

Year 10 Curriculum Plan JUNE 2020

Subject	Topic Focus	Learning Tasks	Additional extended learning	Support and Resources
English	Transactional Writing and Spoken Language Assessment.	<p>Students will complete the Eisteddfod Task.</p> <p>They will learn about the features of transactional writing and use it in their own work.</p> <p>Students will be given the criteria for their Spoken Language assessment and will start to plan own talk. They will then write their own talk on a topic of their choice in preparation for their Spoken Language assessment. This may be completed in school before the summer or in September.</p>	<p>Revision tasks on Seneca.</p> <p>Further research on speeches to be completed using YouTube.</p>	<p>Tasks and resources to be shared on Class Charts.</p>
Maths	Set 1	<ul style="list-style-type: none"> <li>• Prove congruence of shapes</li> <li>• Use similarity to find lengths, areas and volumes</li> <li>• Find the volume of frustrums</li> </ul>	See tasks on <a href="http://www.hegartymaths.com">www.hegartymaths.com</a>	
	Set 2,3 and 4	<ul style="list-style-type: none"> <li>• Show that two triangles are congruent</li> <li>• Prove that shapes are congruent</li> <li>• Use similarity to find missing lengths of shapes</li> </ul>		
	Set 5	<ul style="list-style-type: none"> <li>• Recognise congruent shapes</li> <li>• Show that two triangles are congruent</li> <li>• Find the scale factor of similar shapes</li> <li>• Use scale factor to find a missing length on a shape</li> </ul>		

<b>Science</b>	<p>Biology</p> <p>Chemistry</p> <p>Physics</p>	<p>Students are currently working on the Homeostasis topic from the AQA scheme of work</p> <p>Students are currently working on the Organic topic from the AQA scheme of work</p> <p>Students are currently working on the Forces topic from the AQA scheme of work</p>	<p>See tasks on <a href="http://www.senecalearning.com">www.senecalearning.com</a></p>	
<b>RE</b>	<p>Islam: Practices</p> <p>The 5 pillars and 10 obligatory acts.</p> <p>Jihad</p> <p>Festivals</p>	<p>Pupils will be set a variety of tasks and resources including recall quizzes and exam questions.</p> <p>Pupils will also have the opportunity to participate in the World Zone eisteddfod challenge.</p>	<p>Seneca revision quizzes.</p>	<p>Will be sent on class charts.</p>
<b>History</b>	<p>Living under Nazi Rule and Kenilworth Castle</p>	<p>Focus on reviewing the following:</p> <ul style="list-style-type: none"> <li>• Chapter 4 (Second World War)</li> <li>• Chapter 5 (occupation of Europe by Nazis).</li> </ul> <p>Class Charts activities will be set by WIL and DEA.</p> <p>Students to then use Mr. Dean's revision guide.</p> <p>1) Read through the guide and take notes for any topics you may have missed or didn't understand fully.</p> <p>2) Complete <b>all</b> examination questions at the end of the booklet. I have included</p>	<p>Use youtube to watch various documentaries on Nazi Germany e.g. Project Nazi etc.</p> <p>Use BBC bitesize or other website e.g. History Learning Site to add to your notes and embed your knowledge.</p> <p>Create profiles of Himmler, Goering, Hitler, Heydrich, Speer etc. What were their roles within the Nazi leadership team?</p>	<p>Nazi revision guide sent to all via Class Charts. It is also on the VLE.</p> <p>The revision guide will also help you create profiles of the key individuals (see additional extended learning).</p> <p>Use Seneca to revise for topics that have been studied.</p>

