Carshalton Boys Sports College

Year 09

Outstanding outcomes for all

ART

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
1	Observational drawing skills – the formal elements	▪ Apple test – 4B pencil drawing ▪ Apple test – colour pencil drawing ▪ Apple test – watercolour painting ▪ Black sheet with apples tests annotated explaining the process. Use formal elements key words Apples Feedback sheet	☑ *3 apple tests completed* ☑ *Annotation completed*	Observational drawing of kitchen item
2	Analysing an artwork Gridding	Powerpoint for remaining landscape lessons ▪ Introduction to Edward Hopper ▪ Analysis of 'The Lee Shore'. Pupils take notes from class discussion ▪ Learn how to measure the image, scale up and draw a grid A4 size ▪ Draw out the composition accurately	☑ *Full written analysis from notes* ☑ *Image is drawn from a grid*	Write analysis notes in paragraph form
3 & 4	Mark making and tonal shading with colour pencils	▪ Begin shading using colour pencils – building up layers of tone; mark making to show texture and direction of lines to show movement ▪ Complete shading of 'The Lee Shore'	☑ *Completed 'The Lee Shore' drawing*	Analysis HW due Complete any unfinished work

5 & 6	Re-producing a realist landscape painting in watercolour	▪ Pupils choose from selection of 3 Hopper landscapes to copy. Draw it out on A4 watercolour paper using the grid technique or free hand ▪ Watch You tube demonstration on watercolour landscape painting (4.15mins) ▪ https://www.youtube.com/watch?v=pQUj3njy1YI ▪ Stage 1: All pupils paint the sky. White acrylic can be used to paint clouds ▪ Remainder of painting is completed	☑ *Hopper re-production in watercolour paint*	Research – choose a landscape photo to paint on acetate Complete any unfinished work
7 & 8	Landscape painting techniques Acrylic painting on acetate from a photograph	▪ Teacher explains that over the next 2 lessons pupils will learn various acrylic painting techniques for painting the sky & water and trees & grass ▪ Pupils complete a series of technique activities ▪ Introduction to acetate painting – pupils are shown example of a 3 layer landscape painting on acetate and instructions are given for painting first layer ▪ Demonstration by teacher on painting techniques and colour mixing ▪ Pupils paint 1st and 2nd layers	☑ *Technique swatches* ☑ *Acetate landscape painting*	Complete any unfinished work
9 & 10	Acrylic painting on acetate from a photograph Annotation – explanation of techniques and processes	▪ Pupils paint 3rd layer ▪ Pupils annotate black sheets ▪ HW instructions given: choose landscape photo or various photos to compose the final piece. Write a paragraph explaining choice of images, artistic style the painting will be executed in and choice of materials ▪ A4 shaded pencil drawing or colour pencil drawing of final piece composition from HW images (teacher has back up images)	☑ *Acetate landscape painting* ☑ *Annotation completed to date* ☑ *A4 final piece drawing completed*	Complete any unfinished work Research images for final piece

10, 11 & 12	Producing a final piece Evaluation	1. <u>Explanation of final piece: Teacher shows examples of landscape final pieces completed in various artistic styles. Pupils will have choice of acrylic or watercolour paint and canvas, card or paper</u> 2. Pupils use grid or free hand to draw their landscape composition 3. Pupils paint their landscape final piece 4. Evaluation of final piece on black paper (photograph the work) ***document needs to be created for this***	☑ *Final landscape painting* ☑ *Evaluation of final piece*	Final piece Planning document Final piece planning due

Business Studies

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
1	**AC3.1 Design research tools-Mystery Shopper-Store**	1. Introduction to Unit 2. Mystery Shopper – <u>Mary Portas</u> 3. <u>Designing Mystery Shopper Forms</u>	☑ Class create their own mystery shopper form for fictitious retail business. Create using google docs on google classroom. ☑ **Teacher assessed on google classroom**	
2	**AC3.1 Design research tools-Mystery Shopper-Store**	4. <u>Designing Questionnaires</u> 5. Designing Questionnaires 6. Designing Questionnaires	☑ Class create their own Questionnaires form for fictitious retail business. Create using google docs on google classroom. ☑ **Teacher assessed on google classroom**	
3	**AC3.2 Process information**	7. How to process information captured by research. Show examples of research. Show how to 'tell' what the data is telling you. 8. Process Data Supplied by teacher 9. Analyse processed data and write up	☑ Students see processed data and make statements about what the data is 'telling' them. ☑ Students process data and produce graphs from the data	

4	**AC3.4 Draw conclusions from research**	10. Lesson – How to draw conclusions from data. How to report it. 11. In–class work. Sample Data Given. Process, analyse, report 12. In–class work. Sample Data Given. Process, analyse, report	☑ Students spend two supervised lessons, processing, analysing and drawing conclusions from the data supplied. ☑ Students produce a report of this work on google docs in google classroom. ☑ **Work is Paths Assessed**	
5	**AC1.1 Describe principles of customer service**	13. Customer Service Standards for Bus-A are shared (ASDA Video) 14. The Eight Principles of Customer Service. Research John Lewis 15. The Eight Principles of Customer Service.	☑ 8 Principles of customer service applied to John Lewis. ☑ Work to be completed on google classroom. ☑ Homework to complete John Lewis work on google classroom.	
6	**AC1.2 Describe situations when customers interact with retail businesses**	16. Situations when customers interact with retail employees. In –class group work. Presentations by groups. 17. Presentations presented. Teacher led discussion on situations. 18. State WJEC situations. Apply situations to John Lewis. Class write up the situations.	☑ **John Lewis work PATHS Assessed** ☑ Homework – complete John Lewis situations write-up on google classroom.	

Citizenship

Topic 1 Democracy, Elections and Voting

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1-2	Explain the features of democracy in the UK?	1. Intro to democracy 2. Features of UK democracy 1 3. Features of UK democracy 2	☑ Definitions of representative democracy ☑ Advantages and disadvantages of each ☑ Note on inclusive franchise ☑ Extending the franchise diagram	1. P.79-83
3-4	Explain how citizens can support democracy in the UK? Explain the functions of political parties and the views of the main UK parties.	4. Supporting democracy 5. Political parties 1 6. Political parties 2	☑ Completed test and feeding forward ☑ Notes on voting, being a candidate and joining a party ☑ Party manifesto ☑ Summary of party views table	2. P.83-89
5-8	What electoral systems are used in the UK? What are the advantages and disadvantages of each?	7. FPTP 1 8. FPTP 2 9. FPTP Feeding forward 10. PR systems – STV and Closed party list 11. Hybrid systems 12. Summary lesson	☑ FPTP worksheet and feeding forward ☑ PR worksheet ☑ Electoral systems test ☑ Hybrid systems worksheet	3. p.90-94
9-10	How can I revise? What knowledge have I acquired?	13. Revision 14. Assessment 15. Feeding forward	☑ Elections summary table ☑ Revision notes worksheet ☑ Past paper knowledge test and feeding forward	4. P.79-94

Topic 2 Layers of Government

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	What responsibilities and powers does the national government have?	16. National government	☑ Notes on key terms and powers	5. p.96-97
1	What responsibilities and powers do the devolved assemblies have? What are the advantages and disadvantages of devolution?	17. Devolved government	☑ Devolution question sheet	6. p. 97-98
1	What are the arguments surrounding independence?	18. Scottish independence debate	☑ Scottish independence source analysis sheet (arguments for and against)	7. p.103-105
2	What responsibilities and powers does local government have?	19. Local government	☑ Local authority table	8. p.99-100
2	What responsibilities and powers does regional government have?	20. Regional government	☑ Notes on regional government	9. p. 101-102
2-3	How can I revise? What knowledge have I acquired?	10. Revision 11. Assessment 12. Feeding forward	☑ Revision notes worksheet ☑ Past paper knowledge test and feeding forward	13. p.96-105

Computer Science

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	**Unit 1 - Systems** ☑ Understand the purpose of the CPU ☑ Explain the role and operation of the following CPU registers used in Von Neumann architecture: o MAR (Memory Address Register), o MDR (Memory Data Register), o Program Counter, o Accumulator	1. THE CPU 2. Recap – PLC revision – Exam Question 3. PLC Test	☑ PLC 1.1 issued at start of week – Start revision ☑ Homework – Videos 1, 2 & 5 ☑ Homework Completion of worksheet ☑ Notes on content ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme	
2	☑ Describe common CPU components and their function: ALU (Arithmetic Logic Unit), CU (Control Unit), Cache ☑ Explain the function of the CPU as fetch and execute instructions stored in memory ☑ Describe how common characteristics of CPUs affect their performance: clock speed, cache size, number of cores	1. Function and Characteristics of the CPU 2. Recap – PLC revision 3. PLC Test	☑ PLC 1.2 issued at start of week – Start revision ☑ Homework – Videos 3, 4 & 6 ☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme	
3	☑ Explain the purpose and give examples of embedded systems ☑ Describe the difference between RAM and ROM ☑ Describe the purpose RAM and ROM in a computer system ☑ Explain the need for virtual memory	1. Memory 2. Storage 3. Assessment	☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme	

4	☑ Describe flash memory ☑ Discuss the need for secondary storage including optical, magnetic and solid state storage ☑ Discuss data capacity of storage devices and ☑ Calculate data capacity requirements ☑ Evaluate suitable storage devices and storage media for a given application using the following characteristics: capacity, speed, portability, durability, reliability, cost.	1. Wired and Wireless Networks 2. Comms & Networking 3. Internet Networking	☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
5	☑ **Unit 2 - Networks** ☑ **At the end of this Unit all students should be able to:** ☑ explain the advantages of networking stand-alone computers into a local area network ☑ describe the differences between a local area network and a wide area network such as the Internet ☑ describe the nature of the Internet as a worldwide collection of computer networks ☑ **Most students will be able to:** ☑ explain the terms IP addressing, MAC addressing, packet and protocols ☑ explain the need for IP addressing of resources on the Internet and how this can be facilitated by the role of DNS servers	1.1 Local Area Networks 1 1.2 Local Area Networks 2 1.3. Local Area Networks 3	☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
6	☑ **At the end of this Unit all students should be able to:** ☑ describe, using diagrams or otherwise, the star and mesh network topologies ☑ **Most students will be able to:** ☑ describe network policies such as acceptable use, disaster recovery, backup and archiving	2.1 Wired and Wireless networking 1 2.2 Wired and Wireless networking 2 2.3 Wired and Wireless networking 3	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme

	☑ advantages and disadvantages of star and mesh network topologies		
7	☑ **At the end of this Unit all students should be able to:** ☑ identify different transmission media ☑ **Most students will be able to:** ☑ explain the concept of encryption, giving examples ☑ **Some students will be able to:** ☑ explain how Wi-Fi frequencies and channels affect connectivity and transmission	3.1. Wired and Wireless networking 4 3.2. Wired and Wireless networking 5 3.3. Wired and Wireless networking 6	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
8	☑ At the end of this Unit all students should be able to: ☑ explain the difference between a client-server and a peer-to-peer network ☑ identify different transmission media ☑ **Most students will be able to:** ☑ explain the different roles of computers in a client-server and a peer-to-peer network ☑ describe the concept of hosting and Cloud services ☑ describe network policies such as acceptable use, disaster recovery, backup and archiving ☑ state the advantages of different transmission media	4.1. Protocols and Layers 4.2. Protocols and Layers 4.3. Protocols and Layers	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
9	☑ **At the end of this Unit** ☑ **Most students will be able to:** ☑ explain the terms IP addressing, MAC addressing, packet and protocols ☑ **Some students will be able to:** ☑ describe the different layers in the TCP/IP protocol stack and the protocols used at each stage ☑ explain the advantages of layering in this context	5.1. Protocols and Layers 5.2. Protocols and Layers 5.3. Protocols and Layers	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme

10	**Unit 3 - Systems software and security** ☑ **At the end of this Unit all students should be able to:** ☑ list some of the threats posed to networks, including malware and phishing ☑ explain briefly what is meant by phishing and how to keep data safe from phishing attacks **Most students will be able to:** ☑ describe briefly threats posed to networks including brute force attacks, denial of service attacks, data interception and theft, poor network policy ☑ explain what is meant by a social engineering attack and give examples ☑ explain what is meant by a Denial of Service attack and brute force attack ☑ **Some students will be able to:** ☑ explain the concept of SQL injection	1.1. System Software 1.2. System Software 1.3. System Software	☑ Notes on content ☑ Completion of worksheet ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
11	☑ **At the end of this Unit all students should be able to:** ☑ list precautions which can be taken to keep data safe from hackers including anti-malware software, firewalls, user access levels, passwords and encryption **Most students will be able to:** ☑ Describe ways of identifying and preventing network vulnerabilities, including the use of passwords, encryption, penetration testing, network forensics and network policies	2.1. Operating System Software 2.2. Operating System Software 2.3. Operating System Software	☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
12	☑ **At the end of this Unit all students should be able to:** ☑ list the functions of an operating system: user interface, memory management, multi-tasking, peripheral management, user and file management ☑ explain briefly what is meant by memory management and multi-tasking	3.1. Operating System Software 3.2. Operating System Software 3.3. Operating System Software	☑ Notes on content ☑ Completion of worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme

	Most students will be able to: ☑ describe the basic functions of an operating system: user interface, memory management, multi-tasking, peripheral management, user and file management ☑ **Some students will be able to:** ☑ explain the need for the following functions of an operating system: memory management, peripheral management, multi-tasking and user management		
13	☑ **At the end of this Unit all students should be able to:** ☑ describe briefly the purpose of encryption, defragmentation and data compression software **Most students will be able to:** ☑ describe utility system software: encryption software, defragmentation, data compression ☑ describe methods of backup (full and incremental) ☑ **Some students will be able to:** ☑ Explain briefly why increasing the length of an encryption key increases the strength of encryption	4.1. System Utility Software 4.2. System Utility Software 4.3. System Utility Software	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
14	**Unit 4 – Ethics (6 Hours)** ☑ **At the end of this Unit all students should be able to:** ☑ List some ethical, legal, cultural or environmental issues in relation to a given scenario **Most students will be able to:** ☑ Describe some ethical, legal, cultural and/or environmental issues in relation to a given scenario	1.1. Ethical and Cultural Issues 1.2. Ethical and Cultural Issues 1.3. Ethical and Cultural Issues	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme

15	☑ **At the end of this Unit all students should be able to:** ☑ List some privacy issues in relation to a given scenario ☑ List one attribute and advantage of open source software and proprietary software **Most students will be able to:** ☑ Describe some privacy issues in relation to a given scenario ☑ Describe the differences between open source and proprietary software and give advantages of each	2.1. Ethical and Cultural Issues – computers in the modern era 2.2. Ethical and Cultural Issues 2.3. Ethical and Cultural Issues	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme
16	☑ **At the end of this Unit all students should be able to:** ☑ Choose from a given list, which Act is relevant to a particular scenario ☑ **Some students will be able to:** ☑ List the clauses of the Data Protection Act and Computer Misuse Act and give examples of situations in which they are relevant ☑ Evaluate the impact of and issues related to the use of computers in society	3.1. Ethical and Cultural Issues – Legislation and Privacy 3.2. Ethical and Cultural Issues 3.3. Ethical and Cultural Issues	☑ Notes on content ☑ Completion of Worksheet ☑ PLC test ☑ Exam Question – Peer Marked using marking scheme

Design & Technology

Construction

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	**Understand practical Unit 2 overview**	21. Introduce practical grading and assessment 10X Plumbing. 10YCarpentry. Go through the brief Unit 2 Brief 22. Set introduction task. Unit 2 introduction 23. Review remind skills	☑ Unit 2 introduction complete. Record on tracker	14.
2	Extract information form technical documents and sequence operations	24. Task 1 from guidance. Outline the task and create success criteria. 10X Plumbing guidance for planning 10Y Carpentry guidance for planning 25. Complete task 2 outline 26. Describe more complex stages	☑ Task outlined, success criteria, sequence and description in shared document. Evidenced on tracker.	15.
3	**Start practical. H&S**	27. Start practical. Remind health and safety – hi vis, hard hats and goggles. Tidy work area. Some practical, most coursework 28. Add the required tools and why they have been chosen. 29. Add the times for each stage and the total time	● Tools and times in work ● First groups practical complete	16. Students on practical catch up on planning
4	**Risk assessment – hazards, risks and control measures**	30. Ongoing practical 31. Risk assessment 32.	☑ Risk assessment in shared document ☑ Practical to Year 10 plan for practical	17. Students on practical catch up on planning
5	**Selection of materials and calculating requirements**	33. Ongoing practical 34. List materials needed for the task 35. Calculate required amounts and costs	☑ Materials detailed and cost calculated in shared document ☑ Practical to Year 10 plan for practical	18. Students on practical catch up on planning

