



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 10

REMOTE LEARNING

SUPPORT

BOOKLET

(JANUARY 2021 – MARCH 2021)





Introduction

Dear Parent/Carer/Student

This year has been a challenging year for students and whilst their efforts during the lockdown learning were fantastic, we recognise that this was not the ideal way for students to learn.

This booklet reports to you the areas of work that students covered during lockdown this year when students were taught remotely. It is designed to help parents and students quickly identify the work that was covered during this period and see how the College plans to cover aspects of this work with students in future lessons to support them. Also provided is information linked to the areas missed, that students can if they feel it is required, work on to aid their understanding and further support their learning.

Each subject has detailed the work that was covered. In some cases the work applies to all classes and in other cases you will need to know the group for each subject eg 10f1. If a student is not familiar with their class code, then they should ask their subject teacher.

Art, Craft and Design	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>‘Abstract Art’ Textiles Art project</p> <ul style="list-style-type: none"> • Abstract drawings • Researching Artists. Frank Stella, Gerhard Richter, Vasilis Kandinsky • Using Artist to influence ideas • Creating practical samples using teacher examples via video and photographs, developing skills using Mola, tonal drawing onto fabric, Applique and hand stitch work • Experimenting with colour and materials 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Responding to Artists • Using ideas from Artists to develop own ideas • Using practical textiles skills in different forms to develop ideas • Experimenting with colour and materials • Researching and presenting information on Artists • We will be further developing ideas using a variety of practical techniques to show skills and knowledge linking Artist influence • Further development of machine skills will be covered in Y11 to increase confidence 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Oak Academy have many practical drawing and painting activities to develop technical skills which will help them to develop ideas before transferring these into textile techniques • Look at exemplar materials available online . Textile Artist is a good website. AQA GCSE Textiles Art exemplar materials have examples of sketchbooks • Look online at gallery websites to gain a wider understanding of styles of Art such as <ul style="list-style-type: none"> ○ Tate ○ National Gallery ○ National Portrait Gallery • Many of the Artists students have chosen to study this year will have their own websites including Michael Craig-Martin • Students could also experiment with creating work using ICT or photography to further expand their class work • Students can also continue to work on their Abstract project. They can add any sections they have not yet completed to their sketchbook. They have personalised guidelines for this and are able to work through them • Experiment and explore different materials and methods from their GCSE Booklet and think about how these can link to their Main project of ‘Structure’ 		

Art Textiles	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Still life 'Bits and Bobs' project</p> <ul style="list-style-type: none"> • Observational drawing • Researching Artists. Michael Craig-Martin • Using Artist to influence ideas • Creating compositions using observational drawing and ideas from Artists • Experimenting with colour and materials 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Responding to Artists • Using ideas from Artists to develop own ideas • Using drawing in different forms to develop ideas • Experimenting with colour and materials • Researching and presenting information on Artists • Observational drawing will be covered in Year 11 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Oak Academy have many practical drawing and painting activities to develop technical skills • Look online at gallery websites to gain a wider understanding of styles of Art such as <ul style="list-style-type: none"> ○ Tate ○ National Gallery ○ National portrait gallery • Many of the Artists students have chosen to study this year will have their own websites including Michael Craig-Martin • Students could also experiment with creating work using ICT or photography to further expand their class work • Students can also continue to work on the Bits and Bobs project. They can add any sections they have not yet completed to their sketchbook 		

BTEC Sport	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Unit 1: Fitness for Sport and Exercise</p> <ul style="list-style-type: none"> • Content delivery of Learning Aim B (Methods of Training) • Content Delivery of Learning Aim B (Fitness Tests) • Exam question practice 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Unit 1: Fitness for Sport and Exercise (Easter to May Half Term)</p> <ul style="list-style-type: none"> • Revision of key areas completed in lessons and during revision sessions • Exam question practice • Practice Mocks with reviews • Formal Mocks with chance to review and resit an additional paper <p>Unit 3 – Applying Principles of Training (May Half Term to end of Year)</p> <ul style="list-style-type: none"> • Content delivery for Assignment 1 (strong links to content from Unit 1) • Assignment 1 – Training Programme Design set for first submission (16 July 2021) 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Explore and undertake different methods of training in line with their chosen sport or selected area of focus/aim from their training programme • Complete summer homework task exploring Anatomy and Physiology aspects in preparation to complete Assignment 2 		

Computer Science	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Mrs Scott lessons - Memory and Storage (started in school at end of autumn term), Data Representation.</p> <p>Miss Mayhead lessons – Algorithms (started in School at end of autumn term), Boolean Logic.</p> <p>The majority of students attended all the online lessons and completed all the work set to a high standard.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>All these topics (in addition to others taught since September) have been revisited during June in preparation for Year 10 Mocks. Students were able to ask questions to check their own understanding and teachers were able to identify any misconceptions.</p> <p>These topics will also be revisited again during Year 11 in preparation for GCSE exams. The topics are intermittently included in retrieval practice sessions at the start of every lesson in order to determine where there may be any gaps in knowledge.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Students can log into their: Seneca Premium Accounts https://senecalearning.com/en-GB/blog/seneca-premium/ and access the courses assigned to their class: Computer Science OCR GCSE, Diagnostic Misconceptions, Hardest Questions, Hyper Learning, Predicted Papers</p> <p>Smart Revise Online https://www.smartrevise.online/ Use all three modes, quiz, terms, and advance.</p> <p>Watch Craig ‘n’ Dave videos https://student.craigndave.org/</p> <p>Revisit topics in Teams Class Notebook and raise any questions with their class teachers.</p> <p>Oak Academy resources https://classroom.thenational.academy/subjects-by-year/year-10/subjects/computing https://classroom.thenational.academy/subjects-by-year/year-11/subjects/computing</p>		

Creative iMedia	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • Creating media texts using Photoshop • Evaluating the strengths and weaknesses of different types of digital cameras • Describing different camera settings such as ISO, white balance, exposure • Considering how to take photographs in different scenarios eg a wedding, a sports event, a party, a fireworks display, at night, a group image such as a year group photo, a school portrait, a landscape shot 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Students have now completed their task using Photoshop to create a book cover • Learning objectives 3. and 4. will be covered before we break up for the Summer, with a creative practical task using their phones or DSLR cameras if they have access to them 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Students have remote access to the Adobe Creative Suite via SharePoint and should use any spare time to experiment with video editing software to create short film sequences, especially if they intend to study media post 16.</p> <p>Next year we will be completing the Digital Photography work and will also complete a unit creating a 2D/ 3D character. Most students will do this using Photoshop in lessons but the very best students, especially those who aspire to work in the media, would be well advised to try out 3D modelling software such as Blender to create a 3D character.</p>		

Economics	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>AQA GCSE Economics</p> <ul style="list-style-type: none"> • Labour markets including calculations of gross and net pay • Market failure including positive and negative externalities • Government intervention 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Year 10 revision has covered :</p> <ul style="list-style-type: none"> • Calculations of gross and net pay • Positive and negative externalities <p>Year 11 revision will address:</p> <ul style="list-style-type: none"> • All types of market failure and possible government intervention • Demand and supply with labour markets 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Topic companion – How markets work • Flash cards – all students have been given a copy • Tutor2u.net – flash cards and quizzes 		

BTEC Enterprise	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • The importance of anticipating and identifying customer needs • Using market research to understand competitors • Understanding competitors 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>All the above have been covered as students make improvements to assignments where applicable.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Read and listen to news • Watch Dragons Den / The Apprentice • Use recommended revision guide 		