		<p>hints and tips on how to structure your answers for each question.</p> <p>Revision guide has been shared on Class charts and is also on the VLE.</p> <p>Finally, the Kenilworth topic has been set-up and upload by DEA and pupils will be directed to start this at the end of April.</p> <p>Kenilworth revision guide and work booklet to be shared with pupils via Class Charts along with x2 introductory Power Points.</p> <p>Students to use revision booklet and website to fill in work booklet.</p> <p>Students are to create essay plans for various examination questions as well.</p> <p>Use knowledge test and flash cards (use booklets to make flash cards – see template)to aid learning.</p> <p>Pupils will also have the opportunity to participate in the World Zone eisteddfod challenge.</p>	<p>Use the Kenilworth Castle website for additional information, virtual tour etc.</p> <p><a href="https://www.english-heritage.org.uk/visit/places/kenilworth-castle/">https://www.english-heritage.org.uk/visit/places/kenilworth-castle/</a></p>	<p>Kenilworth revision booklet.</p> <p>Kenilworth work booklet.</p> <p>Kenilworth knowledge test document.</p> <p>Kenilworth flash card templates.</p>
<b>Geography</b>	The UK's evolving Human Landscape	<p>Key words and definitions will be crucial.</p> <p>The decline of the old UK economy.</p> <p>The rise of the new UK economy.</p> <p>Case study – A Large UK city and how it has changed over time – either London or Birmingham.</p> <p>Challenges facing rural communities.</p> <p>Pupils will also have the opportunity to participate in the World Zone eisteddfod challenge.</p>	<p>Use the ed excel b website to access additional work.</p> <p>SENECA will be used to set the bulk of class tasks.</p> <p>Videos have been sent out to all Geography students that will enable and support learning.</p>	<p>Support – use the microsoft team set up to email teacher.</p> <p>Resources – the resources sent will be available and useful but additional resources will include websites such as National Geographic and BBC.</p> <p>Emailed videos and work from SENECA.</p>

<b>Languages</b>	Holidays <ul style="list-style-type: none"> <li>• Destinations</li> <li>• Methods of travel</li> <li>• Weather</li> <li>• Accommodation</li> <li>• Activities</li> <li>• Opinions</li> </ul>	Vocabulary learning Noting and practising new grammar Listening, reading and writing skills Completing relevant questions in speaking booklets with good quality answers using all the above.  Pupils will also have the opportunity to participate in the World Zone Eisteddfod challenge.	Tasks are set weekly (in addition to learning of vocabulary and spellings) to practise reading and translation skills.	Memrise and other useful websites (links on the VLE) Other resources are uploaded onto class charts or links are pasted on MS Teams, where teachers are available for support during lesson times.
<b>Art / Photo</b>	Coursework project	Dependent on equipment at home Continue to work on coursework project  If students do not have the materials to complete then they should continue with the artist research side of things for their project		
<b>Design Tech</b>	Wider issues in Design and Technology	Students will continue to work through theory lessons on a variety of topics which link to their exam. These will be uploaded onto class charts with resources and links for them to access.	Linked to lessons on class charts.	Class charts and microsoft forms for quizzes.
<b>BTEC Sport</b>	Unit 1 – Fitness for Sport and Exercise	Students will begin to develop their knowledge and understanding on the content of fitness and the training principles. Students will complete tasks and develop their knowledge in preparation for the externally assessed unit next academic year.	Students will be set weekly tasks on TheEverLearner.com.  Tasks will be based on the subject knowledge and will include note making, check point activities and content tests.  Students progressed will be monitored on the website, and students will be asked to upload evidence of their notes to CC	Exercise books have been sent home including guides on how to access the work content and assignments.  <a href="https://theeverlearner.com/">https://theeverlearner.com/</a>