6	**Building regulations and other legislation related to the task**	36. Ongoing practical 37. Detail regulations applicable to the task 38. 10Y Plumbing tools and equipment	☑ Relevant regulations detailed in shared document ☑ Practical to Year 10 plan for practical	19. Students on practical catch up on planning
7	**Review quality of work submitted and corrections**	39. Ongoing practical 40. Update coursework based on tracker. Red, yellow or orange. 41. 10Y Plumbing practical	☑ Shared document complete for first practical (excluding review). ☑ Practical to Year 10 plan for practical	20. Students on practical catch up on planning
8	**Unit 3 introduction**	42. Ongoing practical 43. Introduce planning unit 3. <u>How buildings are made for unit 3</u> **44. Strength, stability and fire resistance. Slide 3**	☑ **Strength and stability in Unit 3 content file shared 'How buildings are made'** ☑ Practical to Year 10 plan for practical	21. Students on practical catch up on planning
9	**Strength, stability, fire resistance and structural performance of buildings**	45. Introduce planning unit 3. <u>Unit 3 content</u> 46. **Strength, stability and fire resistance. Slide 3.** 47. **Structural performance. Slide 4** 48. **Test 1 on how buildings are made**.	☑ **Structural performance in Unit 3 content file shared 'How buildings are made'** ☑ Practical to Year 10 plan for practical	22. Students on practical catch up on planning Prepare for test 1
10	**Thermal, sound and weather resistance**	49. Ongoing practical **50. Thermal insulation. Slide 5** 51. **Sound insulation and weather resistance. Slide 6**	☑ Practical to Year 10 plan for practical	23. Students on practical catch up on planning. Prepare for test 2
11	**Sustainability**	52. Ongoing practical. Evaluation of practical **53. Sustainability. Slide 7** 54. **Test 2 on how buildings are made**.	☑ Practical to Year 10 plan for practical ☑ Evaluation and grading for **PATHS**	24. Students on practical catch up on planning

12	Extract information form technical documents and sequence operations	55. **<u>Task 2</u>** from guidance. Outline the task and create success criteria. 56. Complete task 2 outline 57. Describe more complex stages	☑ Task outlined, success criteria, sequence and description in shared document. Evidenced on tracker.	25.
13	Start practical. H&S	58. Task 2 from guidance. Outline the task and create success criteria. 10Y <u>Plumbing guidance for planning</u> 10X <u>Carpentry guidance for planning</u> Complete task 2 outline.	☑ First groups practical complete	26.
14		59. Describe more complex stages 60. Add the tools and times for each stage	☑ Descriptions on tracker. Tools and times. ☑ Practical to Year 10 plan for practical	27.

Engineering

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	A1: Engineering sectors and products	Types of products from the following engineering sectors 2. Practical to engineers drawing within tolerance. Using secondary machining techniques to manufacture a component 3. Quiz	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	28.
2	Topic A2 Mechanical and electrical/electronic engineering processes	Processes including health and safety issues, characteristics, applications and advantages/disadvantages of the following engineering processes: • machining – turning, milling, drilling • forming – casting, forging	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	29.

3	Topic A2 Mechanical and electrical/electronic engineering processes	Processes including health and safety issues, characteristics, applications and advantages/disadvantages of the following engineering processes: • machining – turning, milling, drilling • forming – casting, forging	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	30.
4	Topic A2 Mechanical and electrical/electronic engineering processes	Processes including health and safety issues, characteristics, applications and advantages/disadvantages of the following engineering processes: • fabrication – welding, shearing • electrical/electronic – PCB manufacture, surface mount technology	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	31.
5	Topic A3 Scales of production	Characteristics and advantages/ disadvantages of the following scales of production used in engineering manufacture: • one-off/jobbing production • batch production • mass production continuous production	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	32.
6	Topic A3 Scales of production	Characteristics and advantages/ disadvantages of the following scales of production used in engineering manufacture: • one-off/jobbing production • batch production • mass production continuous production	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	33.
7	Topic A4 Modern production methods	Applications and advantages/ disadvantages of the following modern production methods for production/assembly lines: robots CNC machinery	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	34.

8	Topic B1 Modern and smart materials in engineering	Applications, characteristics, properties and advantages/disadvantages of the following modern and smart materials used in engineering: Modern composite materials GRP carbon fibre Kevlar®	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	35.
9	Topic B1 Modern and smart materials in engineering	Applications, characteristics, properties and advantages/disadvantages of the following modern and smart materials used in engineering: Modern high performance materials tungsten titanium nickel/cobalt super alloys ceramics	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	36.
10	Topic B1 Modern and smart materials in engineering	Applications, characteristics, properties and advantages/disadvantages of the following modern and smart materials used in engineering: Smart materials SMAs shape memory polymers electrochromic materials piezoelectric actuators and transducers	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	37.
11	Topic B2 Modern material foams in engineering	Applications, characteristics and advantages/disadvantages of metallic foams as used in the automotive, biomedical and aerospace sectors e.g. aluminium, steel.	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	38.

12	**Topic B3 Modern material processes in engineering**	Process, applications, characteristics and advantages/disadvantages of powder metallurgy: powder mixing/blending pressing/compacting sintering	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	39.
13	Topic B4 New technologies in engineering	Applications, characteristics and advantages/disadvantages of the following new technologies used in engineering sectors: optical fibres in communication hydrogen fuel cells surface nanotechnologies	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	40.
14	**Topic B4 continued:** New technologies in engineering	Applications, characteristics, properties and advantages/disadvantages of the following new technologies used in engineering sectors: telematics blended wing bodies bionics	☑ Booklet: ☑ Practical component ☑ Test(knowledge)	41.

Drama

Ms Clarke

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
To begin at the start of Autumn Term 2017 and be completed by October Half Term 2017				
Students will design a staging for their performance which is reflective of Brecht's Epic Theatre				
Students will develop and perform a 2 devised pieces which are reflective of Brecht's Epic Theatre				
1	Who was Bertolt Brecht?	61. Brecht Lesson 1	☑ Students will be able to develop and understand the concept of 'Gestus' ☑ Students will be able to develop and understanding how the use of Juxtaposition/ contrast can impact an audience ☑ Students will be able to understand how theatre can make an audience think.	http://www.bbc.co.uk/education/guides/zwmvd2p/revision
2	What is Epic Theatre?	62. Brecht Lesson 2	☑ Students will understand what we mean by Epic theatre and identify what makes a performance fall under the category or genre of Epic. ☑ Students will use narration voice, movement and gesture to create a non-naturalistic performance based on a stimulus.	
3	What is breaking down the 4th wall? How can we use placards in performance?	63. Brecht Lesson 3	☑ Students will use Brecht's captioning technique in breaking down social barriers with the audience. ☑ Students will be able to understand how placards can add value when performing characters. ☑ Students will be able to understand how minimalist theatre and props can aid in contributing to context.	
4	What is an Episodic Structure?	64. Brecht Lesson 4	☑ Students will experiment with a few basic concepts introduced by Bertolt Brecht and apply them to a common Fairy tale. ☑ Students will understand episodic theatre and how it can be used within the structure of a piece of drama.	

5	Applying the conventions of Epic Theatre to performance	65. Brecht Lesson 5 Practical Assessment sheet	☑ Students will develop their understanding of conventions used by Brecht in their own approach to devised work ☑ Students will understand the alienation technique ☑ Students will respond to a stimulus and create a performance which falls under Epic theatre.	HMWK Lesson 5
6	Performance 1	66. Brecht Lesson 6 67. Practical Assessment sheet	☑ Students will present work and evidence an understanding of Brecht's Epic Theatre	
7	What does Epic Theatre look like	Watch Brechtian Theatre	☑ Students will source their own stimuli and devised their own performances which references the methodologies o Brecht	
8-12	Devising Phase	Devising Phase	☑ Students will source stimulus material an develop work which is reflective of the methodologies o Brecht	Research stimuli
13-14	Performance 2	Assessment Sheet	☑ Students will perform work and respond to PATHS feedback	

Ms Walker

To begin at the start of Term 1 and be completed by Christmas				
Students will complete past papers for Section B and be awarded a mark out of 44. Section B: four questions on a given extract from the set play chosen (44 marks).				
Past papers will be PATHS marked				
1	**Introduction to Blood Brothers**	68. Introduction to Section B and Blood Brothers Approximately 2 lessons Homework: Stage Configurations	☑ Students will understand the structure of the Component 1 Exam and how section B fits into it ☑ Students will explore the historical, social and political context of Blood Brothers ☑ Students will learn the basic plot of the play text ☑ Students will learn about the key themes and sub themes of the play text	GCSE Bitesize http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/
2	**Act 1**	69. Act 1 Approximately 10 lessons	☑ Students will study Act 1 of Blood Brothers practically and complete a past paper	pp5-pp58
3	**Act 2**	70. Act 2 Approximately 10 lessons	☑ Students will study Act 2 of Blood Brothers Practically and complete sample questions	Pp59-pp108
4	**Sample Exam**	71. *Sample Exam Paper*	☑ Students will complete sample exam paper.	*Sample Exam Paper*

Economics

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Each student has a key skills card that kept in their assessment folders for that topic. It contains all the key knowledge from that as that is exactly what they need to know.				
There are then two essay/exam style questions we go through which link to that topic and building their skills of A01, A02, A03 & A04 – this is our main focus on building these skills.				
The overview sheet contains a breakdown of the assessment marks for each question – what skills does the student need to demonstrate to achieve each level.				
	ECONOMIC INDICATORS – GROWTH, UNEMPLOYMENT, INEQUALITY & INFLATION	I. Introduction to Macro Economics II. Economic growth – define and calculate GDP/GDP Per Capita III. How do we get growth & Costs and benefits of economic growth IV. Standard of Living V. Economic Growth Data Response VI. Recap Unemployment from year 9 (esp. consequences) VII. Calculate unemployment rate VIII. What is income V's wealth IX. Causes of inequality X. Consequences of inequality XI. Recap Inflation/CPI XII. Calculate inflation/interpret data XIII. Causes of inflation XIV. Consequences of inflation XV. Assessment – PLC (Inequality/Inflation)	☑ Worksheet on Calculating GDP Figures ☑ Worksheet on calculating Real GDP Figures ☑ Exit Ticket – Calculating GDP ☑ Economic Growth Data response ☑ Analyse Economic Growth Support sheet ☑ Analyse Economic Growth & Evaluate Economic growth Questions ☑ Income V's wealth worksheet ☑ Analyse causes of income and wealth inequality answer ☑ Consequences of inequality essay ☑ Inflation analyse question structured support sheet ☑ Interpreting inflation worksheet ☑ Causes of inflation support sheet ☑ Consequences of inflation essay answer	• DEFINE UNEMPLOYMENT AND HOW TO MEASURE • REVISE TYPES OF UNEMPLOYMENT AND EXPLAIN THEM • DEFINE INFLATION AND RECAP EFFECT ON PRICES • KNOW HISTORICAL INFLATION DATA AND ANALYSE FIGURES

Each student has a key skills card that kept in their assessment folders for that topic. It contains all the key knowledge from that as that is exactly what they need to know.				
There are then two essay/exam style questions we go through which link to that topic and building their skills of A01, A02, A03 & A04 – this is our main focus on building these skills.				
The overview sheet contains a breakdown of the assessment marks for each question – what skills does the student need to demonstrate to achieve each level.				
9-15	2.5 GOVERNMENT POLICY	I. Where do the government get revenue from and what do they spend it on? II. What is a balanced budget/budget deficit or surplus III. What is fiscal policy and how does it achieve stable inflation, low unemployment, growth and inequality IV. How do taxes/spending affect markets and the economy V. Costs and benefits of fiscal policy VI. Consequences of using fiscal policy to redistribute income VII. Fiscal Policy PLC VIII. Review Assessment IX. What is monetary policy and how link to MPC X. How does it achieve stable macro objectives XI. Recap interest rates and role in the economy and to individuals XII. Evaluate costs and benefits of monetary policy XIII. What is supply side policy and how does it achieve stable macro objectives XIV. Evaluate costs and benefits of supply side policy XV. Mon Pol/SS Pol PLC XVI. Review assessment		REVISE ROLE BANK OF ENGLAND AND FUNCTIONS OF MONEY REVISE INTEREST RATES AND ROLE IN THE ECONOMY AND BANK OF ENGLAND REVISE DIFFERENT TYPES OF TAXES AND WHAT THE RATES OF TAXES ARE – INCOME TAX, VAT, DUTY

English

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Exam Unit				
1	Understand the format of the 2 exams To be able to write a description/ narrative	72. What do the exams look like? Overview of paper 1 73. Focus on question5- what is a description 74. Focus on question 5- perfecting descriptions 75. Focus on question5- approaching an exam question	☑ A completed exam overview sheet ☑ A description of a sweet ☑ A plan to a question 5 ☑ A response to a question 5	42.
2	To respond to questions 1-4 of paper 1 in the appropriate way.	76. Focus on question 1 –reading for inference 77. Focus on Question 3- structure 78. Focus on Question 4- evaluation of language and structure	☑ Annotated versions of the relevant passages ☑ Answers to questions 1-4	43.
3	To be able to write for Purpose, audience and form and use AFOREST techniques to present a viewpoint.	79. What does paper 2 looks like? Exam overview 80. Focus on question 5- using AFOREST and text types 81. Focus on question 5- how are AFOREST techniques used for effect? 82. Focus on question 5- responding to a question	☑ A complete paper 2 exam overview sheet ☑ Annotated Obama's speech ☑ Response to a language analysis question ☑ Timed question 5 response	44.
4	To respond to questions 1-4 of paper 2 in the appropriate way.	83. Focus on question 2- comparative summary 84. Focus on question 3- language analysis 85. Focus on question 4- comparing how writers create effects 2 lessons	☑ Response to question 2 ☑ Response to question 3 ☑ Response to question 4	45.

ASSESSMENT WEEKS ARE HIGHLIGHTED YELLOW. THIS WORK MUST BE PATHS MARKED				
1	Explain what life was life during Victorian Times and who Charles Dickens was.	86. Life in Victorian Times 87. Dickens and Christmas	☑ Notes on the key aspects of context ☑ A piece of informative writing explaining the context ☑ An overview of Dickens and his views on Christmas	46.
2	Identify the methods used by Dickens to introduce us to the character of Scrooge in Stave 1	Read stave 1 of the novella whilst working through the lessons below. 1. How is the character of Scrooge introduced? Pages 1-3 2. The treatment of the poor and atmosphere pages 3-10 3. Marley and his chains pages 10-20	☑ PEAL paragraphs on Scrooge ☑ Annotated extracts of the text with methods identified ☑ PEAL paragraphs on Marley's ghost	47.
3	Explain how Scrooge is introduced to the reader by Dickens	1. Students should complete the assessment essay on Scrooge. 2. Mini essay on Scrooge	☑ Essay on Scrooge's characterisation in stave 1	48.
4	Explain how Dickens introduces the reader to the ghost of Christmas past.	Read stave 2 of the novella and work through the following lessons 1.The Ghost of Christmas past 2.The Fezziwigs and Little Fan 3.Belle and the Engagement	☑ Annotated description of the ghost of Christmas past ☑ Sympathy chart ☑ Answers to questions on the Fezziwigs and Little Fan ☑ PEAL paragraphs on Belle	49.
5	Explain how Dickens introduces us to the Ghost of Christmas Present	Read through stave 3 of the novella and work through the following lessons 1.The ghost of Christmas past and christmas 2.The Cratchit Family 3.The lighthouse 4.Ignorance and want		50.
6	Explain how Dickens presents the Ghost of Christmas Yet To Come	Read through stave 4 of the novella and work through the following lessons 1.How does Dickens create mood and atmosphere? 2.Scrooge's debtors 3. Scrooge faces the truth		51.