Drama	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Unit: 'Wonder.land'</p> <ul style="list-style-type: none"> • Students watched the full production for Section B of the written examination • Key moments identified for: semiotics (costume, props, set, lighting, projection and sound) • Key moment analysis written up for the above areas 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Unit: Devising Drama</p> <ul style="list-style-type: none"> • Practitioners (and their strategies); Stanislavski, Berkoff and Artaud • Plot, genre, conventions (still image, monologue, unison, canon, chorus, soundscape, characterisation, pitch, pace, pause, tone, volume, inflection) • Section 1 and 2 of written work; research, initial ideas, and creating and developing drama <p>'Wonder.land' watched in class in September again, a unit of work on exam technique for Section B and a resource booklet with exemplar, mark schemes and teacher's key moments notes.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Recap of Drama Skills https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1 • PowerPoint to support Portfolio available on Teams • Watching Theatre (online platforms and/ or live theatre) – 'Wonder.land' available on SharePoint for students • https://www.nationaltheatre.org.uk/shows/wonderland • Section B Revision Booklet – hard copy and electronic copy on Teams available in September '21 		

Engineering	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p><i>R106 – Product Analysis and Research Report – Drill pumps</i></p> <ul style="list-style-type: none"> • Students continued to work on this coursework unit remotely, which was started in October 2020 • The unit was adapted in line with OCR recommendations to allow students to complete the work remotely • The report involved researching and investigating the following; <ul style="list-style-type: none"> ○ Features and functions of engineered products ○ Critical analysis of engineered products against a specification ○ Scales of production ○ Engineering materials, their properties and applications ○ Manufacturing processes for metals and plastics ○ Laws and legislation that impact engineered products including British/International standards and Intellectual property ○ Sustainability considerations for engineered products including Life-Cycle-Analysis and environmental legislation ○ Disassembly and Analysis of engineered products including risk assessment • Students submitted this work in April 2021 and will receive a TAG (teacher assessed grade) for the unit in Year 11 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Since returning to College, students have been working towards the R107 – Developing and Presenting Engineering Designs unit. This involves links to content from the R106 report including: <ul style="list-style-type: none"> ○ Investigating Features and Functions of engineered products ○ Critical analysis of engineered products against a specification ○ Engineering materials, their properties and applications ○ Manufacturing processes for metals and plastics • Students will be continuing to work on their R107 portfolio until it is submitted in November 2021 • Students have also studied towards their R105 mock exam (21 June 2021), revisiting, and embedding knowledge covered from September to December 2020. This includes content covered as part of the R106 and R107 units, linking to the Design process and how engineered products are researched, developed, designed, manufactured and tested 		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

BBC Teach – YouTube Channel – A series of videos covering Product Design, Engineering and Food Technology knowledge and practical skills;

<https://youtu.be/fWJHh3LoO70>

Technology Student – online learning resources covering Product Design and Engineering Topics, including the design process, tools and equipment, machinery and manufacturing processes and Sustainability;

<https://www.technologystudent.com/>

Level 2 Engineering Revision Guide – a support guide for the KS4 engineering course that covers aspects of theory that can be used to revise for the R105 exam and to support work on the R107 design portfolio.

https://arthurmellows.sharepoint.com/:b/g/resources/technology/EcJ1r1wTV3VEjZlpjYZJ6nsBbqgDjtlUFE7yLCj_4G7wFw?e=jiOsgN

Further resources and support are available on the engineering **SharePoint** area with specific resources for each unit

<https://arthurmellows.sharepoint.com/:f/r/resources/technology/For%20Students/other/CNAT%20Engineering?csf=1&web=1&e=QuFefR>

English	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>AQA GCSE Literature examination text – Macbeth or Romeo and Juliet (depending on English class)</p> <ul style="list-style-type: none"> • Plot • Knowledge of characters • Themes • Historical context and background knowledge • Language and structure exploration 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Set texts revised in Year 11 • Year 11 students develop stringer essay writing/timed writing skills by approaching past papers • Focus on the rest of the course for Language and Literature enhances/overlaps skills and knowledge needed to succeed in the examination and extend knowledge further • Year 11 students will be offered different forms of revision opportunities such as after school sessions etc 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Live theatre productions and films available on SharePoint – Globe and RSC Shakespeare of both set texts • Revision materials provided by classroom teachers, students own exercise books are a wealth of knowledge, notes and worksheets which are valuable in exam preparation and revision • Resources used by teachers and students such as Oak National Academy, Seneca and GCSE Pod are valuable • CGP/Collins Revision guides 		

Food and Nutrition	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p><u>Theory</u></p> <ul style="list-style-type: none"> • Methods of heat transfer and why we cook food • Types of raising agents and their uses in food products • Food science on the macro nutrients. How proteins, fats and carbohydrates react when cooked or subjected to acid, alkali or agitation <p><u>Practical</u></p> <ul style="list-style-type: none"> • Burgers • Steamed puddings • Gingerbread • Pavlova • Chicken ballotine • Millefeuille 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>The following theory lessons were covered remotely during lockdown:</p> <ul style="list-style-type: none"> • Methods of heat transfer and why we cook food. • Types of raising agents and their uses in food products. • Food science on the macro nutrients. How proteins, fats and carbohydrates react when cooked or subjected to acid, alkali or agitation. <p>The practical element was shown through either live or pre-recorded demonstrations but on the whole only some students completed these independently at home and sent photographic evidence of their work via TEAMS.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>All recipes for the practical's which would have been completed in College are on the College SharePoint. To help students catch up with basic skills and cooker control it would be advantageous for these recipes to be completed at home.</p> <p>https://arthurmellows.sharepoint.com/:f/r/resources/technology/For%20Students/other/Food/Year%2010%20-11/Year%2010/Year%2010%20Recipes?csf=1&web=1&e=DogBMb</p> <p>The College AQA textbook can be accessed remotely by the students and this covers all the sections missed during lockdown. Chapter 3 and 4 are the areas which need to be focused on. Below is the link:</p> <p>https://www.illuminate.digital/aqafood/</p> <p>Username: SARTHUR3 Password: STUDENT3</p>		

French	Year: 10	Classes: 10A1
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Work on General Conversation questions for Module 2 (Le temps des Loisirs). This is ongoing preparation for the speaking exam, which takes place at the end of Year 11.</p> <ul style="list-style-type: none"> • Module 2 Unit tests – listening, reading and writing • Module 3 (Jours ordinaires, jours de fête) • Point de départ 1 - talking about food and meals • Unit 2 – talking about food for special occasions using the pronoun en • Unit 4 describing family celebrations using venir + infinitive • Module 3 speaking conversation sheet started <p>Topics were delivered through a range of 'live' lessons and independent work set through Seneca, Linguascope.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Students worked on their Module 2 and Module 3 General Conversation questions ready for their speaking exam at the end of Year 11.</p> <p>Students were assessed on their reading, listening and writing skills through the end of unit tests for Module 2 (Leisure).</p> <p>Topical vocabulary was introduced and reinforced through independent learning tasks set on Seneca, Linguascope. When students returned, key language was repeated and Module 3 (Jours ordinaires, jours de fêtes) continued.</p> <p>Students have since covered: (From the AQA GCSE French Higher textbook)</p> <ul style="list-style-type: none"> • Module 3 • Unit 5 - describing festivals and traditions. Using a combination of tenses • Point de depart 2- discussing and shopping for clothes • Unit 1 - describing your daily life using devoir and pouvoir • Unit 3 - using polite language and asking questions in the tu and vous form • Contrôle de lecture et d'écoute/ contrôle oral/ contrôle écrit - reading and listening practice/ speaking practice/ writing practice • General Conversation questions for Module 3 • Students have done their end of Unit 3 listening, reading, writing and speaking test • Module 4 - de la ville à la campagne • Point de départ - talking about where you live and what you can do there • Unit 1 - describing a region. Using the pronoun 'y' • Unit 2 talking about your town or village using negatives • Unit 4 discussing plans and the weather using the future tense <p>Students have also prepared for their mock exams and will complete a listening, reading, writing and speaking exam.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

Seneca <https://senecalearning.com/en-GB/>

Linguascope www.linguascope.com (Username: amvc password: mfl01)

The National Oak Academy <https://www.thenational.academy/>

Blooket www.blooket.com

Quizlet <https://quizlet.com/en-gb>

Learn vocabulary through modular booklets given to students for each topic studied.

