; padding: 2px;"><b>(DRESSES IN YEAR 11, CHRISTMAS DEADLINE).</b></p>
<p><b>Super Curricular:</b> Visit art galleries. Take own photos linked to the theme of magnification.</p>		<p><b>Super Curricular:</b> Watch the creative conversation with Rosie James on the Ringwood YouTube channel.</p>	<p><b>Super Curricular:</b> Watch the Alexander Mc Queen documentary. Focus on combining techniques taking risks to try something new and experimental.</p>	<p><b>Super Curricular:</b> Create more sustained outcomes inspired by your artists, these could provide evidence for AO4.</p>	
<p><b>How can I revise for assessments?</b> Ensure your sketchbook is up to date and annotated and avoid leaving empty space on your pages. Plan your work and focus on QUALITY not QUANTITY.</p>					



### How I can be a scholar in Triple Science - Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><b>Biology – Food</b> forms part of the ecology topic in combined science. Covers trophic levels, biomass, and food security.</p> <p><b>Chemistry – Materials</b> Forms part of the using resources topic taught later in combined science. Covers polymers, ceramics, composites, and their uses.</p>	<p><b>Physics – More Waves</b> forms part of the wave properties topic taught in combined science. Covers reflection, refraction, lenses and electromagnetic radiation.</p> <p><b>Biology – Plant Hormones</b> forms part of the homeostasis and response topic taught later in combined science. Covers the role of auxin and how plants respond to their environment.</p>	<p><b>Chemistry – Nanoparticles</b> – forms part of the bonding and structure topic in combined science. Covers uses and properties of very small molecules.</p> <p><b>Physics – Space</b> This is its own topic. Covers formation of the solar system, life cycles of stars, orbits, and the start and potential end of our universe.</p> <p><b>Biology – Plant Diseases</b> forms part of the infection and response topic in combined science. A closer look at some examples of plant disease and how plants cant defend themselves.</p>	<p><b>Chemistry – Ions</b> Forms part of the chemical analysis topic taught later in combined science. Covers testing for positive and negative ions, and instrumental analysis.</p> <p><b>Biology – Cloning</b> Forms part of the inheritance and variation topic covered later in combined science. Covers techniques on cloning plants as well as animals.</p> <p><b>Physics – Machines and Pressure</b> Forms part of the forces topic covered later in combined science. Looks at levers, gears, moments, and pressure.</p>	<p><b>Physics – Machines and Pressure</b> This topic continues into this half term.</p> <p><b>Biology – The Brain</b> Forms part of the topic on homeostasis and response taught later in combined. Covers brain structure, the eye, and how problems with the eye are fixed.</p>	<p><b>Biology – Microorganisms</b> Forms part of the infection and response topic taught earlier in the combined science course by this point. Covers bacterial growth as well as a practical on growing bacteria safely.</p> <p><b>Chemistry – Titrations</b> Forms part of the quantitative chemistry topic already covered in combined by this point. Covers how to do a titration and do titration calculations.</p> <p><b>Chemistry – Fuel Cells</b> Forms part of the energy changes topic from combined. Covers chemical cells, batteries, and hydrogen as a fuel.</p>
<p><b>Super curricular:</b> What challenges face our society in future with respect to food supply? How would you suggest we address said challenges?</p>	<p><b>Super curricular:</b> Search youtube for “the boy who sees without eyes</p>	<p><b>Super curricular:</b> Do plants have an immune system? <a href="https://www.youtube.com/watch?v=Hja0Sls2kus">https://www.youtube.com/watch?v=Hja0Sls2kus</a></p>	<p><b>Super curricular:</b> Write a report to the local council to explain how to test local water supplies and remove heavy metals.</p>	<p><b>Super curricular:</b> How do MRI scanners work? <a href="https://www.nibib.nih.gov/science-education/science-topics/magnetic-resonance-imaging-mri">https://www.nibib.nih.gov/science-education/science-topics/magnetic-resonance-imaging-mri</a></p>	<p><b>Super curricular:</b> <a href="https://www.twi-global.com/technical-knowledge/faqs/what-is-a-hydrogen-fuel-cell">https://www.twi-global.com/technical-knowledge/faqs/what-is-a-hydrogen-fuel-cell</a></p>

**How can I revise for assessments?**

Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall  
 Use your revision pack. This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you.  
 Complete the short answer questions in the revision pack.