7	Explain how Scrooge has transformed by the end of the novella	Read through stave 5 of the novella and work through the following activities. 1. <u>Scrooge's transformation</u>		52.
8	Explain the main themes of the novella	1. <u>What are the main themes and how are they presented in the novella?</u>	☑ Notes on the main themes with key quotes to support ☑ Students could complete this as presentations to the class	53.
9	Assessment week	2. <u>How is the importance of family presented within the novella?</u>	☑ A timed essay to the question based on an extract of the novella	54.
10	Revision	3.	☑	55.

Food Technology

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
To begin in Autumn 1 and to be Completed by end of Autumn 2 (Christmas)				
Tasks to be completed on Google Classroom and PATHS marked				
Students are to respond and improve in the Feedback lesson				
Practical evidence and skills log is to be completed as homework				
Students must keep log up to date or will need to attend weekly catch up				
1	1.1 Describe safe and hygienic working practices to prepare self for cooking	**T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\Food Cookery - Unit 1 Final Version.docx** **What do we need to do to prepare ourselves for cooking?** (Point: Identify the key points) **Why is this important?** (Evidence: Explain your point with reasons) **What are the consequences?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Brainstorm/List of personal preparation when getting ready to cook ✓ Explanation for these points as to why it is important ✓ Described/explained the consequences of not carrying out personal preparation ✓ Linked consequences with types of food poisoning and causes ✓ Analysed personal hazards and explained how they can be prevented and remedied	**T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\1-1-1.3\1.1-1.3 model answers updated.pptx** **T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\Exam board exemplar material unit 1.pdf**
	4. Be able to use skills for food preparation and cooking 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking Baseline Practical – progress judgement	Practical – omelette http://www.jamieshomecookingskills.com/recipe.php?title=basic-omelette 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking **4.3** Demonstrate cooking skills	✓ Personal preparation at start of practical lesson - hands, apron, bags away, stools away ✓ Environment prepared for cooking – washing up bowl, surfaces cleaned, clean cloths, no hazards eg bags, stools etc. ✓ 4 C's applied when cooking eg cleaning, cooking, chilling, cross contamination ✓ Work area clean and tidy throughout cooking ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	

2	1.2 Describe safe and hygienic working practices to prepare the cooking environment	**What do we need to do to prepare our environment for cooking?** (Point: Identify the key points) **Why is this important?** (Evidence: Explain your point with reasons) **What are the consequences?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Brainstorm/List of how to prepare the environment when getting ready to cook ✓ Explanation for these points as to why it is important ✓ Described/explained the consequences of not carrying out preparation of cooking environment ✓ Linked consequences with types of food poisoning and causes ✓ Analysed environmental hazards and explained how they can be prevented and remedied	**T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\1-1-1.3\1.1-1.3 model answers updated.pptx**
	4. Be able to use skills for food preparation and cooking 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking	Practical – chicken thigh stir fry T:\Food Studies\Documents\2017\NCFE classroom\NCFE\Unit 1 Recipe booklet.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking **4.3** Demonstrate cooking skills	✓ Personal preparation at start of practical lesson - hands, apron, bags away, stools away ✓ Environment prepared for cooking – washing up bowl, surfaces cleaned, clean cloths, no hazards eg bags, stools etc. ✓ 4 C's applied when cooking eg cleaning, cooking, chilling, cross contamination ✓ Work area clean and tidy throughout cooking ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
3	1.3 Assess potential risks and hazards in the cooking environment	**What are the potential hazards in our cooking environment?** (Point: Identify the key points) **Why is this important?** (Evidence: Explain your point with reasons) **What are the consequences?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Brainstormed/Listed a range of hazards in the cooking environment ✓ Explained why they are a hazard ✓ Described how they can be prevented ✓ Explained how they can be remedied ✓ Linked with types of food poisoning	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\1-1-1.3\1.1-1.3 model answers updated.pptx

	4. Be able to use skills for food preparation and cooking 4.2 Demonstrate how to follow recipes **4.3** Demonstrate cooking skills	Practical – vegetable soup T:\Food Studies\Documents\2017\NCFE classroom\NCFE\Unit 1 Recipe booklet.pptx 4.2 Demonstrate how to follow recipes **4.3** Demonstrate cooking skills	○ ✓ Recipe used in the lesson with some guidance or prompting on occasion to make a satisfactory product ✓ Correct recipe used in lessons, followed without any guidance to demonstrate the techniques and processes required to make a good product ✓ Detailed recipe used in lesson, worked independently without any assistance overcoming any problems by adapting techniques or processes where necessary to make a successful product ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
4	Feedback and Consolidation – teacher to give back PATHS marking and pupils to respond and improve	Feedback will be given verbally in lessons 1.1-1.3 and via Google Docs/Classroom on work once each final draft is submitted for marking. This lesson is to be used to respond to the written feedback and improve work before final submission	✓ notes ✓ charts ✓ health and safety risk assessment ✓ annotated photographs	
	4. Be able to use skills for food preparation and cooking 4.2 Demonstrate how to follow recipes **4.3** Demonstrate cooking skills	Practical – dips and pitta bread T:\Food Studies\Documents\2017\NCFE classroom\NCFE\Unit 1 Recipe booklet.pptx 4.2 Demonstrate how to follow recipes **4.3** Demonstrate cooking skills	✓ ✓ Recipe used in the lesson with some guidance or prompting on occasion to make a satisfactory product ✓ Correct recipe used in lessons, followed without any guidance to demonstrate the techniques and processes required to make a good product ✓ Detailed recipe used in lesson, worked independently without any assistance overcoming any problems by adapting techniques or processes where necessary to make a successful product ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	

5	2.1 Describe the uses of cooking equipment and utensils	**What is it?** (Point: Identify the key equipment and utensils) **Why is it used?** (Evidence: Explain your point with examples) **What are the consequences?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Identified a range of utensils ✓ Identified a range of equipment ✓ Briefly described their uses ✓ Detailed description with relevant examples ✓ Explanation for a wide range of equipment and utensils with a range of examples	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\2.1-2.3\2.1-2.3 Equipmment and Utensils model answer.pptx
	2.2 Describe how to prepare equipment and utensils for cooking	**What do we need to do?** (Point: Identify the preparation required for key equipment and utensils) **Why is this done?** (Evidence: Explain your point with examples) **What are the consequences if it is not done?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Explained how equipment and utensils should be cleaned before use ✓ Explained how equipment and utensils should be prepared before use ✓ Described why it is important to clean equipment and utensils before use ✓ Described why it is important to prepare equipment and utensils before use ✓ Considered the consequences if equipment and utensils are not cleaned and prepared before use	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\2.1-2.3\2.1-2.3 Equipmment and Utensils model answer.pptx
	4. Be able to use skills for food preparation and cooking	**Practical – yeast based pizza/calzone** T:\Food Studies\Documents\2017\NCFE classroom\NCFE\Unit 1 Recipe booklet.pptx **4.4** Demonstrate safe use of equipment and utensils **4.3** Demonstrate cooking skills	✓ Used a range of equipment and utensils safely when cooking ✓ Used a wide range of equipment and utensils safely throughout cooking ✓ Used a varied range of equipment and utensils safely and skilfully when cooking ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
6	2.3 Describe safe cleaning and storage of equipment and utensils	**What do we need to do?** (Point: Identify the safe cleaning and storage required for key equipment and utensils) **Why is this done?** (Evidence: Explain your point with examples)	✓ Described how equipment and utensils should be cleaned ✓ Described how equipment should be stored when not in use ✓ Explained why equipment should be kept clean ✓ Explained why it is important to store equipment safely	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\2.1-2.3\2.1-2.3 Equipmment and

		What are the consequences if it is not done? (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Link to consequences if these procedures are not followed	Utensils model answer.pptx
	Feedback and Consolidation – teacher to give back PATHS marking and pupils to respond and improve	Feedback will be given verbally in lessons 2.1-2.3 and via Google Docs/Classroom on work once each final draft is submitted for marking. This lesson is to be used to respond to the written feedback and improve work before final submission	✓ notes ✓ charts ✓ health and safety risk assessment ✓ annotated photographs	
	4. Be able to use skills for food preparation and cooking	**Practical – swiss roll** T:\Food Studies\Documents\2017\NCFE classroom\NCFE\Unit 1 Recipe booklet.pptx **4.5** Demonstrate safe and hygienic cleaning and storage of equipment and utensils **4.3** Demonstrate cooking skills	○ ✓ Equipment and utensils were checked and cleaned if necessary before use ✓ Equipment and utensils were cleaned thoroughly after use ✓ Equipment and utensils were dried and stored safely in the correct places ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
7	3.1 Describe the purpose of a recipe 3.2 Identify the stages of a recipe	**What does a recipe do?** (Point: Identify the key things that a recipe provides) **Why is this done?** (Evidence: Explain your point with examples) **What are the consequences if it is not used?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Explained why we need a recipe when cooking ✓ Described what could happen if a recipe isn't followed when cooking ✓ Identified the four different stages of a recipe – preparation, cooking, presentation, clearing down ✓ Described each of the four stages of a recipe ✓ Given an example of a recipe used broken down into four stages explaining what happens at each stage	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\3.1-3.4\PEA structure with self assessment for purpose of recipe.pptx

	3.3 Describe the purpose of different ingredients in a recipe	**What does the ingredient do?** (Point: Identify the key qualities regarding function, sensory characteristics and nutritional properties) **How are these ingredients used?** (Explain with examples from recipes cooked)	✓ Identified a range of ingredients used in cooking with regards to function ✓ Described a range of ingredients used when cooking with regard to sensory characteristics ✓ Explained the reason why ingredients are chosen in regard to nutritional properties	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\3.1-3.4\PEA structure with self assessment for purpose of recipe.pptx
	4. Be able to use skills for food preparation and cooking Practical – progress judgement	Practical – Spanish omelette/tortilla T:\Food Studies\Documents\2017\Year 8\2016\spanish tortilla.pptx 3.3 Describe the purpose of different ingredients in a recipe **4.3** Demonstrate cooking skills	✓ Explained why we need a recipe when cooking ✓ Described what could happen if a recipe isn't followed when cooking ✓ Identified the four different stages of a recipe – preparation, cooking, presentation, clearing down ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
8	3.4 Describe cooking skills	**What is the skill?** (Point: Write a definition) **Why is this skill used?** (Evidence: Explain your point with examples) **What are the consequences if it is not used or done properly?** (Explain: What will happen if this is not done/followed) **How can this be remedied?** (Analyse: What could be done to prevent this)	✓ Identify a range of cooking skills with a brief description and an example ✓ Described a wide range of cooking skills in detail with examples ✓ Explained a wide range of cooking skills with a variety of relevant examples	
	4. Be able to use skills for food preparation and cooking Baseline Practical – progress judgement	**Practical – Roast chicken , mash, peas and gravy** **T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx** 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills	✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	

9	Feedback and Consolidation – teacher to give back PATHS marking and pupils to respond and improve	Feedback will be given verbally in lessons 3.1-3.4 and via Google Docs/Classroom on work once each final draft is submitted for marking. This lesson is to be used to respond to the written feedback and improve work before final submission	✓ notes ✓ charts ✓ health and safety risk assessment ✓ annotated photographs	
	4. Be able to use skills for food preparation and cooking	Practical – Jerk Chicken flatbread T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills	✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	
10	4. Be able to use skills for food preparation and cooking	What skills have I demonstrated? 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils **Photographs of cooking skills and finished outcome**	✓ Completion of practical portfolio/evidence for 4.1 – 4.5 ✓ Notes/definitions ✓ Charts/skills audit ✓ health and safety risk assessment ✓ annotated photographs	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\Pass to practical progress Unit 1 evidence 2017.pptm
	4. Be able to use skills for food preparation and cooking	**Practical – Chilli con carne with rice and homemade nachos** T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils	✓ Used a range of equipment and utensils safely when cooking ✓ Used a wide range of equipment and utensils safely throughout cooking ✓ Used a varied range of equipment and utensils safely and skilfully when cooking ✓ Demonstrated a range of cooking skills with some confidence ✓ Demonstrated a wide range of different cooking skills with confidence ✓ Demonstrated a wide range of different cooking skills with confidence and expertise	

		4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils		
11	4. Be able to use skills for food preparation and cooking	What skills have I demonstrated? 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils **Photographs of cooking skills and finished outcome**	✓ Completion of practical portfolio/evidence for 4.1 – 4.5 ✓ notes ✓ charts ✓ health and safety risk assessment ✓ annotated photographs	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\Pass to practical progress Unit 1 evidence 2017.pptm
	4. Be able to use skills for food preparation and cooking	Practical – Apple dumplings and custard T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	✓ Used a range of equipment and utensils safely when cooking ✓ Used a wide range of equipment and utensils safely throughout cooking ✓ Used a varied range of equipment and utensils safely and skilfully when cooking ✓ Demonstrated a range of cooking skills and follows a recipe with some confidence ✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence ✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence and expertise	
12	Feedback and Consolidation – teacher to give back PATHS marking and pupils to respond and improve	Feedback will be given verbally in lessons 3.1-3.4 and via Google Docs/Classroom on work once each final draft is submitted for marking. This lesson is to be used to respond to the written feedback and improve work before final submission	✓ notes ✓ charts ✓ health and safety risk assessment ✓ annotated photographs	T:\Food Studies\Documents\2017\NCFE classroom\Unit 1\Pass to practical progress Unit 1 evidence 2017.pptm

	4. Be able to use skills for food preparation and cooking Practical – progress judgement	**Practical – Roast chicken, pigs in blanket, sage and onion stuffing, sweet potato mash, broccoli and gravy** T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	✓ Used a range of equipment and utensils safely when cooking ✓ Used a wide range of equipment and utensils safely throughout cooking ✓ Used a varied range of equipment and utensils safely and skilfully when cooking ✓ Demonstrated a range of cooking skills and follows a recipe with some confidence ✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence ✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence and expertise	
13	Feedback and Consolidation – teacher to give back PATHS marking and pupils to respond and improve	All work is to be checked for presentation/font size SPAG. Final draft printed off and handed in. Cover sheets for NCFE to be signed and dated.	Work to be checked against teachers marking checklist on NCFE document. Pupil name should be on document header. Completed Unit 1 document should be printed off and handed in. Complete practical record should be completed and handed in.	
	4. Be able to use skills for food preparation and cooking	**Practical – Mince Pies or Christmas Bread/Wreath** T:\Food Studies\Documents\2017\Year 10\Unit 1\Autumn 2 recipes.pptx 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills	✓ Used a range of equipment and utensils safely when cooking ✓ Used a wide range of equipment and utensils safely throughout cooking ✓ Used a varied range of equipment and utensils safely and skilfully when cooking ✓ Demonstrated a range of cooking skills and follows a recipe with some confidence ✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence	

		4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	✓ Demonstrated a wide range of different cooking skills and follows a recipe with confidence and expertise	

French

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book	
1	-Describe using the past -Recognise, form and understand when to use the different past tenses	1. Tes vacances étaient comment? 2. The past tenses 3. The passé composé vs the imperfect	☑ *At least 5 sentences written in the about the summer holidays* ☑ *50 word vocab test* ☑ *Definitions for the use of the passé composé /imperfect / pluperfect* ☑ *At least 5 sentences showing effective use of the 4 past tenses*	-Practise endings for the 4 past tenses verbs for grammar test -G & T book p58-59	P212-215
2	Describe their school using adjectives, a variety of vocabulary, different tenses and complex structures	4. Ton collège est comment? 5. A-t-il changé? 6. Une journée scolaire typique	☑ *Grammar Vocab test* ☑ *At least one paragraph describing school, including how it used to be and what they would change* ☑ *At least 10 sentences describing a typical day, including time phrases* ☑ *At least 5 translations: English to French/French to English*	-Vocab test - vocab 1 -Vocab Express task -Study Stack input	p29 p40-41