Learn general conversation answers for the speaking exams.

Revisit previous lessons and assignments set on SharePoint and on Microsoft Teams.

French	Year: 10	Classes: 10A2
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Work on General Conversation questions for Module 1 (Qui suis je?) and Module 2 (Le temps des Loisirs). This is ongoing preparation for the speaking exam, which takes place at the end of Year 11.</p> <ul style="list-style-type: none"> • Module 2 Unit tests – listening, reading and writing • Module 3 (Jours ordinaires, jours de fête) • Point de départ 1 - talking about food and meals • Unit 1 – describing your daily life. Using devoir and pouvoir • Point de départ 2 – discussing clothes and what to wear • Unit 2 – Shopping for clothes. Using quel(s)/quelle(s) and ce/cet/cette/ces <p>Topics were delivered through a range of 'live' lessons and independent work set through Seneca, Linguascope, the National Oak Academy, Quizlet and Blooket.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Students worked on their Module 1 and Module 2 General Conversation questions for their speaking exam at the end of Year 11.</p> <p>Students were assessed on their reading, listening and writing skills through the end of unit tests for Module 2 (Leisure).</p> <p>Topical vocabulary was introduced and reinforced through independent learning tasks set on Seneca, Linguascope, The National Oak Academy, Quizlet and Blooket. When students returned, key language was repeated and Module 3 (Jours ordinaires, jours de fêtes) continued.</p> <p>Students have since covered: (From the AQA GCSE French Foundation textbook)</p> <p>Module 3</p> <ul style="list-style-type: none"> • Unit 3 – describing festivals and traditions. Asking questions using 'est-ce que...?' and 'qu'est-ce que...?' • Unit 4 – talking about shopping for a special meal. Using the present and near future tenses • Unit 5 – describing family celebrations. Using past, present and future tenses • Contrôle de lecture et d'écoute/ contrôle oral/ contrôle écrit - reading and listening practice/ speaking practice/ writing practice • General Conversation questions for Module 3 • Students have done their end of Unit 3 listening, reading, writing and speaking test <p>Module 4 – de la ville à la campagne</p> <ul style="list-style-type: none"> • Point de départ - talking about where you live and what you can do there • Unit 1 – describing a region. Using the superlative • Point de départ 2 – revising places in towns and asking the way • Unit 3 – discussing plans and the weather. Using si clauses • Unit 4 – talking about your town, village or neighbourhood. Using negatives 		

- Contrôle de lecture et d'écoute/ contrôle oral/ contrôle écrit - reading and listening practice/ speaking practice/ writing practice
- General Conversation questions for Module 4
- Students have done their end of Unit 4 listening, reading, writing and speaking test
- Students have also prepared for their mock exams and will complete a listening, reading, writing and speaking exam

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

Seneca <https://senecalearning.com/en-GB/>

Linguascope www.linguascope.com (Username: amvc password: mfl01)

The National Oak Academy <https://www.thenational.academy/>

Blooket www.blooket.com

Quizlet <https://quizlet.com/en-gb>

Learn vocabulary through modular booklets given to students for each topic studied.

Learn general conversation answers for the speaking exams.

Revisit previous lessons and assignments set on SharePoint and on Microsoft Teams.

German

Year: 10

Classes: All

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

Theme 2, Topic 1: Home, town, neighbourhood and region

Stimmt GCSE Text Book

- Irregular verbs in the present tense *Herr Klein liest ein Buch im Wohnzimmer.*
- Prepositions with the dative case (*in, auf, vor*) *Ich esse am liebsten vor dem Fernseher.*

Startpunkt 2

- Describing food and drink items
- Using separable verbs
- Separable verbs in the present tense *Ich wähle die Tomate aus; Sie bereitet einen Salat vor.*
- Working out the meaning of new words

1 Herzlich willkommen!

- Meeting and greeting an exchange partner
- Applying the correct register: *du* or *Sie*
- Using the correct register (*du, Sie* and *ihr*) *Hast du Hunger?; Können Sie bitte langsamer sprechen?*
- Using strategies to work out the meaning of new words

2 Rund um mein Zuhause

- Describing your home
- Prepositions with accusative and dative
- Prepositions with accusative and dative *Die Katze läuft unter den Tisch; Ich wohne in einer Wohnung*
- Using *seit* + the present tense *Wir wohnen seit acht Jahren in einer Großstadt*

3. Ein Tag in meinem Leben

- Talking about what you do on a typical day
- Using reflexive and separable verbs
- Reflexive and separable verbs (present and perfect tenses) *Ich treffe mich mit Freunden in der Eisdiele; Am Abend habe ich ferngesehen*
- Listening out for time expressions *Wann stehen wir an einem Schultag auf?*
- Looking for synonyms

4. Zu Tisch!

- Discussing traditional German meals
- Giving opinions in the past tense Theme 1, Topic 3: Free-time activities
- Giving opinions in the past tense *Am Sonntag haben wir einen Sauerbraten gegessen. Ich habe den Braten köstlich gefunde.*

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

Grammar and skills coverage

- Irregular verbs in the present tense
- Prepositions with the dative case (*in, auf, vor*)

Key language

<i>der Flur</i>	<i>der Knoblauch</i>
<i>der Keller</i>	<i>der Kohl(e)</i>
<i>der Garten</i>	<i>der Blumenkohl(e)</i>
<i>die Garage</i>	<i>die Paprika(s)</i>
<i>die Küche</i>	<i>die Karotte(n)</i>
<i>das Arbeitszimmer</i>	<i>die Erbse(n)</i>
<i>das Badezimmer</i>	<i>die Tomate(n)</i>
<i>das Esszimmer</i>	<i>die Zwiebel(n)</i>
<i>das Schlafzimmer</i>	<i>die Gurke(n)</i>
<i>das Wohnzimmer</i>	<i>der Pfirsich(e)</i>
<i>Ich wohne (seit vier Jahren)</i>	<i>der Apfel (Äpfel)</i>
<i>in einer Kleinstadt</i>	<i>die Orange(n)</i>
<i>in einer Großstadt</i>	<i>die Traube(n)</i>
<i>in der Stadtmitte</i>	<i>die Himbeere(n)</i>
<i>am Stadtrand</i>	<i>die Erdbeere(n)</i>
<i>auf dem Land</i>	<i>die Ananas(-)</i>
<i>in einem Einfamilienhaus</i>	<i>die Birne(n)</i>
<i>in einem Reihenhaus</i>	<i>die Zitrone(n)</i>
<i>in einem Hochhaus</i>	<i>die Kirsche(n)</i>
<i>in einem Wohnblock</i>	<i>die Banane(n)</i>
<i>in einer Doppelhaushälfte</i>	<i>Lieblingsessen / mein Lieblingsobst.</i>
<i>in einer 3-Zimmer-Wohnung</i>	<i>ist/sind geschmacklos / scharf / sauer / schrecklich / ekelhaft.</i>
<i>im zweiten Stock</i>	<i>das Frühstück</i>
<i>Im Untergeschoss gibt es</i>	<i>das Mittagessen</i>
<i>Im Erdgeschoss gibt es</i>	<i>das Abendessen</i>
<i>Wir haben</i>	<i>das Abendbrot</i>
<i>(k)einen Autostellplatz</i>	<i>Ich wähle ... aus.</i>
<i>(k)einen Dachboden</i>	<i>Ich kaufe ... ein.</i>
<i>(k)einen Garten</i>	<i>Ich klicke ... an</i>
<i>(k)einen Keller</i>	<i>Ich bereite ... vor.</i>
<i>(k)eine Dusche</i>	<i>Ich bestelle ...</i>
<i>(k)eine Terrasse</i>	<i>Ich esse gern / lieber / am liebsten ...</i>
<i>(k)ein Privatbad</i>	<i>schmeckt / schmecken mir (nicht) gut.</i>
	<i>ist/sind lecker / köstlich / mein</i>