<b>Drama</b>	Acting for Media.	Students will be developing their acting skills through acting for media. This will include filmed and voice recorded pieces linked to a given theme or stimuli.	Students will be asked to complete written evaluations of their work. Students have also been given a link to an online form where they can submit their recordings safely.	PowerPoint. Video resources will also be available to model what a good one looks like.
<b>Business Studies</b>	<p>Component 1 Learning Aims C C4 Measuring the success of an SME How far they meet business aims such as surviving, breaking even, making a profit and meeting customer needs Reasons for the success of SMEs</p>	<p>Introductory activity: Students recall definitions of an 'aim' and an 'objective', explaining the difference between them. They briefly list the main aims that all enterprises have. Main session activities: discussion on the terms 'surviving', 'breaking even', 'making a profit, and 'meeting customer needs'. Students then consider the reasons why SMEs may be successful. Teacher-led discussion on the terms 'resilience', 'motivation', 'customer service/satisfaction' and 'experience'. Plenary activity: Students explain the difference between achieving break-even and making a profit, and explain why this difference is so important.</p> <p>Component 1 Assignment</p> <p>In 2016, it was reported that small business survival rates are as high as 91% after one year of trading, but after five years just 40% of small businesses will still be trading. For you to be successful in setting up and running an enterprise you need to understand the factors that contribute to:</p>	<p>Insolvency statistics for the area where students live can be used to give an indication of the rate of failure of enterprises and what can be done to reduce failure rates. The Gov.UK website publishes some of this information – for example, <a href="http://www.gov.uk/government/statistics/insolvency-statistics-april-to-june-2017">www.gov.uk/government/statistics/insolvency-statistics-april-to-june-2017</a></p> <p>Assignment – Component 1 on VLE</p>	VLE BOOK Component 1

		<ul style="list-style-type: none"><li>• why some enterprises are successful</li><li>• why some enterprises fail</li><li>• why some enterprises are not as successful as they could be.</li></ul> <p>To enable you to complete this task you first need to carry out research into two real small to medium local enterprises (SMEs) and the entrepreneurs that run them. Your research will need to focus on:</p> <ol style="list-style-type: none"><li>1. What are the purpose, activities and aims of two contrasting local enterprises?</li><li>2. What are the characteristics and skills of the entrepreneurs who run these enterprises?</li><li>3. How have the characteristics of the enterprise and the entrepreneur influenced it achieving its main purpose?</li><li>4. What market research activity does each enterprise conduct?</li><li>5. How the market research helps each enterprise to meet customer needs and understand competitor behaviour?</li></ol> <p>The impact of internal and external factors on the level of success of each of the enterprises.</p>		
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<b>ICT</b>	<b>Component 1 Learning Aim B</b> Context – preparing for assignment <b>B</b> : Use project planning techniques to plan and design a user interface	Assignment is on BTEC VLE  Using the worksheet from Know It All Ninja (link to Sample Answers) and Student book to help you to complete tasks, however THE ASSIGNMENT CANNOT BE COPIED but MUST BE ALL YOUR OWN WORK  <ol style="list-style-type: none"><li>1. Project requirements:<ul style="list-style-type: none"><li>• the purpose of the user interface (Use the assignment and Sample Answer 13 and 14 and P27 in student book).</li><li>• the audience requirements and user accessibility requirements. (Sample Answer 3 and 14 relate to the question)</li></ul></li><li>2. Task list (Use Sample Answer 11 and Page 29 Student Book for task and sub task ideas))</li><li>3. Gantt chart<ul style="list-style-type: none"><li>• timescales for task and sub-tasks with key milestones including review points with users and when resources will be needed (on Excel – use Sample Answers 12 and 14, Page 29 Student Book)</li></ul></li></ol>		
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<p><b>Health and Social Care</b></p>	<p><b>Component 1 Learning Aim B</b> Learners will investigate how individuals deal with life events.</p>	<p>Assignment is on the VLE – Subjects, Health and Social Care, Key Stage 4, <a href="#">Component 1 LA.B</a>.</p> <p>Lessons will be completed online via a podcast link through Amanote, which allows me to talk through the PPT's, while pupils complete tasks too, with feedback on what responses they should have come up.</p> <p>Tasks additionally being added to the Class Charts Homework as well as Microsoft Teams assignments, where they are also able to chat and occasional live meetings to discuss the work will be provided.</p>	<p>Students to use the resources on the VLE, under component 1 to help them with their work.</p>	<p>Amanote for lesson podcasts to help with subject knowledge.</p> <p>Microsoft Teams for assignments and chat facility, along with live meetings when needed.</p> <p>Class Charts for work to be set.</p> <p>VLE system</p> <p>Students being able to email questions</p>