3	-State justified opinions on rules and uniform in school -Present advantages and disadvantages of uniform and school rules	7. Un collège voisin 8. Il y a trop de règles 9. Je ne supporte pas mon uniforme	☑ *Vocab test 1* ☑ *Brief description of a neighbouring school: at least 4 comparisons* ☑ *At least 5 justified opinions of school rules* ☑ *A brief description of school uniform and justified opinion* ☑ *At least 5 translations: English to French/French to English*	-Vocab test - vocab 2 -G & T book p94-95	p36-37 p30-31
4	-Use the future tense to describe future schools -Use the conditional tense to describe ideal school and to state solutions to school issues	10. Il y a beaucoup de problèmes 11. Le collège de l'avenir 12. Mon college idéal	☑ *Vocab test 2* ☑ *A description of at least 3 problems at school and possible solutions* ☑ *At least 5 features of the school of the future* ☑ *At least 5 features of ideal school* ☑ *At least 5 translations: English to French/French to English*	-Vocab test - vocab 3 -Vocab Express task -Study Stack input	14 & 15 – p68
5	-Understand some differences between English and French speaking schools Ask and answer a range of questions about their school using complex structures with little support	13. Consolidation 14. La vie scolaire dans un pays francophone 15. Preparation for speaking assessment	☑ *Vocab test 3* ☑ *At least 5 facts/comparisons comparing English and a French speaking school* ☑ *At least 5 translations: English to French/French to English* ☑ *Detailed responses written for each question of speaking assessment*	-Vocab test – vocab 4 Practise for speaking assessment	
6	Confidently and accurately answer a range of questions on school using complex structures	16. Preparation for speaking assessment – speed dating 50 word vocab test 17. Speaking assessment 18. Speaking assessment	☑ *Vocab test 4* ☑ *50 word vocabulary test* ☑ *Detailed responses written for each question of speaking assessment*	Vocab test – vocab 5 -Vocab Express task -G & T book p92-93 -Study Stack input	

HALF TERM					
7	-Improve speaking assessment by responding to personal feedback -Recognise and form common irregular verbs in the passé composé Recognise and use the present/imperfect continuous tense	19. Response to PATHs feedback. 50 word vocabulary test 20. Common irregular verbs in the passé composé 21. Present/imperfect continuous tense	☑ *Vocab test 5* ☑ *Detailed green pen response to PATHS marking* ☑ *50 word vocabulary test* ☑ *A list of 5 common irregular passé composé verbs* ☑ *5 sentences using the present / imperfect continuous tense*	Learn irregular passé composé verbs for grammar test -G & T book p66-67	p208-211 p218-219
8	-Describe effectively using more than one tense -Use complex language, e.g. different personal pronouns	22. Quel type de vacances préfères-tu? 23. Où vas-tu en vacances normalement? 24. Où vas-tu en vacances normalement?	☑ *Grammar vocab test* ☑ *A detailed paragraph describing normal holiday routines, e.g. destination, travel, accommodation, activities, opinions* ☑ *One sentence describing normal holidays but incorporating at least 4 tenses and 2 personal pronouns* ☑ *At least 5 translations: English to French/French to English*	-Vocab test – Vocab 6 -Vocab Express task -Study Stack input	
9	-Create and confidently perform a role play in a hotel scenario -Use the passé composé and imperfect tenses to describe a past holiday in detail	25. Je voudrais réserver une chambre double 26. La lumière ne marche pas 27. Où es-tu allé récemment?	☑ *Vocab test 6* ☑ *A script for a role play in a hotel scenario* ☑ *A list of possible problems and solutions in a hotel* ☑ *At least 5 translations: English to French/French to English* ☑ *Detailed written responses to at least 5 questions based on a past holiday*	-Vocab test – Vocab 7 -G & T book p40-41	P16-17 p7 p14-15

10	-Use the passé composé and imperfect tenses to describe a past holiday in detail -Describe in detail using a range of vocabulary and complex structures, e.g. superlatives	28. Où es-tu allé récemment? 29. Mes vacances catastophiques 30. Mes vacances catastrophiques	☑ *Vocab test 7* ☑ *A detailed paragraph describing a favourite day on holiday* ☑ *A detailed paragraph describing a disastrous holiday* ☑ *At least 5 translations: English to French/French to English*	-Vocab test – Vocab 8 -Vocab Express task -Study Stack input	p7 p14-15 p18-19
11	-Use the future tense to describe a future holiday -Use the conditional tense to describe an ideal holiday -Show 2 sides of an argument with regards to whether holidays are worth it	31. Je vais aller en Italie 32. Je préférerais aller au Caraïbe 33. Il vaut la peine d'aller en vacances?	☑ *Vocab test 8* ☑ *At least 5 sentences describing a future holiday* ☑ *At least 5 sentences describing a dream holiday* ☑ *At least 3 advantages and disadvantages of going on holiday* ☑ *At least 5 translations: English to French/French to English*	-Vocab test – Vocab 9 -G & T book p52-53	
12	- Know holiday trends for French people -Improve sentences by incorporating complex structures and several tenses	34. Où vont les français en vacances? 35. Writing complex sentences: combining tenses 36. Improving sentences	☑ *Vocab test 9* ☑ *At least one sentence describing and reacting to holiday trends of French people* ☑ *At least 5 translations: English to French/French to English*	Practice for speaking assessment	p11 p24-25
13	-Write complex sentences in preparation for writing assessment -Write 150 words about holidays in response to 4 bullet points	37. Writing preparation 38. Writing preparation 50 word vocab 39. Writing assessment	☑ *50 word vocabulary test* ☑ *Writing assessment of 150 words minimum*	-Vocab test 10 -G & T book p68-69 -Vocab Express task -Study Stack input	

Geography

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Knowledge Tests are to be completed as h/w online and recorded in books using stickers. Students must take three times or get 100% (whichever comes first).				
1	**Key topic 1.1** **There are geological variations within the UK**	88. What is the geology of the UK? 89. How did the rocks get there?	☑ Describe the distribution of igneous and metamorphic rocks around the UK (3 marks) ☑ Completed geology map of UK (integrated skill 1) ☑ Describe the distribution of the UK's main rock types (6 marks) ☑ Explain the distribution of the UK's main rock types (6 marks) ☑ Peer assessed starter knowledge test 1	P.2-5
2-3	**Key topic 1.2** **A number of physical and human processes work together to create distinctive UK landscapes**	90. What physical processes have shaped upland areas? 91. Granite Map Work 92. What processes have shaped lowland UK landscapes? 93. How has human activity shaped UK landscapes? 94. Consolidation 95. Knowledge Test & Assessment 96. Feeding Forward	☑ Peer assessed starter knowledge test 2 ☑ Describe the **physical** landscape that you would expect to find in an area of granite rock. (4 marks) ☑ Peer assessed starter knowledge test 3 ☑ Completed tasks 1-4 from p.26-28 from Map work Skills Book (integrated skill 2-4) ☑ Peer assessed starter knowledge test 4 ☑ Describe the characteristics that you would expect to find in a lowland area. (4 marks) ☑ Peer assessed starter knowledge test 5 ☑ Explain **two** ways in which tourism affects the landscape (4 marks) ☑ Describe the different land use in upland and lowland areas (4 marks) ☑ Peer assessed starter knowledge test 6 ☑ PATHS Knowledge Test ☑ Stuck in knowledge test sticker Changing Landscapes 1-6 ☑ Exam style assessment PATHS	P.6-7
4	**Key topic 1.3** **A variety of physical processes interact to shape coastal landscapes**	97. What physical processes create coastal landscapes? 98. What is longshore drift? 99. How does geology & wave action affect coastal landforms?	☑ Describe two of the ways that a coast is eroded (4 marks) ☑ Describe two of the ways that the sea transports material (4 marks) ☑ Explain why the sea deposits sediment (4 marks) ☑ How does mass movement affect coastal landscapes? (3 marks)	P.8-12

			☑ Peer assessed starter knowledge: coastal landscapes 1 ☑ Labelled diagram of longshore drift ☑ Diagram of concordant & discordant coastlines ☑ Labelled diagram of constructive & destructive wave ☑ Describe the characteristics of a constructive wave (4 marks) ☑ Peer assessed starter knowledge: coastal landscapes 2	
5-6	**Key topic 1.4** **Coastal erosion and deposition create distinctive landforms within the coastal landscape**	100. What landforms are 101. created by erosion? 102. What landforms are created by deposition? 103. Map skills	☑ Labelled diagram of headland & bay formation ☑ Labelled diagram of wave cut platform formation ☑ Labelled diagram of stack formation ☑ Peer assessed starter knowledge: coastal landscapes 3 ☑ Annotated diagram of formation of a spit ☑ Peer assessed starter knowledge: coastal landscapes 4 ☑ Map skills – scale practice – measuring length of spit	P.13-16
7	**Key topic 1.5** **Human activities can lead to changes in coastal landscapes which affect people and the environment**	104. What are the impacts of human activities on coastal landscapes? 105. -19. What are the effects of coastal recession & coastal flooding? 20. What are the advantages & disadvantages of different coastal defences? 21. How do the defences change coastal landscapes?	☑ Impacts of industry, agriculture & urbanisation ☑ Peer assessed starter knowledge: coastal landscapes 5 ☑ 2 different case studies of coastal erosion ☑ 2 different case studies of coastal flooding ☑ Describe 2 effects of coastal recession on people (4 marks) ☑ Explain how coastal recession and flooding can affect people (4 marks) ☑ Peer assessed starter knowledge: coastal landscapes 6 ☑ Advantages & disadvantages of hard & soft coastal management	P.17-23
8-9	**Key topic 1.6** **Distinctive coastal landscapes are the outcome of the interaction between physical and human processes**	22. What is the significance of the location of Holderness? 23. What physical & human processes formed this landscape?	☑ Peer assessed starter knowledge: coastal landscapes 7 ☑ Labelled geology map of Holderness ☑ Physical & human processes forming Holderness coastline	P.24-25

		24. Consolidation 25. Knowledge Test 26. Exam Style Assessment 27. Feeding forward	☑ PATHS Knowledge Test ☑ Stuck in knowledge test sticker coastal landscapes 1-7 ☑ Exam style assessment PATHS	
10	**Key topic 1.7** **A variety of physical processes interact to shape river landscapes**	28. What physical processes create river landscapes? 29. How do rivers change downstream? 30. Why do rivers change downstream? 31. How does weather & climate affect river processes & landscapes?	☑ Describe two of the ways that a river erodes (4 marks) ☑ Describe two of the ways that a river transports material (4 marks) ☑ Explain why a river deposits sediment (4 marks) ☑ Describe how weathering affects river landscapes (4 marks) ☑ How does mass movement affect river landscapes? (3 marks) ☑ Peer assessed starter knowledge: river landscapes 1 ☑ Describe how the gradient of a river changes from source to mouth (4 marks) ☑ Draw an annotated cross profile of the upper course of a river (3 marks) ☑ Peer assessed starter knowledge: river landscapes 2 ☑ Describe the course of a named river you have studied (6 marks) ☑ Peer assessed starter knowledge: river landscapes 3 ☑ Explain how weather can affect river landscapes (6 marks) ☑ Skills Practice – dispersion diagram of sediment size	P.26-31
11-12	**Key topic 1.8** **Erosion and deposition interacting with geology create landforms in river landscapes**	32. What landforms are created by river erosion? 33. How are meanders & ox bow lakes formed? 34. What landforms are created by river deposition? 35. What is a storm hydrograph? How does it affect erosion and deposition?	☑ Peer assessed starter knowledge: river landscapes 4 ☑ Describe the formation of interlocking spurs (3 marks) ☑ Sequence diagram of formation of waterfall ☑ Describe the formation of a waterfall (4 marks) ☑ Explain the formation of a waterfall (6 marks) ☑ Peer assessed starter knowledge: river landscapes 5 ☑ Examine how physical processes work together in the formation of the oxbow lake (8 marks) ☑ Peer assessed starter knowledge: river landscapes 6 ☑ Labelled cross section diagram of a meander ☑ Labelled cross section of floodplain & levees ☑ Peer assessed starter knowledge: river landscapes 7	P.32-34

			☑ Labelled hydrograph ☑ Worksheet on factors affecting discharge	
13-14	**Key topic 1.9** **Human activities can lead to changes in river landscapes which affect people and the environment**	36. What are the impacts of human activities on river landscapes? 37. What are the causes and effects of flooding? 38. What defences are used on UK rivers? 39. How do the defences change river landscapes?	☑ Peer assessed starter knowledge: river landscapes 8 ☑ Interpretation of photographs to show impacts of human activities (p.21 in skills book) ☑ Describe one effect of urbanisation on river landscapes (2 marks) ☑ Peer assessed starter knowledge: river landscapes 9 ☑ Describe how human activities can increase flood risk (4 marks) ☑ Describe the effects of river flooding (6 marks) ☑ Peer assessed starter knowledge: river landscapes 10 ☑ Evaluate the costs and benefits of hard and soft engineering techniques on river landscapes (8 marks) ☑ Peer assessed starter knowledge: river landscapes 11 ☑ Explain how reservoirs change river landscapes (4 marks)	P.35-39
15-16	**Key topic 1.10** **Distinctive river landscapes are the outcome of the interaction between physical and human processes**	40. What is the significance of the location of Lower Wye Valley? 41. What physical & human processes formed this landscape? 42. Consolidation 43. Knowledge Test 44. Exam Style Assessment 45. Feeding forward	☑ Sketch map of Lower Wye Valley ☑ Describe the impact of physical processes on a distinct landscape you have studied (4 marks) ☑ Describe the impact of human activity on a distinct landscape you have studied (4 marks) ☑ Peer assessed starter knowledge: river landscapes 12 ☑ PATHS Knowledge Test ☑ Stuck in knowledge test sticker River Landscapes 1-12 ☑ Exam style assessment PATHS	P.40-43

Knowledge Tests are to be completed as h/w online and recorded in books using stickers. Students must take three times or get 100% (whichever comes first).

1	**Key Idea 2.1** **The atmosphere operates as a global system transferring heat & energy**	106. Global Atmospheric Circulation 107. Jet Streams & Ocean Currents	☑ Diagram and description of Hadley, Ferrell & Polar cells ☑ Labelled map of ocean currents	60-63
2	**Key Idea 2.2** **The global climate was different in the past and continues to change due to natural causes**	108. How has climate changed? 109. Causes & evidence of climate change	☑ Starter Test 1 ☑ Description of climate change ☑ Details of natural causes of climate change – Milankovitch cycles; solar variation; volcanism ☑ Starter Test 2	64-66
3	**Key Idea 2.3** **Global climate is now changing as a result of human activity**	110. Human activities & climate change 111. Negative impacts of climate change 112. Negative impacts of climate change	☑ Starter Test 3 ☑ Bar graph of different industries greenhouse gas output ☑ Diagram of the greenhouse effect ☑ Table of negative impacts of climate change including food security, water security etc. ☑ Starter Test 4	67-70
4-5	**Key Idea 2.4** **The UK has a distinct climate which has changed over time**	113. Climate of the UK 114. Spatial variations in the UK 115. UK Geographic Location 116. Consolidation 117. Assessment 118. Feeding Forward	☑ Starter Test 5 ☑ Draw a climate graph of UK ☑ Map of UK with spatial variations ☑ Map & climate graph for 4 different UK locations ☑ Starter Test 6 ☑ Explain the spatial variations of weather in the UK *(8 marks)* ☑ Assessment ☑ Green pen feedback	71-75
6	**Key Idea 2.5** **Tropical cyclones are extreme weather events that develop under specific conditions and in certain locations**	119. Tropical Cyclone Formation 120. Tropical Cyclone characteristics	☑ Starter Test 7 ☑ exam questions practice ☑ map of location of tropical cyclones ☑ explanation of why tropical cyclones occur in those locations ☑ Starter Test 8	76-77

7-8	**Key Idea 2.6** **There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country' level of development**	121.Tropical cyclones are hazards 122.Hurricane Sandy Case Study 123.Typhoon Haiyan Case Study 124.Consolidation 125.Assessment 126.Feeding Forward	☑ Starter Test 9 ☑ Difference between primary & secondary ☑ Explain the impacts tropical cyclones have on inhabited areas *(4 marks)* ☑ Starter Test 10 ☑ Causes, impacts & responses to Hurricane Sandy ☑ Causes Impacts & responses to Typhoon Haiyan ☑ Starter Test 11 ☑ Assessment ☑ Green pen feedback	78-82
9	**Key Idea 2.7** **The causes of drought are complex with some locations more vulnerable than others**	127.Drought Characteristics 128.Causes of drought	☑ Starter Test 12 ☑ Description the location of arid areas ☑ Explanation of why global circulation make areas vulnerable to drought ☑ El Nino & La Nina	83-84
10-11	**Key Idea 2.8** **The impacts of, ad responses to, drought vary depending on a country's level of development**	129.Drought in California Case Study 130.Drought in Namibia Case Study 131.Consolidation 132.Assessment 133.Feeding Forward	☑ Starter Test 13 ☑ Causes, impacts & responses to Californian drought ☑ Causes, impacts & responses to Namibian drought ☑ Comparison between 2 droughts ☑ Assessment ☑ Green pen feedback	85-89

History

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
To begin at the start of Term 1 and be completed by Christmas				
4-mark questions are to be completed in timed conditions, peer marked and recorded on the tracker.				