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Refer to and complete vocabulary booklets / translation booklets
- Log into Kahoot and complete House and Home activities
- Use Linguascope to consolidate House and Home activities:
www.linguascope.com
username: amvc
password: mfl01
- Continue to learn speaking questions
- Log into Seneca and complete tasks

Geography

Year: 10

Classes: All

Knowledge and skills that were taught remotely during the school closure this year (January to March):

Ecosystems	Tropical Rainforests (TRF)	Cold Environments
Features of an ecosystem	Characteristics of TRF, eg, climate and soils	Characteristics of polar and tundra environments
A small scale ecosystem in the UK	Plant and animal adaptations in TRF	Plant and animal adaptations in cold environments
Global distribution of biomes/ecosystems	Case study of the causes of deforestation	Case study of opportunities and challenges to development in cold environments
Characteristics of global biomes/ecosystems	Case study of the impacts of deforestation	Case study of the threats to cold environments
Nutrient and water cycles	Sustainable management of TRF	Management of cold environments
Food webs and chains		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

- The study of physical geography is embedded across all years
- The concept of climate change threatening natural environments is embedded across all years
- The use of maps, photos and satellite images to study natural environments is embedded across all years
- The use of case studies to underpin concepts and processes are embedded across all years

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

Seneca: <https://senecalearning.com/en-GB/blog/seneca-premium/>
Geography GCSE AQA look at the following topic - Topic 2 The Living World, 2.1 Ecosystems, 2.2 Tropical Rainforests and 2.4 Tundra and Polar Environments NOT 2.3 Hot Deserts

BBC Bitesize:
Ecosystems <https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1>
Tropical Rainforests <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1>
Cold Environments <https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1>

Health and Social Care	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Unit R022 Communicating and Working with Individuals in Health and Social Care setting (Coursework)</p> <ul style="list-style-type: none"> • Task 3 - Qualities I need to show to show that I care about Skye/Trevor/Surinder and the conversation • Task 3 - Examples of behaviour that would show that I did not value Skye/Trevor/Surinder • Task 4 - Planning a one-to-one interaction role play and planning a group interaction role play • Synoptic link – how this unit links to R021 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Task 3 - Qualities I need to show to show that I care about Skye/Trevor/Surinder and the conversation • Task 3 - Examples of behaviour that would show that I did not value Skye/Trevor/Surinder • Task 4 - Planning a one-to-one interaction role play and planning a group interaction role play • Synoptic link – how this unit links to R021 <p>All completed by giving lesson time/lunch time/homework</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Watch related documentaries:</p> <ul style="list-style-type: none"> • Ambulance • Hospital • Surgeons: At the Edge of Life • 24 Hours in A&E 		

History	Year: 10	Classes: 10A1 ONLY
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • GCSE Germany exam skills • GCSE Cold War exam skills • Prep lessons for Crime and Punishment 1000-1500 • Prep lessons for Crime and Punishment 1500-1700 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Students had finished the Germany and Cold War topics before isolation began. • Isolation was spent working on different exam skills with the students submitting work to show understanding • Both topics were briefly revised when students returned to school • Both topics have been revised in detail to prepare for the Year 10 mock exams • Both topics will be revised again during Year 11 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Oak National Academy https://classroom.thenational.academy/units/the-cold-war-superpower-relations-from-1941-1991-d369 • https://classroom.thenational.academy/units/weimar-and-nazi-germany-1919-1939-6b4e • BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zwbysq8 • https://www.bbc.co.uk/bitesize/topics/zymqwx5 • Seneca https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c • https://app.senecalearning.com/classroom/course/41857c40-325b-11e8-9e12-b76930b9a46c • GCSE Pods https://members.gcsepod.com/shared/search?search=germany https://members.gcsepod.com/shared/search?search=cold%20war 		

History	Year: 10	Classes: All (apart from 10A1-see separate sheet)
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>The Cold War</p> <ul style="list-style-type: none"> • The Berlin Wall • Cuba • Czechoslovakia • Détente • Afghanistan • Collapse of the Soviet Union • Exam skills for Cold War paper • Preparation for starting Crime and Punishment 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • All Cold War topics were addressed when students returned to school and ‘Overview’ sheets were distributed to ensure all students had all knowledge available • Cold War assessments took place to identify gaps in skills/knowledge • The Cold War has been revised again (in detail) in preparation for the Year 10 mocks. • The Cold War will be revised again throughout Year 11 • Crime and Punishment prep lessons were revisited before the teaching of this new GCSE topic began 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Oak National Academy https://classroom.thenational.academy/units/the-cold-war-superpower-relations-from-1941-1991-d369 • BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zwbysq8 • Seneca https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c • GCSE Pods https://members.gcsepod.com/shared/search?search=germany https://members.gcsepod.com/shared/search?search=cold%20war 		

IT	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Students had started the R013 controlled assessment coursework unit at the beginning of December. Students had completed a wide range of practice tasks in preparation for this controlled assessment. Students were able to continue with the tasks throughout lockdown and hardware/software was provided where required. The tasks that were taught and completed during lockdown include:</p> <ul style="list-style-type: none"> • Data dictionary • Constraints/mitigation • Resources and security • User requirements • Test plans • Order form • Leaflet • Success criteria • Wireframes • ER diagram • PowerPoint • Business card 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>To enable students to succeed in this unit and not be disadvantaged the exam board have extended the deadline for this unit and will not moderate the work. Instead, teachers will collect evidence of the work completed and will submit a predicted grade for the unit in the autumn term.</p> <p>With this extension students have been re-taught the tasks and given further time to complete them.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Students can complete any of this coursework at home and can also attend the drop-in lunch sessions that are available every day in IT5.</p> <p>All teaching content is stored in the SharePoint, remote learning folder for Computing, so students can re-visit the learning stage of any task.</p> <p>Students can also ask their IT teachers any questions using the Teams chat, if they are completing any of the tasks at home.</p>		

Maths	Year: 10	Classes: 10x1, 10x2, 10x4, 10x5, Higher
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> <li data-bbox="193 398 1388 571"> <p>• Ratio and Proportion Relationship between ratios and fractions, simplifying ratios and writing in the form 1 : m or m : 1, dividing a quantity into a given ratio, writing a ratio as a linear function, using ratios with scale drawings and to convert between measures and currencies, solve proportion problems, recipes and best buys</p> <li data-bbox="193 607 1388 741"> <p>• Angles in Parallel Lines Classify quadrilaterals and triangles; understand angles facts in different types of triangle, understand exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices, use angle properties of quadrilaterals and parallel lines</p> <li data-bbox="193 777 1388 875"> <p>• Pythagoras Theorem Understand, recall, and use Pythagoras Theorem to find the hypotenuse and shorter side, finding the length of line segments, apply to 3D problems and the use of surds</p> <li data-bbox="193 911 1388 1010"> <p>• Perimeter and Area Area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes</p> <li data-bbox="193 1046 1388 1218"> <p>• Linear Graphs and Coordinate Geometry Plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, identify direct proportion and solve simultaneous linear equations graphically, explore parallel and perpendicular lines</p> <li data-bbox="193 1254 1388 1386"> <p>• Percentages Convert between fractions, decimals, and percentages, calculating percentages including increases and decreases, profit and loss, use of multipliers and repeated proportional change as well as reverse percentages</p> <li data-bbox="193 1422 1388 1554"> <p>• Scatter Graphs Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers, calculating an equation for the line of best fit</p> <li data-bbox="193 1590 1388 1688"> <p>• Angles in Polygons Regular and irregular polygons, understand and use interior and exterior angle facts of polygons</p> 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.

After school sessions in Half Term 6 have focused on recapping these lockdown topics.

Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.