12+Mark questions to be completed in timed conditions and PATHS marked.				
Students are to respond and feed-forward in the next PATHS lesson.				
Knowledge Tests are to be completed as h/w online and recorded in books using stickers. Students must take three times or get 100% (whichever comes first).				
1	**Key topic 1.1** **Anglo-Saxon Society.**	1. What was Anglo-Saxon Society structured? 2. How powerful was the English Monarchy in 1060? 3. How was Anglo-Saxon society structured and governed? 4. How was Anglo-Saxon society run? (legal system, economy, towns, villages & influence of the Church)	☑ Annotated spider diagram of Royal Power in Anglo-Saxon England. ☑ Diagram of Anglo-Saxon social structure. ☑ **Peer and teacher assessed 4-mark question describing two key features of Anglo-Saxon Law and Order after lesson 4.**	1. 8 – 10 2. 11 – 12 3. 12 – 16 4. 15 – 18
2	**Key topic 1.2** **The last years of Edward the Confessor and the Succession Crisis.**	5. How did Harold Godwinson become so powerful? 6. Why did Harold Godwinson become king following Edward's death?	☑ **Stuck in knowledge test sticker: AS&NE 1. Set after lesson 6.** ☑ Annotated diagram showing reasons for the rebellion against Tostig's . ☑ Completed table showing each candidates' claims to the throne.	5. 19 – 22 6. 23 – 25
3	**Key topic 1.3** **The Rival Claimants for the Throne.**	7. What were the motives and claims of William of Normandy, Harald Hardrada and Edgar? 8. How secure was the reign of Harold II? 9. **WALKING TALKING MOCK**	☑ Completed PEEL plan on why there was a disputed succession to Edward the Confessor. ☑ Completed walking talking mock paper on section B of paper 2. ☑ **PATHS Marked Walking Talking Mock in lesson 9.**	7. 26 – 28 8. 28 9.
4	**Key topic 1.4** **The Norman Invasion.**	10. How significant were the battles of Gate Fulford and Stamford Bridge? 11. What happened at the Battle of Hastings? 12. Why did William win the Battle of Hastings? 13. **PATHS**	☑ Completed comparative table of William's and Harold's forces at the Battle of Hastings. ☑ Completed card sort on William's victory at Hastings. ☑ **Stuck in knowledge test sticker: AS&NE 2. Set after lesson 12.** ☑ Students to feed forward on marked work from lesson 13.	10. 29 – 31 11. 32 – 34 12. 34 – 38 13.
5	**Key topic** **2.1 Establishing Control.**	14. How and why did the Earls submit to William in 1066? 15. How did William use loyalty to establish control of the borderlands? 16. How significant were castles in William's consolidation of power?	☑ Annotated Bayeux's Tapestry showing events after the Battle up to William's coronation. ☑ Card sort showing 'potential issues' and 'reasons why they weren't' cards. ☑ Card sort on Marcher Earldoms. ☑ **PATHS Marked Exam Question: (12 marks) in lesson 15:** Explain why William created the Marcher earldoms.	14. 43 – 43 15. 45 – 48 16. 48 – 50

			You may use the following information to help: - Protecting the borders - Rewarding followers	
6	**Key topic 2.2** **The Causes and Outcomes of Anglo-Saxon Resistance, 1068–71.**	17. How successful was the revolt of Earls Edwin and Morcar? 18. How did William deal with Edgar the Aethling and the rebellions in the North? 19. What happened during the last of the Saxon rebellions 1070-71?	☑ Completed table showing how William dealt with individual threats from the North. ☑ Annotated map of Norman England and questions answered about rebellions. ☑ **Stuck in knowledge test sticker: AS&NE 3. Set after lesson 19.**	17. 51 – 52 18. 53 – 54 19. 55 – 57
7	**Key topic 2.3** **The Legacy of Resistance to 1087.**	20. What did William achieve through his Harrying of the North 1069 - 1087? 21. To what extent did the Norman invasion change landownership in England 1066–87? 22. How did William I maintained royal power?	☑ Completed PEEL essay plan on Harrying of the North. ☑ Completed maps showing three key reasons for changes to land ownership under the Normans. ☑ **PATHS Marked Exam Question: (16 marks) in lesson 20:** William's strategy for ruling England had failed by 1070.' - The submission of the earls - The Harrying of the North	20. 58 – 59 21. 60 – 63 22. 64 – 65
8	**Key topic 2.4** **Revolt of the Earls, 1075.**	23. Why did the Earls revolt in 1075? 24. Did the Earls' defeat change anything? 25. **PATHS**	☑ Completed Plans vs Reality table on Revolt of the Earls. ☑ **Stuck in knowledge test sticker: AS&NE 4. Set after lesson 24.** ☑ Students to feed forward on marked work from lesson 16 and 22.	23. 66 – 67 24. 67 – 70 25.
9	**Key topic 3.1** **The Feudal System and the Church.**	26. What was Feudalism and how did it work in Norman England? 27. How significant was the role of the Church in Norman England? + 28. How far did England change between 1060 and 1080?	☑ Labelled diagram of the Feudal System ☑ Completed table showing Lanfrac's changes to the Norman Church and reason why. ☑ **Peer and teacher assessed 4-mark question after lesson 27: Explain two key features of the Normanisation of the English Church.** ☑ **PATHS Marked Exam Question: (12 marks) in lesson 27:** Explain why Lanfranc made so many changes to the English	26. 74 – 78 27. 78 – 81 28. 81 – 83

			Church after his appointment in 1070. - Church Courts and the Legal System - Building of Norman Cathedrals.	
10	**Key topic 3.2** **Norman Government.**	29. How far did William change the government of England after 1066? 30. How did William use the Forest Laws and the Domesday Book?	☑ Completed comparison table showing changes to Norman Gov compared to Anglo-Saxon Gov ☑ Annotated local extract showing multiple purposes of the Domesday Book. ☑ **Stuck in knowledge test sticker: AS&NE 5. Set after lesson 30.**	29. 84 – 85 30. 86 – 91
	Key topic 3.3 **Norman Aristocracy.**	31. How did the Normans change England? 32. How far did the Normans change England II?+	☑ Spider diagram showing at least 10 changes William/Normans made to England. ☑ **PATHS Marked Exam Question: (16 marks) in lesson 32:** 'The main consequence of the Normanisation of England was that the king became more powerful'. - The Feudal System - Archbishop Lanfranc	31. 92 – 93 32.
11	**Key topic** **3.4 William and his Sons.**	33. How significant was the career of Bishop Odo? 34. How was William's relationship with his son? 35. How was William's disputed succession solved?	☑ Annotated timeline of Bishop Odo's life. ☑ Annotated family tree of William I. ☑ Completed time-table showing actions of different groups in 1087. ☑ **Stuck in knowledge test sticker: AS&NE 6. Set after lesson 35.**	33. 92 – 93 34. 94 – 95 35. 96 – 98
12	**Summary**	36. **PATHS**	☑ Students to feed forward on marked work from lesson 16 and 22.	

Maths

Higher Tier

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Homework / Link to Text Book

1	9.1 Solving quadratic equations 1 9.2 Solving quadratic equations 2	Find the roots of quadratic functions. Rearrange and solve simple quadratic equations. Solve more complex quadratic equations. Use the quadratic formula to solve a quadratic equation.	1. 281 2. 282
2	9.3 Completing the square 9.4 Solving simple simultaneous equations	Solve more complex quadratic equations. Use the quadratic formula to solve a quadratic equation.	3. 284 - 286 4. 287 - 288
3	9.5 More simultaneous equations	Use simultaneous equations to find the equation of a straight line. Solve linear simultaneous equations where both equations are multiplied. Interpret real-life situations involving two unknowns and solve them.	5. 289 - 290
4	9.6 Solving linear and quadratic simultaneous equations 9.7 Solving linear inequalities	Solve simultaneous equations with one quadratic equation. Use real-life situations to construct quadratic and linear equations and solve them. Solve inequalities and show the solution on a number line and using set notation.	6. 291 7. 293 - 295

1	10.1 Combined events	Use the product rule for finding the number of outcomes for two or more events. List all the possible outcomes of two events in a sample space diagram.	8. 307 - 309
2	10.2 Mutually exclusive events	Identify mutually exclusive outcomes and events. Find the probabilities of mutually exclusive outcomes and events.	9. 310 – 311
3	10.3 Experimental probability 10.4 Independent events and tree diagrams	Work out the expected results for experimental and theoretical probabilities. Compare real results with theoretical expected values to see if a game is fair. Draw and use frequency trees. Calculate probabilities of repeated events. Draw and use probability tree diagrams.	10. 312 – 313 11. 314 - 317
4	10.5 Conditional probability	Decide if two events are independent. Draw and use tree diagrams to calculate conditional probability. Draw and use tree diagrams without replacement. Use two-way tables to calculate conditional probability.	12. 318 - 320
5	10.6 Venn diagrams and set notation	Use Venn diagrams to calculate conditional probability. Use set notation.	13. 321 - 324

1	11.1 Growth and decay 11.2 Compound measures	Find an amount after repeated percentage changes. Solve growth and decay problems. Calculate rates. Convert between metric speed measures. Use a formula to calculate speed and acceleration.	14. 340 – 342 15. 343 - 345
2	11.3 More compound measures	Solve problems involving compound measures.	16. 346 - 347
3	11.4 Ratio and proportion	Use relationships involving ratio. Use direct and indirect proportion.	17. 348 – 350

Foundation Tier

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	9.1 Coordinates 9.1 Midpoint 9.2 Linear Graphs	Find the midpoint of a line segment. Recognise, name and plot straight-line graphs parallel to the axes. Generate and plot coordinates from a rule. Plot straight-line graphs from tables of values. Draw graphs to represent relationships.		1. 244-247 2. 247-250

2	9.3 Gradient 9.4 y = mx + c	Find the gradient of a line. Identify and interpret the gradient from an equation. Understand that parallel lines have the same gradient. Understand what m and c represent in y = mx + c. Find the equations of straight-line graphs. Sketch graphs given the values of m and c.	3. 250-252 4. 252-254
3	9.5 Real-life graphs 9.6 Distance-time graphs 9.7 More real-life graphs	Draw and interpret graphs from real data Use distance–time graphs to solve problems. Draw distance–time graphs. Interpret rate of change graphs. Draw and interpret a range of graphs. Understand when predictions are reliable.	5. 254-257 6. 258-262 7. 262-264

1	10.1 Translation	Translate a shape on a coordinate grid. Use a column vector to describe a translation.	1. 278-282
2	10.2 Reflection	Draw a reflection of a shape in a mirror line. Draw reflections on a coordinate grid. Describe reflections on a coordinate grid.	2. 282-285
3	10.3 Rotation 10.4 Enlargement	Rotate a shape on a coordinate grid. Describe a rotation. Enlarge a shape by a scale factor. Enlarge a shape using a centre of enlargement.	3. 285-288 4. 288-290

4	10.5 Describing Enlargements 10.6 Combining transformations	Identify the scale factor of an enlargement. Find the centre of enlargement. Describe an enlargement. Transform shapes using more than one transformation. Describe combined transformations of shapes on a grid.	5. 291-293 6. 293-296

1	11.1 Writing Ratios 11.2 Using ratios 1	Use ratio notation. Write a ratio in its simplest form. Solve problems using ratios. Solve simple problems using ratios.	1. 314-316 2. 316-318
2	11.3 Ratios and Measures 11.4 Using ratios 2	Use ratios to convert between units. Write and use ratios for shapes and their enlargements. Divide a quantity into 2 parts in a given ratio. Divide a quantity into 3 parts in a given ratio. Solve word problems using ratios.	3. 318-320 4. 321-323
3	11.5 Comparing using ratios 11.6 Using proportion	Use ratios involving decimals. Compare ratios. Solve ratio and proportion problems. Use the unitary method to solve proportion problems. Solve proportion problems in words. Work out which product is better value for money.	5. 323-326 6. 326-327
4	11.7 Proportion and graphs 11.8 Proportion problems	Recognise and use direct proportion on a graph. Understand the link between the unit ratio and the gradient. Recognise different types of proportion. Solve word problems involving direct and inverse proportion.	7. 328-330 8. 330-331

1	12.1 Pythagoras' theorem 1 12.2 Pythagoras' theorem 2	Understand Pythagoras' theorem. Calculate the length of the hypotenuse in a right-angled triangle. Solve problems using Pythagoras' theorem. Calculate the length of a line segment AB. Calculate the length of a shorter side in a right-angled triangle.	56. 345-348 57. 348-351

2	12.3 Trigonometry: the sine ratio 1 12.4 Trigonometry: the sine ratio 2	Understand and recall the sine ratio in right-angled triangles. Use the sine ratio to calculate the length of a side in a right-angled triangle. Use the sine ratio to solve problems. Use the sine ratio to calculate an angle in a right-angled triangle. Use the sine ratio to solve problems.	58. 351 – 354 59. 354 - 356
3	12.5 Trigonometry: the cosine ratio 12.6 Trigonometry: the tangent ratio	Understand and recall the cosine ratio in right-angled triangles. Use the cosine ratio to calculate the length of a side in a right-angled triangle. Use the cosine ratio to calculate an angle in a right-angled triangle. Use the cosine ratio to solve problems. Understand and recall the tangent ratio in right-angled triangles. Use the tangent ratio to calculate the length of a side in a right-angled triangle	60. 357 – 359 61. 360 - 363
4	12.6 Trigonometry: the tangent ratio 12.7 Finding lengths and angles using trigonometry	Use the tangent ratio to calculate the length of a side in a right-angled triangle Use the tangent ratio to calculate an angle in a right-angled triangle. Solve problems using an angle of elevation or depression. Understand and recall trigonometric ratios in right-angled triangles. Use trigonometric ratios to solve problems. Know the exact values of the sine, cosine and tangent of some angles.	7. 360 - 363 8. 364 - 366

Media Studies

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book

Blog posts are to be completed online and checked/recorded on the traffic light tracker.
PATHS tasks are to be completed in lessons and PATHS marked.
Students are to respond and feed-forward in the next PATHS lesson.
Assessment tasks are mock exam questions and will be summatively assessed.
Set product tests are to be learned as homework and completed as online starter activities twice per half term.

1	Analyse media language and representation in Quality Street advert	134. Introduction to GCSE course	☑ Create new blog ☑ Course requirements – blog post	62.
2	Analyse representation in QS advert Analyse media language and representation in TGC advert	135. Quality Street advert - ML 136. Quality Street advert – Rep. 137. This Girl Can – ML	☑ Annotated copy of QS advert ☑ PATHS – QS media language	63.
3	Compare adverts with unseen texts Understand how to approach an unseen advert	138. This Girl Can – Representation 139. Comparative analysis 140. PATHS feedback	☑ Annotated copy of TGC advert ☑ Comparison of TGC and unseen advert – blog post	64.
4	Analyse media language and representation in the Bond posters	141. Spectre poster 142. The Man with the Golden Gun poster	☑ Annotated copy of Spectre poster ☑ Annotated copy of TMwtGG poster ☑ PATHS – TMwtGG representation	65.
5	Understand how to approach an unseen film poster Compare film posters with unseen texts Understand institutional information about Spectre	143. Unseen film posters 144. Comparative analysis 145. Film Industry – Spectre	☑ Analysing an unseen poster – blog post ☑ Comparing film posters – blog post ☑ Spectre Film Industry – blog post	66.
6	Understand how the Spectre website is successful as a marketing tool Understand how to answer an exam question	146. Spectre website 147. PATHS feedback 148. Assessment Task	☑ Spectre website analysis – blog post ☑ Assessment	67.