Topics will be revisited when working through Practice Exam Papers throughout Year 11.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/193> (Introduction to Ratio)
- <https://vle.mathswatch.co.uk/vle/browse/194> (Using Ratio for Recipe Questions)
- <https://vle.mathswatch.co.uk/vle/browse/264> (Sharing Ratios)
- <https://vle.mathswatch.co.uk/vle/browse/197> (Introduction to Proportion)
- <https://vle.mathswatch.co.uk/vle/browse/200> (Angles on a line or a point)
- <https://vle.mathswatch.co.uk/vle/browse/279> (Angles on Parallel Lines)
- <https://vle.mathswatch.co.uk/vle/browse/280> (Angles in Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/314> (Pythagoras Theorem – A simple approach)
- <https://vle.mathswatch.co.uk/vle/browse/315> (Pythagoras Theorem – Algebraic approach)
- <https://vle.mathswatch.co.uk/vle/browse/316> (Pythagoras Theorem – Line on a Graph)
- <https://vle.mathswatch.co.uk/vle/browse/393> (Pythagoras in 3D)
- <https://vle.mathswatch.co.uk/vle/browse/208> (Perimeters)
- <https://vle.mathswatch.co.uk/vle/browse/209> (Area of Rectangle)
- <https://vle.mathswatch.co.uk/vle/browse/210> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/211> (Area of Parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/326> (Equation of a Straight Line -Gradient and Coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/243> (Fractions, Decimals and Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/268> (Reverse Percentage Problems)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/163> (Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/282> (Angle Sums of Polygons)

Maths	Year: 10	Class: 10x3 Higher
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> <li data-bbox="193 398 1401 566"> <p>• Ratio and Proportion Relationship between ratios and fractions, simplifying ratios and writing in the form 1 : m or m : 1, dividing a quantity into a given ratio, writing a ratio as a linear function, using ratios with scale drawings and to convert between measures and currencies, solve proportion problems, recipes and best buys</p> <li data-bbox="193 600 1401 734"> <p>• Angles in Parallel Lines Classify quadrilaterals and triangles; understand angles facts in different types of triangle, understand exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices, use angle properties of quadrilaterals and parallel lines</p> <li data-bbox="193 768 1401 869"> <p>• Pythagoras Theorem Understand, recall, and use Pythagoras Theorem to find the hypotenuse and shorter side, finding the length of line segments, apply to 3D problems and the use of surds</p> <li data-bbox="193 902 1401 1003"> <p>• Perimeter and Area Area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes</p> <li data-bbox="193 1037 1401 1205"> <p>• Linear Graphs and Coordinate Geometry Plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, identify direct proportion and solve simultaneous linear equations graphically, explore parallel and perpendicular lines</p> <li data-bbox="193 1238 1401 1373"> <p>• Percentages Convert between fractions, decimals, and percentages, calculating percentages including increases and decreases, profit and loss, use of multipliers and repeated proportional change as well as reverse percentages</p> <li data-bbox="193 1406 1401 1541"> <p>• Scatter Graphs Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers, calculating an equation for the line of best fit</p> 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.

After school sessions in Half Term 6 have focused on recapping these lockdown topics.

Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.

Topics will be revisited when working through Practice Exam Papers throughout Year 11.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/193> (Introduction to Ratio)
- <https://vle.mathswatch.co.uk/vle/browse/194> (Using Ratio for Recipe Questions)
- <https://vle.mathswatch.co.uk/vle/browse/264> (Sharing Ratios)
- <https://vle.mathswatch.co.uk/vle/browse/197> (Introduction to Proportion)
- <https://vle.mathswatch.co.uk/vle/browse/200> (Angles on a line or a point)
- <https://vle.mathswatch.co.uk/vle/browse/279> (Angles on Parallel Lines)
- <https://vle.mathswatch.co.uk/vle/browse/280> (Angles in Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/314> (Pythagoras Theorem – A simple approach)
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- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/326> (Equation of a Straight Line -Gradient and Coordinates)

- <https://vle.mathswatch.co.uk/vle/browse/243> (Fractions, Decimals and Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
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- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/268> (Reverse Percentage Problems)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)

Maths	Year: 10	Classes: 10x6 Higher
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> <li data-bbox="193 398 1401 566"> <p>• Ratio and Proportion Relationship between ratios and fractions, simplifying ratios and writing in the form 1 : m or m : 1, dividing a quantity into a given ratio, writing a ratio as a linear function, using ratios with scale drawings and to convert between measures and currencies, solve proportion problems, recipes and best buys</p> <li data-bbox="193 600 1401 734"> <p>• Angles in Parallel Lines Classify quadrilaterals and triangles; understand angles facts in different types of triangle, understand exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices, use angle properties of quadrilaterals and parallel lines</p> <li data-bbox="193 768 1401 869"> <p>• Pythagoras Theorem Understand, recall, and use Pythagoras Theorem to find the hypotenuse and shorter side, finding the length of line segments, apply to 3D problems and the use of surds</p> <li data-bbox="193 902 1401 1003"> <p>• Perimeter and Area Area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes</p> <li data-bbox="193 1037 1401 1205"> <p>• Linear Graphs and Coordinate Geometry Plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, identify direct proportion and solve simultaneous linear equations graphically, explore parallel and perpendicular lines</p> <li data-bbox="193 1238 1401 1384"> <p>• Percentages Convert between fractions, decimals, and percentages, calculating percentages including increases and decreases, profit and loss, use of multipliers and repeated proportional change as well as reverse percentages. Part covered</p> 		

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Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/193> (Introduction to Ratio)
- <https://vle.mathswatch.co.uk/vle/browse/194> (Using Ratio for Recipe Questions)
- <https://vle.mathswatch.co.uk/vle/browse/264> (Sharing Ratios)
- <https://vle.mathswatch.co.uk/vle/browse/197> (Introduction to Proportion)
- <https://vle.mathswatch.co.uk/vle/browse/200> (Angles on a line or a point)
- <https://vle.mathswatch.co.uk/vle/browse/279> (Angles on Parallel Lines)
- <https://vle.mathswatch.co.uk/vle/browse/280> (Angles in Triangles)
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- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)
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- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/268> (Reverse Percentage Problems)

Maths	Year: 10	Classes: 10y1 Higher
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> <li data-bbox="193 398 1401 566"> <p>• Ratio and Proportion Relationship between ratios and fractions, simplifying ratios and writing in the form 1 : m or m : 1, dividing a quantity into a given ratio, writing a ratio as a linear function, using ratios with scale drawings and to convert between measures and currencies, solve proportion problems, recipes and best buys</p> <li data-bbox="193 600 1401 734"> <p>• Angles in Parallel Lines Classify quadrilaterals and triangles; understand angles facts in different types of triangle, understand exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices, use angle properties of quadrilaterals and parallel lines</p> <li data-bbox="193 768 1401 869"> <p>• Pythagoras Theorem Understand, recall, and use Pythagoras Theorem to find the hypotenuse and shorter side, finding the length of line segments, apply to 3D problems and the use of surds</p> <li data-bbox="193 902 1401 1003"> <p>• Perimeter and Area Area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes</p> <li data-bbox="193 1037 1401 1205"> <p>• Linear Graphs and Coordinate Geometry Plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, identify direct proportion and solve simultaneous linear equations graphically, explore parallel and perpendicular lines</p> <li data-bbox="193 1238 1401 1373"> <p>• Scatter Graphs Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers, calculating an equation for the line of best fit</p> <li data-bbox="193 1406 1401 1507"> <p>• Angles in Polygons Regular and irregular polygons, understand and use interior and exterior angle facts of polygons</p> 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

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- <https://vle.mathswatch.co.uk/vle/browse/194> (Using Ratio for Recipe Questions)
- <https://vle.mathswatch.co.uk/vle/browse/264> (Sharing Ratios)
- <https://vle.mathswatch.co.uk/vle/browse/197> (Introduction to Proportion)
- <https://vle.mathswatch.co.uk/vle/browse/200> (Angles on a line or a point)
- <https://vle.mathswatch.co.uk/vle/browse/279> (Angles on Parallel Lines)
- <https://vle.mathswatch.co.uk/vle/browse/280> (Angles in Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/314> (Pythagoras Theorem – A simple approach)
- <https://vle.mathswatch.co.uk/vle/browse/315> (Pythagoras Theorem – Algebraic approach)
- <https://vle.mathswatch.co.uk/vle/browse/316> (Pythagoras Theorem – Line on a Graph)
- <https://vle.mathswatch.co.uk/vle/browse/393> (Pythagoras in 3D)
- <https://vle.mathswatch.co.uk/vle/browse/208> (Perimeters)
- <https://vle.mathswatch.co.uk/vle/browse/209> (Area of Rectangle)
- <https://vle.mathswatch.co.uk/vle/browse/210> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/211> (Area of Parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/326> (Equation of a Straight Line -Gradient and Coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/163> (Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/282> (Angle Sums of Polygons)

Maths	Year: 10	Classes: 10y2 Foundation
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> <li data-bbox="193 398 1401 533"> <p>• Percentages Express percentages of numbers, calculate percentages with and without a calculator, understanding of real life percentages eg VAT, profit and loss, simple interest and income tax, use of multipliers to calculate percentage increase or decrease</p> <li data-bbox="193 566 1401 701"> <p>• Polygons Recognise and name pentagons, hexagons, heptagons, octagons and decagons, regular and irregular polygons, understand and use interior and exterior angle facts of polygons, explain why some polygons fit together</p> <li data-bbox="193 734 1401 902"> <p>• Straight Line Graphs Use axes and coordinates in all four quadrants, use function machines to find coordinates, plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, solve simultaneous linear equations graphically</p> <li data-bbox="193 936 1401 1037"> <p>• Pie Charts Draw circles and arcs, construct pie charts for categorial, discrete and continuous data, interpret pie charts, finding the mode and total frequency</p> <li data-bbox="193 1070 1401 1171"> <p>• Scatter Diagrams Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers</p> <li data-bbox="193 1205 1401 1350"> <p>• Perimeter and Area Convert between units of measure, area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes</p> <li data-bbox="193 1384 1401 1485"> <p>• Volume and Surface Area Identify and name common solids, recall and use the formula for the volume and surface area of cuboids</p> 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.

After school sessions in Half Term 6 have focused on recapping these lockdown topics.

Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.

Topics will be revisited when working through Practice Exam Papers throughout Year 11.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/195> (Introduction to Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/243> (Fractions, Decimals and Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/163> (Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/282> (Angle Sums of Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a Straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/288> (Representing Pie Charts)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/208> (Perimeters)
- <https://vle.mathswatch.co.uk/vle/browse/209> (Area of Rectangle)
- <https://vle.mathswatch.co.uk/vle/browse/210> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/211> (Area of Parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)
- <https://vle.mathswatch.co.uk/vle/browse/274> (Volume of a Cuboid)
- <https://vle.mathswatch.co.uk/vle/browse/272> (Surface Area of a Cuboid)

Maths

Year: 10

Classes: 10y3 Foundation

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

- **Percentages**

Express percentages of numbers, calculate percentages with and without a calculator, understanding of real life percentages eg VAT, profit and loss, simple interest and income tax, use of multipliers to calculate percentage increase or decrease

- **Polygons**

Recognise and name pentagons, hexagons, heptagons, octagons and decagons, regular and irregular polygons, understand and use interior and exterior angle facts of polygons, explain why some polygons fit together

- **Straight Line Graphs**

Use axes and coordinates in all four quadrants, use function machines to find coordinates, plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, solve simultaneous linear equations graphically

- **Pie Charts**

Draw circles and arcs, construct pie charts for categorial, discrete and continuous data, interpret pie charts, finding the mode and total frequency

- **Scatter Diagrams**

Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers

- **Perimeter and Area**

Convert between units of measure, area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.

After school sessions in Half Term 6 have focused on recapping these lockdown topics.

Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.

Topics will be revisited when working through Practice Exam Papers throughout Year 11.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/195> (Introduction to Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/243> (Fractions, Decimals and Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/163> (Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/282> (Angle Sums of Polygons)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a Straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/288> (Representing Pie Charts)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/208> (Perimeters)
- <https://vle.mathswatch.co.uk/vle/browse/209> (Area of Rectangle)
- <https://vle.mathswatch.co.uk/vle/browse/210> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/211> (Area of Parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)

Maths

Year: 10

Classes: 10y4 Foundation

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

- **Percentages**

Express percentages of numbers, calculate percentages with and without a calculator, understanding of real life percentages eg VAT, profit and loss, simple interest and income tax, use of multipliers to calculate percentage increase or decrease

- **Straight Line Graphs**

Use axes and coordinates in all four quadrants, use function machines to find coordinates, plot and draw straight line graphs with and without a table, recognise $y=mx+c$ and interpret gradient and intercept, identify, interpret, and draw graphs in the form $ax+by=c$, solve simultaneous linear equations graphically

- **Pie Charts**

Draw circles and arcs, construct pie charts for categorial, discrete and continuous data, interpret pie charts, finding the mode and total frequency

- **Scatter Diagrams**

Draw and interpret scatter graphs, drawing and using the line of best fit including interpolation and extrapolation, understanding of correlation and outliers

- **Perimeter and Area**

Convert between units of measure, area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.

After school sessions in Half Term 6 have focused on recapping these lockdown topics.

Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.

Topics will be revisited when working through Practice Exam Papers throughout Year 11.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/195> (Introduction to Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/243> (Fractions, Decimals and Percentages)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/254> (Straight Line Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/325> (Equation of a Straight line $y=mx+c$)
- <https://vle.mathswatch.co.uk/vle/browse/288> (Representing Pie Charts)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/208> (Perimeters)
- <https://vle.mathswatch.co.uk/vle/browse/209> (Area of Rectangle)
- <https://vle.mathswatch.co.uk/vle/browse/210> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/211> (Area of Parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/212> (Area of a Trapezium)

Maths	Year: 10	Classes: 10y5 Foundation
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • Percentages Express percentages of numbers, calculate percentages with and without a calculator, understanding of real life percentages eg VAT, profit and loss, simple interest and income tax, use of multipliers to calculate percentage increase or decrease • Perimeter and Area Convert between units of measure, area and perimeter of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures, area and perimeter of compound shapes • Volume Calculate the volume of cuboids and solids made from cuboids. Calculate the volume prisms 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 11.</p> <p>After school sessions in Half Term 6 have focused on recapping these lockdown topics.</p> <p>Analysis of the Year 10 mock examinations will be used to focus on areas which require further teaching.</p> <p>Topics will be revisited when working through Practice Exam Papers throughout Year 11.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>https://vle.mathswatch.co.uk/vle/browse/195 (Introduction to Percentages)</p> <p>https://vle.mathswatch.co.uk/vle/browse/243 (Fractions, Decimals and Percentages)</p> <p>https://vle.mathswatch.co.uk/vle/browse/244 (Percentages of Amount – calculator)</p> <p>https://vle.mathswatch.co.uk/vle/browse/245 (Percentages of Amount – non calculator)</p> <p>https://vle.mathswatch.co.uk/vle/browse/266 (Percentage Increase and Decrease)</p> <p>https://vle.mathswatch.co.uk/vle/browse/208 (Perimeters)</p> <p>https://vle.mathswatch.co.uk/vle/browse/209 (Area of Rectangle)</p> <p>https://vle.mathswatch.co.uk/vle/browse/210 (Area of Triangles)</p> <p>https://vle.mathswatch.co.uk/vle/browse/211 (Area of Parallelograms)</p> <p>https://vle.mathswatch.co.uk/vle/browse/212 (Area of a Trapezium)</p> <p>https://vle.mathswatch.co.uk/vle/browse/274 (Volume of Cuboids)</p>		