7	Develop Photoshop skills to re-create an existing product	149.Photoshop	☑ Re-created advert/film poster with original images	68.

Blog posts are to be completed online and checked/recorded on the traffic light tracker.				
PATHS tasks are to be completed in lessons and PATHS marked.				
Students are to respond and feed-forward in the next PATHS lesson.				
Assessment tasks are mock exam questions and will be summatively assessed.				
Set product tests are to be learned as homework and completed as online starter activities twice per half term.				
1	Understand the course requirements Recap the theoretical framework	150.Introduction 151.Analysing a front cover	☑ Group presentation - unseen magazine front cover	69.
2	Analyse the context and media language in GQ magazine	152.GQ – Media Language 153.GQ – Context	☑ Annotated copy of set product ☑ GQ context – blog post ☑ Media language in GQ - PATHS	70.
3	Explore ideas about representation in GQ Be able to compare GQ with other magazine front covers	154.GQ – representation 155.Comparative magazine	☑ Representation in GQ – blog post ☑ Radial analysis of at least one other front cover – blog post ☑ PATHS feedback	71.
4	Analyse the context and media language in Pride magazine	156.Pride – Media Language 157.Pride - Context	☑ Annotated copy of set product ☑ Pride context – blog post	72.

5	Explore ideas about representation in Pride Be able to compare Pride with other front covers	158. Pride - Representation 159. Comparative magazine	☑ Representation in Pride – blog post ☑ Analysis of an unseen front cover - PATHS	73.
6	Understand how to answer exam questions in Paper 1 Section A	160. Exam questions	☑ Comparing magazine covers – blog post ☑ PATHS feedback ☑ Assessment – Paper 1 Section A	74.
7	Develop Photoshop skills in recreating a magazine front cover	161. Photoshop	☑ Re-creation of a magazine cover	75.

Music

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
	Planning the structure	162. What will the structure of my piece be and what will the different sections contain?	☑ Detailed structural overview of composition	76.
	Composing melodic ideas	163. What makes a good melody?	☑ Composition of a number of melodic ideas and recorded on Noteflight	77.

	Harmonising melodic material	164. How can we add harmony for different effects?	☑ Variety of chords added for varying effects	78.
	Compositional techniques	165. Wide range of compositional techniques covered and listening examples shown.	☑ Examples produced of each technique using Noteflight or other	79.
	Finalising of composition based on feedback and targets provided	166. All compositions finalised and submitted	☑ Final composition shared and downloaded for assessment	80.
	Log Book development	167. Compositional log book developed during the unit to reflect revisions and improvements throughout the creative process	☑ Log book submitted for assessment	81.

	What makes a good performance?	1. Looking at characteristics of good performances and how we can emulate	☑ Video examples and brainstorm activities ☑ Performance tasks solo and ensemble incorporating information learned	82.
	How do we select repertoire for performance?	2. How to choose pieces appropriate to level and which enable students to access higher grades	☑ Selection of a number of potential pieces followed by final selection and approval by teacher	83.

	How do we plan a practise schedule?	3. Ways of organising practise to suit individual needs and level	☑ Personal practise schedule shared with teacher and updated regularly as part of homework tasks	84.
	What are effective warm ups and technical exercises?	4. Looking at the purpose and benefits of warm ups and technical exercises	☑ Compilation of exercises ☑ Practise and show correct execution of these	85.
	How do we assess our own and others' progress against the GCSE criteria?	5. Looking at how work is marked against GCSE specification	☑ Examples assessed. ☑ Peer assessment using level descriptors from specification	86.
	How can we add expression to our performance?	6. Dynamic levels and creating contrast in performance	☑ Video examples ☑ Students annotate scores with expression for their own performances	87.
	What is involved in planning a concert?	7. Planning of concert to showcase performance pieces	☑ Concert to parents and staff in school organised by students	88.
	What makes a good ensemble performance?	8. Looking at ensemble technique and how it differs from performing solo	☑ Audio visual examples ☑ Students put this into practise in their own ensemble performances.	89.

	What makes a good performance?	9. Looking at characteristics of good performances and how we can emulate	☑ Video examples and brainstorm activities ☑ Performance tasks solo and ensemble incorporating information learned	90.
	How do we select repertoire for performance?	10. How to choose pieces appropriate to level and which enable students to access higher grades	☑ Selection of a number of potential pieces followed by final selection and approval by teacher	91.
	How do we plan a practise schedule?	11. Ways of organising practise to suit individual needs and level	☑ Personal practise schedule shared with teacher and updated regularly as part of homework tasks	92.
	What are effective warm ups and technical exercises?	12. Looking at the purpose and benefits of warm ups and technical exercises	☑ Compilation of exercises ☑ Practise and show correct execution of these	93.
	How do we assess our own and others' progress against the GCSE criteria?	13. Looking at how work is marked against GCSE specification	☑ Examples assessed. ☑ Peer assessment using level descriptors from specification	94.
	How can we add expression to our performance?	14. Dynamic levels and creating contrast in performance	☑ Video examples ☑ Students annotate scores with expression for their own performances	95.

	What is involved in planning a concert?	15. Planning of concert to showcase performance pieces	☑ Concert to parents and staff in school organised by students	96.
	What makes a good ensemble performance?	16. Looking at ensemble technique and how it differs from performing solo	☑ Audio visual examples ☑ Students put this into practise in their own ensemble performances.	97.
	What makes a good performance?	17. Looking at characteristics of good performances and how we can emulate	☑ Video examples and brainstorm activities ☑ Performance tasks solo and ensemble incorporating information learned	98.

Physical Education

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
To be taught throughout Year 10				
Knowledge (PLC) exams to be completed in exam conditions				
Students respond to PATHS marking during consolidation lesson				
1.2 Physical Training				
1-3	1.2.a Components of fitness	1. Health related components/fitness tests 2. Skill related components/fitness tests 3. Model answer revision lesson 4. Knowledge (PLC) exam	☑ Identify the link between components of fitness and fitness tests ☑ Detailed application of components of fitness to sport. ☑ Completed Knowledge test- PATHS MARKED	27-30

		5. Consolidation lesson	☑ Exam questions – self marked.	
3-6	1.2.b Types/ principles of training.	1. Application of continuous, fartlek and interval training. 2. Application of types of interval training (H.I.I.T, circuit, plyometric and weight training) 3. Application of the principles of training) 4. Model answer revision lesson 5. Knowledge (PLC) exam 6. Consolidation lesson	☑ Identification of types of training ☑ Planned training session ☑ Planned training schedule ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	31 -33
6	Recap lesson – 1.2.a Components of Fitness			
7-9	1.2.c Prevention of injury in PA and training	1. Components and benefits of warming up and down. 2. Risk and Hazards in physical activity and sport. 3. Model answer revision lesson 4. Knowledge (PLC) exam 5. Consolidation lesson	☑ Identification of what contributes to a warm-up and cool down. ☑ Explanation of the benefits of a warm-up ☑ Planned warm-up ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	34 -35
9	Recap lesson 1.2.b Types/Principles of Training			
10	Revision lesson			
10	1.2 Exam			
11	1.2 Exam Review			

1.1 Applied Anatomy and Physiology				
11-13	1.1.a structure and function of the skeletal system	18. Structure and Function of Bones and Joints. 19. Joints and joint movement. 20. Model answer revision lesson 21. Knowledge (PLC) exam 22. Consolidation lesson	☑ Labelled skeleton ☑ Explanation of skeletal function ☑ Description of synovial joint ☑ Practical application of joint movement ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	2-5
14	Recap lesson 1.2.c Preventing injury in PA and Training			
14 - 16	1.1.b structure and function of the muscular system	1. Muscle location/ movement/ antagonistic pairs 2. Muscle origin & insertion/ fixator/antagonistic pairs 3. Model answer revision lesson 4. Knowledge (PLC) exam 5. Consolidation lesson	☑ Identification of muscles ☑ Description of antagonistic pairs ☑ Practical application of antagonistic pairs, origin and insertion and fixator ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	6-10
17	Recap lesson 1.1.a structure and function of the skeletal system Interleave lesson 1.2.a Components of fitness			
17	Recap lesson 1.1.a structure and function of the skeletal system			
18-21	1.1.c Movement analysis	1. Lever systems 2. Mechanical advantage 3. Planes of movement 4. Axes of rotation 5. Movement analysis recap 6. Model answer revision lesson 7. Knowledge (PLC) exam 8. Consolidation lesson	☑ Identification of $1^{st}/2^{nd}/3^{rd}$ class levers ☑ Explanation of 3^{rd} class lever (applied to sport) ☑ Description of mechanical advantage ☑ Identification of the different planes of movement and axes of rotation. ☑ An explanation of at least one plane of movement and one axe of rotation. ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	11-14
22	Recap lesson 1.2.b Types and Principles of Training			
22	Recap lesson 1.1.b structure and function of the muscular system			
23	Revision lesson			

23	1.1.a – 1.1.c Exam			
24	1.1.a – 1.1.c Exam review			
24-27	1.1.d Structures and function of the cardiovascular system	1. Structure of the heart/pathway of red blood cell 2. Knowledge (PLC) exam pt1 3. Systemic and Pulmonary Circulation 4. Blood vessels and volumes 5. Model answer revision lesson 6. Knowledge (PLC) exam pt 2 7. Consolidation lesson	☑ Labelled heart showing the pathway of a red blood cell. ☑ Labelled diagram of Pulmonary and systematic circulation ☑ Completed table on the difference between arteries, veins and capillaries ☑ Completed equations on heart volumes ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	15-18
28	Recap lesson 1.2.c Preventing injury in PA and Training			
28	Recap lesson 1.1.c Movement analysis			
29-31	1.1.d Structures and function of the respiratory system	1. Structure of the respiratory system/gaseous exchange 2. Mechanisms of breathing/ Aerobic & Anaerobic exercise 3. Model answer revision lesson 4. Knowledge (PLC) exam 5. Consolidation lesson	☑ Labelled respiratory system ☑ Description of inspiration and expiration ☑ Explanation of aerobic and anaerobic exercise related to physical activity ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	19-21
31	Recap lesson 1.1.a structure and function of the skeletal system			
32	Recap lesson 1.1.d Structures and function of the cardiovascular system			

32-34	1.1.e Effects of short term exercise on the body systems	1. ST effects on the muscular and respiratory systems 2. ST effects on the cardiovascular system 3. Model answer revision lesson 4. Knowledge (PLC) exam 5. Consolidation lesson	☑ Description of the short term effects of exercise on the muscular, respiratory and cardiovascular systems. ☑ Graph of heart rate zones. ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	22-24
35	Recap lesson 1.1.b structure and function of the muscular system			
35	Recap lesson 1.1.b structure and function of the Respiratory system			
36-38	1.1.e Effects of long term exercise on the body systems	1. LT effects on the skeletal and Muscular systems 2. LT effects on the cardiovascular and respiratory systems 3. Model answer revision lesson 4. Knowledge (PLC) exam 5. Consolidation lesson	☑ Explanation of the long term effects of exercise on the muscular, cardiovascular and respiratory systems. ☑ Discussion of the long term effects of exercise on the skeletal system ☑ Completed Knowledge test- PATHS MARKED ☑ Exam questions – self marked.	25-26
38	Recap lesson 1.1.c movement analysis			
39	Recap lesson 1.1.d Structures and function of the cardiovascular system			
39	End of year Unit 1 Exam			

Photography

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1 & 2	The photographic formal elements: **Definitions and Analysis**	☑ Revision of the formal elements ☑ Definitions test 1 ☑ Discussion and analysis of Tom Shrehorn image ☑ Feedback on test ☑ Analysis of Richard Flint image ☑ Definitions test 2	☑ *Sit definitions test* ☑ *Shrehorn analysis* ☑ *Flint analysis*	Revise definitions for upcoming assessment. Pupils who do not achieve 80% or more must re-sit test after school
3 & 4	Black and White Photography skills: **Camera settings and formal elements of B&W photography**	☑ Camera settings: photographing chess pieces ☑ Selecting a range of successful images which demonstrate the key elements being taught ☑ Editing images to black and white	☑ *Each pupil will take a series of images of the chess pieces before selecting (number to be decided by teacher) to include on their PP* ☑ *Chosen images edited to b&w* ☑ *Edited images annotated*	Set HW
5 & 6	Black and White Photography: **Taking photos, editing and Annotation**	☑ Camera settings: photographing chess pieces ☑ Selecting a range of successful images which demonstrate the key elements being taught ☑ Editing images to black and white ☑ Annotating images in a concise way explaining the process and referring to key elements	☑ *Each pupil will take a series of images of the chess pieces before selecting (number to be decided by teacher) to include on their PP* ☑ *Chosen images edited to b&w* ☑ *Edited images annotated*	Set HW

7 & 8	**Planning and Creating a Final Image:** B&W still life photo	☑ Discussion and analysis of successful images taken so far. Teacher shows 3 different pupils' photos. ☑ Instructions given to class to choose 3 of their own images which demonstrate 1 well executed aspect that they will replicate in their final image. ☑ Pupils copy 3 photos onto a new slide and write an explanation about each successful aspect. <u>See example pages</u> ☑ Pupils compose the chess pieces and position lighting and take their final image ☑ Editing/Photoshop adjustments are made ☑ <u>Evaluation of final Image</u>	☑ *Planning page completed* ☑ *New photos taken for final image* ☑ *Final image edited* ☑ *Final image evaluated*	Set HW
9 & 10	**Combining Portraiture within Still Life Images**	<u>Create a magazine cover</u>: ☑ Introduction to black and white portrait photography: Discuss chess magazine covers that have a player on them (composition/cropping/perspective/lighting/facial expression/hand position). Aim is to produce a cover that is aimed at a younger audience to get them into playing chess ☑ Some pupils work in the studio taking b&w portraits of each other. Encourage individuality by incorporating sunglasses, caps, jewellery etc ☑ The rest of the class analyse 3 chess magazine covers on 1 slide. Continue until all pupils have taken portraits ☑ Pupils annotate their images. Editing on Photoshop can be done to improve/enhance photos	☑ *3 magazine covers analysed* ☑ *Set of photos annotated*	Set HW
11 & 12	**Combining Portraiture within Still Life Images:** Create a magazine cover	☑ Discussion of existing covers that include a chess player: Composition and placement of text/Colours used/Type of font/ Information written on the cover. Aim to produce a modern magazine cover which targets a younger consumer <u>Pupil Powerpoint Example</u> ☑ Pupils analyse 3 existing covers (this may have been completed earlier) ☑ Pupils plan their own magazine cover using their most successful chess portrait image ☑ Pupils Photoshop their magazine cover ☑ Pupils evaluate their final magazine cover: Does it look professional & why? Does it modernise chess magazines?	☑ *3 magazine covers analysed* ☑ *Planning page using own image for final cover* ☑ *Final magazine cover evaluated*	Set HW

PRE

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Start Summer 2 and aim to complete by Summer 1				
Knowledge tests each week and built around wider reading				
PATHS essays to have student response in lessons				
1	Explain the core beliefs in Islam.	23. Beliefs and teachings – Core Beliefs	☑ Task 1 – How much can you remember – create a mind map on the core beliefs of Islam.	99. Page 97
2	Explain the nature of God through the 99 names of Allah, Tawhid and Shirk.	24. Beliefs and teachings – Nature of Allah	☑ Task 12 – Do you agree with Amir that the idea that Allah is Merciful and Compassionate does not conflict with the concept of Shirk?	100. Page 100
3	Explain the roles and importance of prophets in Islam.	25. Beliefs and teachings – Prophethood (Risalah)	☑ To be determined	101. Page 103
4	Explain what the main source of wisdom in Islam is.	26. Beliefs and teachings – Books (Kutub)	☑ To be determined	102. Page 112