Music	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Unit 201ta:</p> <ul style="list-style-type: none"> • Research into different styles of music • An analysis of a song • The completion of a final assignment that focuses on two contrasting musical styles. Details of this are available on the exam paper that all students have, and it is on SharePoint <p>Musicality:</p> <ul style="list-style-type: none"> • Practice on instrument • Keeping a musical diary to show progress • Recording performances <p>Composition:</p> <ul style="list-style-type: none"> • Using bandlab to create simple musical ideas 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • All of the above to finish units and develop work to a deeper level 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Students should continue to practice their instrument, as this will be a vital area linked to success next year. Students need to be confident performers both as a soloist and within a group • Keep a practice diary to document your progress on your instrument. Record yourself regularly • Use bandlab or any other music sequencing software that you have access to, to develop your composition skills. This is an area we focus heavily on next year <p>Continue to explore music technology with Bandlab Education https://edu.bandlab.com/ Students have been given login details in their lessons</p>		

Product Design	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Seneca to keep all theory work fresh.</p> <p>Students were asked to review the work of a design movement and designers to link in with coursework tasks for future reference. They can use these links to support the designer influence stage within their coursework.</p> <p>Students were given free trial access to sketch up, they were asked to produce detailed sketches of their choice and experiment with these skills. These skills can then be transferred into their coursework to support with the CAD elements.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>The theory was reintroduced in the classroom lessons, so students could gain more insight from the teacher led sessions, students will cover all elements by the end of the academic year.</p> <p>Coursework - The coursework titles for the NEA projects were given to students at the start of June, this makes up 50% of the final grade. The time missed has had no impact upon the coursework elements. Students have revisited how to complete key areas of the coursework such as writing a brief, specification and identifying a target market.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Continue to complete the work set on Seneca • Continue to experiment with sketch up to aid their CAD drawings in coursework tasks • Continue to review the notes that have been made to support the exam knowledge that is taking place • Review the Eduqas exam board requirements <p>https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_overview</p>		

RE	Year: 10	Classes: All Short Course
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Hindu Beliefs</p> <ul style="list-style-type: none"> • The nature of Brahman • The nature and importance of Brahman as Nirguna and Saguna • The 3 aspects of the divine (Brahman, Antaryami, Bhagavan) • Manifestations of the divine (Trimurti, Shakti, avatars) 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>The above topics were recapped in lessons on our return to school as students had revision lessons before their mocks which focused on these areas of study.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Students have a Hindu Beliefs work booklet which they can use to go over the unit. • Students have copies of the Hindu Beliefs revision guide. • Students can use GCSE BITESIZE – Edexcel Hindu Beliefs https://www.bbc.co.uk/bitesize/guides/zmvhsrd/revision/1 • The Heart of Hinduism website https://iskconeducationalservices.org/HoH/concepts/ 		

RE	Year: 10	Classes: 10C1 Full Course
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Peace and Conflict</p> <ul style="list-style-type: none"> • Christian attitudes towards peace • The role of Christians in Peace Making • Christian attitudes to conflict • Christian attitudes to pacifism • Christian attitudes to the Just War Theory <p>Matters of Life and Death</p> <ul style="list-style-type: none"> • Scientific theories on creation (Big Bang / Evolution) • Hindu Creation Stories • Hindu Teachings on Sanctity of Life 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>All of the above topics were recapped in lessons on our return to school and students also had revision lessons before the mocks which focused on these areas of study.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Students have a Peace and Conflict work booklet in their folders which they can use to go over the unit • Students have copies of the Peace and Conflict revision guide • Students can use Seneca – there is a specific section on Peace and Conflict on the Edexcel GCSE RE spec B course • Matters of Life and Death revision booklet • Heart of Hinduism: https://iskconeducationalservices.org/HoH/concepts/key-concepts/creation/ 		

Science	Year: 10	Class: 10x1
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 3: Infection and Response</p> <ul style="list-style-type: none"> • Communicable (infectious) diseases • Bacterial, fungal and protist diseases • Human defence systems • Vaccination • Antibiotics and pain killers • Discovery and development of drugs <p>Chemistry Topic 4: Chemical Changes</p> <ul style="list-style-type: none"> • Oxidation and Reduction • Reactivity series • Extraction of metals • Reaction of acids and metals • Neutralisation • Solubility • PH scale • Strong and weak acids • Electrolysis 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks, students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science	Year: 10	Class: 10x2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 2: Organisation</p> <ul style="list-style-type: none"> • Digestive system, including digestive enzymes • Heart, blood and blood vessels • Coronary heart disease • Health and disease • Effect of lifestyle on non-communicable diseases • Cancer • Plant tissues and organs <p>Biology Topic 3: Infection and Response</p> <ul style="list-style-type: none"> • Communicable (infectious) diseases • Bacterial, fungal and protist diseases • Human defence systems • Vaccination • Antibiotics and pain killers • Discovery and development of drugs 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science	Year: 10	Class: 10x3
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 4: Bioenergetics</p> <ul style="list-style-type: none"> • Photosynthesis • Factors affecting the rate of photosynthesis • Uses of glucose from photosynthesis • Aerobic and anaerobic respiration • Response to exercise • Metabolism 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after. 		

Science	Year: 10	Class: 10x4
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Knowledge and skills that were taught remotely during the school closure this year (January to March):

Biology Topic 3: Infection and Response

- Communicable (infectious) diseases
- Bacterial, fungal and protist diseases
- Human defence systems
- Vaccination
- Antibiotics and pain killers
- Discovery and development of drugs

Physics Topic 2: Electricity

- Circuit symbols
- Current, potential difference and resistance
- Current-Voltage graphs for resistors, filament bulbs and diodes
- Series and parallel circuits
- AC and DC electricity
- Cables and plugs
- Power and energy
- The national grid

Physics Topic 4: Atomic Structure

- Structure of an atom
- Isotopes
- History of an atom
- Type of radiation
- Decay Equations
- Half life
- Radioactive contamination

Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:

Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.

To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

- The GCSE textbooks are available on Science SharePoint
- GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail
- BBC bitesize
- GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
- Seneca
- Educake
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after

Science	Year: 10	Class: 10y1
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 2: Organisation</p> <ul style="list-style-type: none"> • Digestive system, including digestive enzymes • Heart, blood and blood vessels • Coronary heart disease • Health and disease • Effect of lifestyle on non-communicable diseases • Cancer • Plant tissues and organs <p>Biology Topic 3: Infection and Response</p> <ul style="list-style-type: none"> • Communicable (infectious) diseases • Bacterial, fungal and protist diseases • Human defence systems • Vaccination • Antibiotics and pain killers • Discovery and development of drugs 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL Powerpints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science	Year: 10	Class: 10y2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 3: Infection and Response</p> <ul style="list-style-type: none"> • Communicable (infectious) diseases • Bacterial, fungal and protist diseases • Human defence systems • Vaccination • Antibiotics and pain killers • Discovery and development of drugs <p>Chemistry Topic 4: Chemical Changes</p> <ul style="list-style-type: none"> • Oxidation and Reduction • Reactivity series • Extraction of metals • Reaction of acids and metals • Neutralisation • Solubility • PH scale • Strong and weak acids • Electrolysis <p>Physics Topic 4: Atomic Structure</p> <ul style="list-style-type: none"> • Structure of an atom • Isotopes • History of an atom • Type of radiation • Decay Equations • Half life • Radioactive contamination 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

- The GCSE textbooks are available on Science SharePoint
- GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail
- BBC bitesize
- GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
- Seneca
- Educake
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after

Science

Year: 10

Class: 10y3

Knowledge and skills that were taught remotely during the school closure this year (January to March):

Biology Topic 4: Bioenergetics

- Photosynthesis
- Factors affecting the rate of photosynthesis
- Uses of glucose from photosynthesis
- Aerobic and anaerobic respiration
- Response to exercise
- Metabolism

Chemistry Topic 4: Chemical Changes

- Oxidation and Reduction
- Reactivity series
- Extraction of metals
- Reaction of acids and metals
- Neutralisation
- Solubility
- PH scale
- Strong and weak acids
- Electrolysis

Physics Topic 4: Atomic Structure

- Structure of an atom
- Isotopes
- History of an atom
- Type of radiation
- Decay Equations
- Half life
- Radioactive contamination

Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:

Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.