5	Explain the role and importance of Angels in Islam.	27. Beliefs and teachings – Angels (Malaikah)	☑ To be determined	103.Page 114
6	Explain the idea of 'the end of time', predestination and human freedom of choice.	28. Beliefs and teachings – Eschatological beliefs and teachings	☑ To be determined	104.Page 116
7	Explain the meaning an afterlife in Islam.	29. Beliefs and teachings – Life after death (Akhirah)	☑ To be determined	105.Page 119
8	Explain what the Five Pillars of Islam and the Ten Obligatory Acts are.	30. Practices – The importance of practices	☑ To be determined	106.Page 124
9	Explain what public acts of worship are in Islam.	31. Practices – Public acts of worship	☑ To be determined	107.Page 126
10	Explain what public acts of worship are in Islam.	32. Practices – Private acts of worship	☑ To be determined	108.Page 133

11	Explain the meaning of the words Zakah and Khums.	33. Practices – Religious tax (Zakah)	☑ To be determined	109.Page 134
12	Explain the importance of the month of Ramadan.	34. Practices – Fasting (Sawm)	☑ To be determined	110.Page 136
13	Explain the importance of pilgrimage to Muslims.	35. Practices – Pilgrimage (Hajj)	☑ To be determined	111.Page 139
14	Explain the origin and meaning of different Islamic festivals.	36. Practices – Festivals and special days	☑ To be determined	112.Page 145
15	Explain the similarities and differences between the two types of Jihad in Islam.	37. Practices – Spiritual struggle (Jihad)	☑ To be determined	113.Page 150

Psychology

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	Explain Processes of memory: encoding (input) storage and retrieval (output)	1. Introduction different types of memory 2. Episodic memory, semantic memory and procedural memory. 3. How are memories stored	☑ Structure of memory ☑ Key terms and definitions	114.8-11
2	Deep understanding of Murdock's Serial Position Curve study	4. Murdock's serial position curve study an introduction 5. Practical procedure of Murdock's serial position curve study. 6. Evaluation and analysis of Murdock's serial position curve study.	☑ Homework outlining AMRC of the study. ☑ Key terms	16-17
3	Understanding the Structures of memory	7. The multi-store model of memory: sensory, short term and long term. 8. Features of each store: coding, capacity, duration. 9. Assessment of Process and structure.	☑ Model of the Multi store model ☑ Key terms of mulit store model	12-13
4	Understanding the Structures of memory	10. Features of each store: coding, capacity, duration. 11. Primacy and recency effects in recall: the effects of serial position.	☑ Key terms of the features of multi-store model. ☑ Questions from Text book on Primacy and Recency. ☑ Outline of serial position.	14-15
5	Active memory	12. Theory of reconstructive memory 13. Evaluation of reconstructive memory	☑ Buildings skills 2 page 19	18-19

6	Deep understanding of Bartlett	14. Bartlett serial position curve study an introduction 15. Practical procedure of Bartlett 'War of the Ghosts' study 16. Evaluation and analysis of Bartlett 'War of the Ghosts' study	☑ Key terms ☑ Homework outlining AMRE for Bartlett 'War of the Ghosts' study	16-17
7	Identify areas of strengths and Weakness	17. Assessment of Memory 18. Feedforward and resits.	PATHS marking Feedinf forward green pen	25

1	To know the difference between Sensation and Perception	38. Induction into Perception 39. What is sensational and perception 40. Is perception the same as sensation	☑ Key terms ☑ Identify the features of process of sensation ☑ Distinguished between sensation and perception.	28-29
2	Describe the 4 monocular cues and explain their processes	41. Monocular judging distance 42. Monocular depth cues 43. Binocular depth cues	☑ Key terms ☑ Exam practice ☑ Photo homework	28-30
3	Understanding the impact of Gibson's direct theory of perception	44. Outline Gibson's theory of direct perception 45. Investigation into the nature of the theory – ecological 46. Evaluation of Gibson's theory of direct perception	☑ Key Terms ☑ Outline of the theory ☑ Student examples of direct perception theory – diagrams/pcitures.	31-32
4	Outline the explanations of visual illusions	47. Visual illusions – misinterpreted depth cues and ambiguity 48. Visual illusions – Fiction and size constancy 49. Explaining visual illusions	☑ Table of cognitive strategies ☑ Key terms	33-34

1	Understanding Conformity	50. What is conformity 51. Why do we conform? 52. Social Factors affecting conformity	☑ Key terms ☑ Deutsch and Gerrard study outline ☑ Table outlining factors effecting conformity.	104-105
2	Testing Conformity	53. Asch Study outline and background 54. Practical element of Asch 55. Evaluation of Asch	☑ Summary of Asch ☑ Interview script ☑ Assessment on details	106-07
3	Understanding Obedience	56. What is obedience 57. Milgram key study 58. Evaluating Agency theory	☑ Key terms outlined ☑ Being able to evaluate Agency theory	108-9
4	Obedience continued	59. Social factors affecting obedience – Culture and Proximity 60. Social factors affecting obedience – dispositional factors and authoritarian personality 61. Evaluation of the authoritarian personality.	☑ Key terms ☑ Practice exam questions ☑ New experience specification	110-111
5	Prosocial behaviour	62. What is prosocial behaviour 63. Outline of bystander behaviour 64. Dispositional factors affecting bystander behaviour	☑ Key terms outline ☑ Kitty Genovese newspaper	112-3
5	Key Studies – Piliavin subway study	65. Introduction of Piliavin's subway study 66. Evaulation of Piliavin's subway study 67. Limitions of Piliavin's subway study	☑ ADMRC ☑ Cartoon of Piliavin study	114-5

6.	Crowd and collective behaviour	68. What is collective Behaviour 69. How do social factors affect CB 70. Social Loafing and Deindivuation	☑ London Riots case study ☑ Group work analysis	116-7
6	Crowd and collective behaviour	71. How does Culture affect CB 72. How does Personality affect CB 73. Revision of Social influence	☑ Mindmao of Social influence	118-9
7	Identify strengths and weakness of Social influence	74. Assessment 75. Feeding forward and relearning 76. Reassessment	☑ Feeding forward ☑ RAG ratings	102-121

Science

Biology

week	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework / Link to Text Book**
1	Define the term pathogen and state the four main groups of pathogen. Explain how pathogens can be spread to plants or animals and cause infection. Describe the main differences between bacteria and viruses.	4.3.1 Communicable diseases 1. Communicable diseases 2. Culturing microorganisms 1	☑ Define the term pathogen and state the four main groups of pathogen. Explain how pathogens can be spread to plants or animals and cause infection. Describe the main differences between bacteria and viruses.	Knowledge test – Diseases and culturing organisms

	Explain how the spread of disease can be reduced or prevented. Describe how microorganisms can be safely grown on agar plates. Explain the safety precautions you must take when growing microorganisms. Explain why cultures are incubated at a maximum temperature of 25ºC in schools. Recognise bacterial and fungal colonies growing on agar plates. Describe safety precautions for microbial investigations. Describe the optimum conditions for bacterial growth. Calculate the number of bacteria in a population after a given time, when given the mean division time.	<u>3. Culturing microorganisms 2</u>	Explain how the spread of disease can be reduced or prevented. ☑ Describe how microorganisms can be safely grown on agar plates. Explain the safety precautions you must take when growing microorganisms, including why cultures are incubated at a maximum temperature of 25ºC in schools. ☑ Describe safety precautions for microbial investigations. Describe the optimum conditions for bacterial growth. Calculate the number of bacteria in a population after a given time, when given the mean division time.	
2	Describe the symptoms, mode of transmission, prevention and treatment for measles, HIV and AIDS, salmonella and gonorrhoea. Describe colds and flu as viral diseases. Describe athlete's foot as a fungal disease. Describe the life cycle of the malarial protist. Describe the symptoms, mode of transmission, prevention and treatment for malaria. Describe the body's first line defences. Explain how microbes make us feel ill and how viruses damage cells. Explain how the immune system defends against disease. Describe what white blood cells do.	<u>4. Viral, bacterial and fungal diseases in humans, and Protist diseases – malaria</u> <u>5. Human defence systems</u> <u>6. Vaccination</u>	☑ Describe the symptoms, mode of transmission, prevention and treatment for measles, HIV and AIDS, salmonella and gonorrhoea. Describe colds and flu as viral diseases. Describe athlete's foot as a fungal disease. Describe the life cycle of the malarial protist. Describe the symptoms, mode of transmission, prevention and treatment for malaria. ☑ Describe the body's first line defences. Explain how microbes make us feel ill and how viruses damage cells. Explain how the immune system defends against disease. Describe what white blood cells do. Explain why antibodies are specific for one pathogen/ antigen.	Knowledge test – Defence Systems

	Explain why antibodies are specific for one pathogen/ antigen. Describe what a vaccine contains. Explain how vaccines prevent disease. Explain the idea of 'herd immunity'.		☑ Describe what a vaccine contains. Explain how vaccines prevent disease. Explain the idea of 'herd immunity'.	
3	Explain how antibiotics treat only bacterial diseases and how this has saved lives. Describe the problems associated with antibiotic resistance. See 4.6.3.7 Explain the difficulty in developing drugs that kill viruses without damaging body tissues. Plan and carry out a safe investigation into the effect of disinfectants or antibiotics on bacterial growth. Calculate the cross-sectional areas of clear zones around disinfectant/ antibiotic discs using πr^2. Present and analyse the results.	7. Antibiotics 8. Required practical: Investigate the effect of disinfectants or antibiotics on bacterial growth. 9. Required practical: Investigate the effect of disinfectants or antibiotics on bacterial growth.	☑ Explain how antibiotics treat only bacterial diseases and how this has saved lives. Describe the problems associated with antibiotic resistance. Explain the difficulty in developing drugs that kill viruses without damaging body tissues. ☑ **Required practical: Investigate the effect of disinfectants or antibiotics on bacterial growth.** Plan and carry out a safe investigation into the effect of disinfectants or antibiotics on bacterial growth. ☑ **Required practical: Investigate the effect of disinfectants or antibiotics on bacterial growth.** Calculate the cross-sectional areas of clear zones around disinfectant/ antibiotic discs using πr^2. Present and analyse the results.	Knowledge test – Vaccinations and Antibiotics
4	Give examples of painkillers and other medicines used to treat symptoms. Interpret data about painkillers and other medicines. Describe Fleming's discovery and explain its importance. State which drugs come from plants and microorganisms.	10. Painkillers and other medicines 11. Discovery and development of drugs 4.3.2 Monoclonal antibodies 12. Describe what MABs are, & How they are produced(Higher Tier only)	☑ Give examples of painkillers and other medicines used to treat symptoms. Interpret data about painkillers and other medicines. Describe Fleming's discovery and explain its importance.	Knowledge test – Drugs

	Explain why drugs need to be tested before they can be prescribed. Describe the main steps in the development and testing of a new drug. Give reasons for the different stages in drug testing. Explain the terms placebo and double-blind trial. Describe what MABs are, and how they are produced. Describe the uses of MABs and explain how these work when given appropriate information: Explain why MABs are not yet widely used in the body. Evaluate the advantages and disadvantages of MABs.		☑ State which drugs come from plants and microorganisms. Explain why drugs need to be tested before they can be prescribed. Describe the main steps in the development and testing of a new drug. Give reasons for the different stages in drug testing. Explain the terms placebo and double-blind trial. ☑ Describe what MABs are, and how they are produced. Describe the uses of MABs and explain how these work when given appropriate information: Explain why MABs are not yet widely used in the body. (Higher Tier only) Evaluate the advantages and disadvantages of MABs. (Higher Tier only)	
5	Describe the symptoms and effects of Tobacco mosaic virus and its effects. Describe the symptoms and effects of Rose black spot fungal infection Explain how aphids affect plant growth. Describe visual indications of plant disease, as described in the specification.(Higher only) Describe methods that gardeners and scientists can use to identify the disease causing pathogen. (Higher only). Carry out a controlled investigation into the effects of nitrate and magnesium ion deficiencies and link to active transport (4.1.3.3 and see alternative ivestigations in 4.2.3.2).	4.3.3 Plant disease <u>13. Plant disease and Detection and identification of plant diseases (Higher only)</u> <u>14. Plant defence responses</u> <u>15.End of Topic Test</u> <u>16.</u> Feedback lesson	☑ Describe the symptoms and effects of Tobacco mosaic virus and its effects. Describe the symptoms and effects of Rose black spot fungal infection Explain how aphids affect plant growth. ☑ Describe visual indications of plant disease, as described in the specification.(Higher only) Describe methods that gardeners and scientists can use to identify the disease causing pathogen. (Higher only). Carry out a controlled investigation into the effects of nitrate and magnesium ion deficiencies and link to active transport. ☑ Describe the physical and chemical ways plants can resist microorganisms.	Knowledge test – Plant Defences EOTT revision

	Describe the physical and chemical ways plants can resist microorganisms. Describe mechanical adaptations to deter animals.		Describe mechanical adaptations to deter animals.	

1	Write the word and symbol equation for photosynthesis. Explain why photosynthesis is important for the survival of other organisms. Investigate the need for light, carbon dioxide and chlorophyll to make glucose. Explain why plants should be de-starched before photosynthesis experiments and describe how this is done. Describe experiments to show that plants produce oxygen in the light. Test to see if a leaf contains starch. Explain why the leaves are tested for starch and not for sugar. Describe the test for oxygen. Interpret results and relate to photosynthesis equation. State factors that can limit the rate of photosynthesis. Interpret data showing how factors affect the rate of photosynthesis. Required practical: plan a method.	**4.4.1 Photosynthesis** 1. Photosynthetic reaction 1 2. Photosynthetic reaction 2 3. **Required practical activity 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed. Planning**	☑ Write the word and symbol equation for photosynthesis. Explain why photosynthesis is important for the survival of other organisms. Explain why plants should be de-starched before photosynthesis experiments and describe how this is done. Describe experiments to show that plants produce oxygen in the light. ☑ Test to see if a leaf contains starch. Explain why the leaves are tested for starch and not for sugar. Describe the test for oxygen. State factors that can limit the rate of photosynthesis. Interpret data showing how factors affect the rate of photosynthesis. ☑ Plan **Required practical activity 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.**	Knowledge test – Photosynthesis 1
2	Interpret graphs to decide which factor is limiting the rate. Explain how conditions in greenhouses can be controlled to optimise the growth of plants. Relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses, Evaluate the benefits of artificially manipulating the environment in which plants are grown. List ways in which glucose is used by a plant.	4. **Required practical activity 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.** 5. Limiting factors	☑ **Required practical activity 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.** ☑ Interpret graphs to decide which factor is limiting the rate. Explain how conditions in greenhouses can be controlled to optimise the growth of plants. Relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses. Evaluate the benefits of artificially manipulating the environment in which plants are grown.	Knowledge test – Photosynthesis 2

	Describe functions of fats, oils, cellulose, starch and proteins in a plant. Explain how plants obtain nitrate ions and what they are needed for. Interpret data from the results of bicarbonate indicator experiment.	6. Use of glucose	(HT only) Students should be able to explain graphs of photosynthesis rate involving two or three factors and decide which is the limiting factor. ☑ List ways in which glucose is used by a plant. Describe functions of fats, oils, cellulose, starch and proteins in a plant. Explain how plants obtain nitrate ions and what they are needed for. Interpret data from the results of bicarbonate indicator experiment.	
3	State that all animals and plants produce carbon dioxide and water all the time as a by-product of aerobic respiration. Write the word equation for aerobic respiration. Define the term 'aerobic'. Describe what organisms need energy for. Describe tests for carbon dioxide and water. State the site of aerobic respiration and be able to give examples of cells that contain a lot of mitochondria (links with 4.1.1.2). Define the term 'anaerobic'. Explain why anaerobic respiration is less efficient than aerobic respiration. Write the word equation for anaerobic respiration in animal cells. Write the word and symbol equation for anaerobic respiration in yeast cells. State that anaerobic respiration in yeast is called fermentation. Explain why yeast is used to make bread and alcoholic drinks. Interpret data from yeast investigation.	**4.4.2 Respiration** 7. Aerobic respiration 8. Anaerobic respiration 9. Response to exercise	☑ State that all animals and plants produce carbon dioxide and water all the time as a by-product of aerobic respiration. Write the word equation for aerobic respiration. Define the term 'aerobic'. Describe what organisms need energy for. Describe tests for carbon dioxide and water. State the site of aerobic respiration and be able to give examples of cells that contain a lot of mitochondria (links with 4.1.1.2). ☑ Define the term 'anaerobic'. Explain why anaerobic respiration is less efficient than aerobic respiration. Write the word equation for anaerobic respiration in animal cells and in yeast cells, stating that this is called fermentation. Explain why yeast is used to make bread and alcoholic drinks. ☑ Describe and explain the changes that occur in the body during exercise. Design and carry out an investigation about the effects of exercise on the body. Interpret data relating to the effects of exercise on the body, e.g. spirometer tracings. Describe the effects of long periods of vigorous exercise on the body. Define the term 'oxygen debt'. Explain what happens to lactic acid once exercise stops.	Knowledge test – Respiration