To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

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- GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail
- BBC bitesize
- GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
- Seneca
- Educake
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after

Science	Year: 10	Class: 10y4
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 2: Organisation</p> <ul style="list-style-type: none"> • Digestive system, including digestive enzymes • Heart, blood and blood vessels • Coronary heart disease • Health and disease • Effect of lifestyle on non-communicable diseases • Cancer • Plant tissues and organs 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science	Year: 10	Class: 10y5
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 2: Organisation</p> <ul style="list-style-type: none"> • Digestive system, including digestive enzymes • Heart, blood and blood vessels • Coronary heart disease • Health and disease • Effect of lifestyle on non-communicable diseases • Cancer • Plant tissues and organs <p>Biology Topic 3: Infection and Response</p> <ul style="list-style-type: none"> • Communicable (infectious) diseases • Bacterial, fungal and protist diseases • Human defence systems • Vaccination • Antibiotics and pain killers • Discovery and development of drugs 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science - Biology

Year: 10

Class: 10A1

Knowledge and skills that were taught remotely during the school closure this year (January to March):

Biology Topic 5: Homeostasis and Response

- Homeostasis
- Human nervous system
- The brain
- The eye
- Control of body temperature
- Human endocrine system
- Control of blood glucose concentration
- Maintaining water and nitrogen balance in the body
- Hormones in human reproduction
- Contraception
- Use of hormones to treat infertility
- Negative feedback
- Plant hormones

Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:

Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.

To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

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- GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
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- Educake
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after

Science - Biology	Year: 10	Class: 10B1
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 4: Bioenergetics</p> <ul style="list-style-type: none"> • Photosynthesis • Factors affecting the rate of photosynthesis • Uses of glucose from photosynthesis • Aerobic and anaerobic respiration • Response to exercise • Metabolism 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science - Chemistry

Year: 10

Class: 10x1

Knowledge and skills that were taught remotely during the school closure this year (January to March):

Chemistry Topic 6: Rates of Reaction

- Calculating rates of reaction
- Factors affecting rates of reaction
- Collision theory and activation energy
- Catalysts
- Reversible reactions
- Factors affecting equilibrium

Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:

Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.

To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

- The GCSE textbooks are available on Science SharePoint
- GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail
- BBC bitesize
- GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
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Science - Chemistry	Year: 10	Class: 10x2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Chemistry Topic 5: Energy Changes</p> <ul style="list-style-type: none"> • Endothermic and exothermic reactions • Reaction profiles • Energy change of reactions • Chemical cells and fuel cells 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail. • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science - Physics	Year: 10	Class: 10x1, 10x2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Physics Topic 4: Atomic Structure</p> <ul style="list-style-type: none"> • Structure of an atom • Isotopes • History of an atom • Type of radiation • Decay Equations • Half life • Radioactive contamination • Hazards and uses of radiation • Nuclear fission • Nuclear Fusion 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>Since returning to school students have sat mock examinations. As part of the preparation for mocks students went through and revised each topic studied this year, including any topics covered in lockdown.</p> <p>To ensure there is plenty of time to complete the course these topics will not be taught completely from scratch again, however in Year 11 these will be the prioritised topics when the students complete the course and start revision. Students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – this included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Spanish	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Speaking questions for Module 1 and 2 My family and friends (Relationships with family and friends) Theme 1, Topic 2: Technology in everyday life (Mobile technology) Theme 1, Topic 2: Technology in everyday life (Social media, Mobile technology) Punto de partida 1</p> <ul style="list-style-type: none"> • Talking about socialising and family • Using verbs <p>Punto de partida 2</p> <ul style="list-style-type: none"> • Describing people • Using adjectival <p>Agreement</p> <p>1 Mis aplicaciones favoritas</p> <ul style="list-style-type: none"> • Talking about social networks • Using <i>para</i> with infinitives • Extending responses <p>2 ¿Qué estás haciendo?</p> <ul style="list-style-type: none"> • Making arrangements • Using the present continuous • Improvising dialogues <p>4 Retratos y relaciones</p> <ul style="list-style-type: none"> • Describing relationships • Using <i>ser</i> and <i>estar</i> • Understanding more detailed descriptions <p>Grammar and skills coverage</p> <ul style="list-style-type: none"> • Possessive adjectives (<i>mi, tu, su, nuestro, vuestro, su</i>) • Using verbs in the present tense <i>hablar por skype, sacar fotos, mandar mensajes, chatear con mis amigos, descargar canciones y aplicaciones, etc.</i> • Using expressions of frequency (<i>siempre, todos los días, etc</i>) • Pronunciation: word stress • Stem-changing verbs (<i>poder, querer</i>) <i>¿Quieres ir de compras esta tarde? Lo siento, pero no puedo.</i> • Spotting <i>usted</i> forms in a Dialogue • Qualifying descriptions (<i>muy, bastante, un poco, poco</i>) <i>Tiene el pelo moreno. Tiene los ojos azules. Es delgado. Es trabajador / hablador / divertido / fiel</i> • Phrases that don't translate word for word <i>Lleva barba. Tiene el pelo largo.</i> • Identifying the person of the verb in a reading text • Adjectival endings (<i>-o/a, -e,</i> • <i>Para + infinitive</i> <i>Uso (YouTube) para descargar música / subir y ver vídeos / compartir fotos / pasar el tiempo</i> • Extending responses by referring to others <i>Mis amigos y yo usamos WhatsApp para ...</i> • The present continuous <i>Estoy escuchando música. Estamos viendo una peli.</i> • Decoding verbs in the present continuous while listening • Improvising dialogues <i>Hola. ¿Qué estás haciendo? ¿Quieres ...? Ahora no puedo porque ... ¡Qué rollo!</i> 		

- Reflexive verbs for relationships *Me llevo bien con ...Me peleo con ...Me divierto con ...*
- Working with cognate personality adjectives: *dinámico, estricto, estúpido, pesimista*, etc.
- Using adjectives and adverbs of frequency to give more detailed descriptions *Me peleo con mi padre porque a veces es impaciente.*

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

Students revisited this unit during face to face teaching. Students were given booklets to consolidate vocabulary and practice for the reading exam.

At GCSE, language and skills are transferable across all topics. Students will continue to use everything they have been learning so far across the different topics.

The only difference will be topic specific vocabulary. All students will receive vocabulary booklets. During the next stages of their education students will secure their knowledge on:

- Tenses
- Vocabulary
- Listening
- Reading
- Writing /speaking

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Quizlet
- Blooket/Kahoot
- Knowledge organiser and verb grids
- Use Linguascope to consolidate
www.linguascope.com
username: amvc
password: mfl01
- Seneca

Travel and Tourism	Year: 10	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>The different types of destinations, including seaside resorts, town or city destinations and countryside areas that can appeal to different types of visitors.</p> <p>The different types of visitor, and the different characteristics and different needs.</p> <p>The ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>The different types of destinations, including seaside resorts, town or city destinations and countryside areas that can appeal to different types of visitors has been covered in class since lockdown.</p> <p>The different types of visitor, the different characteristics, different needs and the ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations are currently being covered and will be covered before the end of the year.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Paper based resources have been distributed to each student covering everything required to complete the missing coursework.</p> <p>Students can read through destination and attraction brochures to develop their knowledge of destination features and to understand how destinations market themselves.</p> <p>Students can research different destinations and attractions online to understand their appeal to different types of tourists.</p>		