4	Describe and explain the changes that occur in the body during exercise. Design and carry out an investigation about the effects of exercise on the body. Present and interpret data about heart rate, breathing rate and breath volume. Interpret data relating to the effects of exercise on the body, eg spirometer tracings. Describe the effects of long periods of vigorous exercise on the body. Define the term 'oxygen debt'. Explain what happens to lactic acid once exercise stops. Define the term 'metabolism'. Give examples of reactions in metabolism. Name some chemicals formed from glucose molecules Describe lipid formation from a molecule of glycerol and three molecules of fatty acids. Describe the use of glucose and nitrate ions to form amino acids, which form proteins. Describe the formation of urea.	<u>10. Metabolism</u> <u>11. End of Unit Test</u> 12. Feedback lesson	☑ Define the term 'metabolism'. Give examples of reactions in metabolism. Name some chemicals formed from glucose molecules. Describe lipid formation from a molecule of glycerol and three molecules of fatty acids. Describe the use of glucose and nitrate ions to form amino acids, which form proteins. Describe the formation of urea.	EOTT revision

Science

Chemistry

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Exam questions are to be completed in timed conditions, peer marked and recorded on the tracker.				
Tasks are to PATHS marked.				
Students are to respond and feed-forward in the next PATHS lesson.				
1	Explain reduction and oxidation in terms of loss or gain of oxygen. Recall and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water or dilute acids, where appropriate, to place these metals in order of reactivity. Explain how the reactivity of metals with water or dilute acids is related to the tendency of the metal to form its positive ion. Deduce an order of reactivity of metals based on experimental results. Write ionic equations for displacement reactions.	**4.4.1 Reactivity of metals** 77. The reactivity series YouTube: What are Reduction and Oxidation? 78. Extraction of metals (reduction) 79. Displacement Reactions	☑ Using a reference to their reactivity, explain the uses of gold and why we store alkali metals in oil. ☑ Recognise when a metal or compound is being reduced or oxidised. ☑ Explain the processes as to how to extract gold, copper, iron and aluminium from their ores. ☑ Recognise when a displacement reaction will occur between two reactants using a reactivity series. ☑ (Higher) Recognise whether an element is being oxidised or reduced based on ionic half equations.	Complete knowledge test- Extraction of metals Revision mat issued

2	Knowledge of reactions limited to those of magnesium, zinc and iron with hydrochloric and sulfuric acids. Describe the use of universal indicator or a wide range indicator to measure the approximate pH of a solution. Use the pH scale to identify acidic or alkaline solutions.	**4.4.2 Reactions of acids** 80. Reactions of acids with metals 81. Making salts (required practical 1) **RPA+ RA** **Required practical 1**- page 116- Preparation of a pure dry sample of a sodium salt from an insoluble oxide or carbonate 82. The pH scale and neutralisation (link to 4.3 lesson RPA2)	☑ Complete equation task of reactions between metals and acids (FT and HT differentiated) ☑ Write up a step by step method for required practical 1 with observations. Take a picture of the crystals formed and upload into the practical document. ☑ Recall the outcomes of acid reactions with alkalis, metals, metal oxides, metal hydroxides and metal carbonates with example equations completed with each.	Complete knowledge test- Reactions of acids Revision mat issued
3	Use and explain the terms dilute and concentrated (in terms of amount of substance), and weak and strong (in terms of the degree of ionisation) in relation to acids. Students should be able to predict the products of the electrolysis of binary ionic compounds in the molten state. Explain why a mixture is used as the electrolyte. Explain why the positive electrode must be continually replaced.	83. Strong and weak acids **4.4.3 Electrolysis** **84.** What is electrolysis? **Demo-** RSC Electrolysis of solutions 85. Using electrolysis to extract metals Video clip: YouTube: Electrolysis of Molten Compounds	☑ (HT) Explain the difference between a strong and weak acid with reference to hydrogen ions in solution. ☑ Label a diagram of the electrolysis of sodium chloride solution. Use it to write a description of what happens at each electrode. ☑ Label a diagram for the electrolysis of aluminium oxide and include a description of the use for cryolite.	BBC Bitesize Electrolysis and electroplating Complete knowledge test- Electrolysis Revision mat issued
4	Be able to predict the products of the electrolysis of aqueous solutions containing a single ionic compound.	86. Investigating electrolysis (required practical 3) **RPA+ RA** **Required practical 3-** page 121- Investigation into what happens when aqueous solutions are electrolysed using inert electrodes 87. EOTT	☑ Complete the required practical 3. Show a results table with the completed gas tests at each electrode accomplished.	115.
1	Explain reduction and oxidation in terms of loss or gain of oxygen. Recall and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water or	**4.4.1 Reactivity of metals** 88. The reactivity series YouTube: What are Reduction and Oxidation?	☑ Using a reference to their reactivity, explain the uses of gold and why we store alkali metals in oil. ☑ Recognise when a metal or compound is being reduced or oxidised. ☑ Explain the processes as to how to extract gold, copper, iron and aluminium from their ores.	Complete knowledge test- Extraction of metals

	dilute acids, where appropriate, to place these metals in order of reactivity. Explain how the reactivity of metals with water or dilute acids is related to the tendency of the metal to form its positive ion. Deduce an order of reactivity of metals based on experimental results. Write ionic equations for displacement reactions.	89. Extraction of metals (reduction) 90. Displacement Reactions	☑ Recognise when a displacement reaction will occur between two reactants using a reactivity series. ☑ (Higher) Recognise whether an element is being oxidised or reduced based on ionic half equations.	Revision mat issued
2	Knowledge of reactions limited to those of magnesium, zinc and iron with hydrochloric and sulfuric acids. Describe the use of universal indicator or a wide range indicator to measure the approximate pH of a solution. Use the pH scale to identify acidic or alkaline solutions.	**4.4.2 Reactions of acids** 91. Reactions of acids with metals 92. Making salts (required practical 1) **RPA+ RA** **Required practical 1**- page 116- Preparation of a pure dry sample of a sodium salt from an insoluble oxide or carbonate 93. The pH scale and neutralisation (link to 4.3 lesson RPA2)	☑ Complete equation task of reactions between metals and acids (FT and HT differentiated) ☑ Write up a step by step method for required practical 1 with observations. Take a picture of the crystals formed and upload into the practical document. ☑ Recall the outcomes of acid reactions with alkalis, metals, metal oxides, metal hydroxides and metal carbonates with example equations completed with each.	Complete knowledge test- Reactions of acids Revision mat issued
3	Use and explain the terms dilute and concentrated (in terms of amount of substance), and weak and strong (in terms of the degree of ionisation) in relation to acids. Students should be able to predict the products of the electrolysis of binary ionic compounds in the molten state. Explain why a mixture is used as the electrolyte. Explain why the positive electrode must be continually replaced.	94. Strong and weak acids **4.4.3 Electrolysis** **95.** What is electrolysis? **Demo-** RSC Electrolysis of solutions 96. Using electrolysis to extract metals Video clip: YouTube: Electrolysis of Molten Compounds	☑ (HT) Explain the difference between a strong and weak acid with reference to hydrogen ions in solution. ☑ Label a diagram of the electrolysis of sodium chloride solution. Use it to write a description of what happens at each electrode. ☑ Label a diagram for the electrolysis of aluminium oxide and include a description of the use for cryolite.	BBC Bitesize Electrolysis and electroplating Complete knowledge test- Electrolysis Revision mat issued

4	Be able to predict the products of the electrolysis of aqueous solutions containing a single ionic compound.	97. Investigating electrolysis (required practical 3) **RPA+ RA** **Required practical 3-** page 121- Investigation into what happens when aqueous solutions are electrolysed using inert electrodes 98. EOTT	☑ Complete the required practical 3. Show a results table with the completed gas tests at each electrode accomplished.	116.
1	Calculate the mean rate of a reaction from given information about the quantity of a reactant used or the quantity of a product formed and the time taken. Draw and interpret graphs showing the quantity of product formed or quantity of reactant used up against time. Draw tangents to the curves on these graphs and use the slope of the tangent as a measure of the rate of reaction. (HT only) Calculate the gradient of a tangent to the curve on these graphs as a measure of rate of reaction at a specific time. MS 1a, 1c, 1d, 4a, 4b, 4c, 4d, 4e Be able to recall how changing these factors affects the rate of chemical reactions.	99. Rates of reaction 100. Collision theory and factors that affect rate of reaction 101. Investigating concentration on rate of reaction- **Required practical 5a RPA+RA** **AQA required practical 5a Activity 1: Observing colour change**	☑ Draw a graph from data and show how to interpret the rate of reaction from this graph, with full calculations. ☑ Draw particle diagrams to show how changing pressure, concentration, temperature and surface area change the rate of reaction. Under each diagram a small description should be added about how changing these conditions changes the rate. ☑ Complete a write up for required practical 5a.	Complete knowledge test- Rates of reactions Revision mat issued
2	Predict and explain using collision theory the effects of changing conditions of concentration, pressure and temperature on the rate of a reaction. Predict and explain the effects of changes in the size of pieces of a reacting solid in terms of surface area to volume ratio. Use simple ideas about proportionality when using collision theory to explain the effect of a factor on the rate of a reaction.	102. The effect of catalysts 103. Reversible reactions and energy 104. Investigating concentration on rate of reaction- **Required practical 5b RPA+RA** **AQA required practical 5b Activity 2: Measuring the volume of gas produced**	☑ Define a catalyst in terms of rate of reaction, activation energy and how they work. Include three examples of different reactions in industry that are catalysed by transition metals. ☑ Describe how a reaction is classified as reversible using the example of anhydrous copper sulphate and water. Include reference to energy in the reaction both ways. ☑ Complete write up for required practical 5b.	Complete knowledge test- Factors affecting rates Revision mat issued

	Be able to identify catalysts in reactions from their effect on the rate of reaction and because they are not included in the chemical equation for the reaction			
3	Be able to make qualitative predictions about the effect of changes on systems at equilibrium when given appropriate information. Be able to interpret appropriate given data to predict the effect of a change in concentration of a reactant or product on given reactions at equilibrium. Be able to interpret appropriate given data to predict the effect of a change in temperature on given reactions at equilibrium. Be able to interpret appropriate given data to predict the effect of pressure changes on given reactions at equilibrium.	105. Equilibrium 106. **(HT)** Changing conditions and the effect on equilibrium 107. EOTT	☑ Explain the term equilibrium and give suitable examples of when it can occur. ☑ (**HT**) Describe Le Chatelier's principle. Explain the effects of changing temperature, pressure and concentration on the positions of the equilibrium. ☑ (**HT**) Use data to predict the effect of concentration on equilibrium. Justify the answers.	Complete knowledge test- Equilibrium Revision mat issued

Science

Physics

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Exam questions are to be completed in timed conditions, peer marked and recorded on the tracker.				
Tasks are to PATHS marked.				
Students are to respond and feed-forward in the next PATHS lesson.				
1	A system is an object or group of objects. Describe, for common situations, the changes involved in the way energy is stored when a system changes. For example: • an object projected upwards • a moving object hitting an obstacle • an object accelerated by a constant force • a vehicle slowing down • an electric kettle boiling water. Calculate how energy is redistributed in a system when it changes. Equations for kinetic energy and gravitational potential energy should be known. $$K.E. =$$ $$0.5 \; x \; mass \; x \; (speed)^2$$ $$[EK \; = \; \frac{1}{2} \; m \; v^2]$$ The distribution of energy in a system can change. This change can be calculated.	**4.1.1 Energy Changes** 108. Energy Forms and Transfers 109. Work Done and Power 110. Energy Calculations (Demo)	☑ Describe the changes involved in the way energy is stored in simple systems. ☑ Discuss energy wasted by the machines and ways to reduce it. ☑ Carry out calculations to determine power, using energy transferred divided by time and work done divided by time. ☑ Evaluate the benefits and drawbacks of using lower power devices such as compact fluorescent lamps (CFLs). S-cool, the revision website – Work and Energy ☑ Calculate the kinetic energy of a moving body. ☑ Calculate an object's speed given the kinetic energy of the object. ☑ Calculate the amount of energy stored by objects raised above the ground. ☑ Calculate the amount of energy stored by stretched springs. Pass My Exams – Kinetic Energy	KT on Energy and Power Share weblinks and Knowledge mats for revision

	Power is defined as the rate at which energy is transferred or the rate at which work is done. $$Power = \frac{energy\ transferred}{time}$$ $$[P = E / t]$$ $$Power = \frac{work\ done}{time}$$ $$[P = W / t]$$ Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed. Where energy transfers in a closed system occur there is no net change to the total energy. Whenever there are energy transfers in a system only part of the energy is usefully transferred. The rest of the energy is dissipated so that it is stored in less useful ways. This energy is often described as being wasted.		☑ Explain the effect of increasing the spring constant of a spring on the ease that it stretches and on the amount of energy stored in the spring.	
2	Unwanted energy transfers can be reduced in a number of ways, for example, through lubrication and the use of thermal insulation. The rate of cooling of a building is affected by the thickness and thermal conductivity of its walls. The higher the thermal conductivity of a material; the higher the rate of energy transfer by conduction across the material. The energy efficiency for any energy transfer can be calculated using the equation: $$efficiency = \frac{useful\ output\ energy\ transfer}{total\ input\ energy\ transfer}$$ Efficiency may also be calculated using the equation: $$efficiency = \frac{useful\ power\ output}{total\ power\ input}$$ Describe ways to increase the efficiency of an intended energy transfer. (HT only)	**4.1.2 Conservation and dissipation of energy** 111. Insulation and Heat Transfers 112. Calculating Efficiency (PATHS assessment) **4.1.3 National and global energy resources** 113. Renewable and non-renewable energy resources	☑ How to insulate Your Home: Types of Loft Insulation Annotate a house diagram to illustrate the reasons why insulating the home is beneficial for both the homeowner and the environment. ☑ Evaluate the use of various types of insulation in the home. Look in particular at the effectiveness of loft insulation and cavity wall insulation. ☑ Required practical: (Physics only) Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material. ☑ Determine whether energy saving light bulbs will save money over incandescent light bulbs. ☑ Use Sankey diagrams to determine the useful energy output if the energy input and the amount of wasted energy data is given. ☑ Define renewable and non-renewable resources	KT on Conservation of Energy and Energy Resources Share weblinks and Knowledge mats for revision

	Describe the main energy resources available for use on Earth. These include: • fossil fuels (coal, oil and gas) • nuclear fuel • bio-fuel • wind • hydro-electricity • geothermal • the tides • the Sun • water waves. Distinguish between energy resources that are renewable and energy resources that are non-renewable. Compare the ways that different energy resources are used. The uses to include transport, electricity generation and heating. Understand why some energy resources are more reliable than others.		☑ Describe the way in which different energy resources are used and for each type of energy resource find the environmental impacts. Pass My Exams – Electricity Generation ☑ Identify the political, social, ethical and economic considerations that may arise from the use of different energy resources.	
1	The density of a material is defined by the equation: $density = \frac{mass}{volume}$ $\left[\rho = \frac{m}{V}\right]$ density, ρ, in kilograms per metre cubed, kg/m^3 mass, m, in kilograms, kg volume, V, in metre cubed, m^3 The particle model can be used to explain the different states of matter. The differences in density between the different states of matter to be explained in terms of the arrangements of the particles (atoms or molecules).	**4.3.1 Changes of state and the particle model** 114. Determining density (RP5 practical and RA) 115. Particle Model 116. Explaining Density	☑ Recall and apply the equation $\rho = \frac{m}{V}$. Calculate the density, mass or volume of an object given any two other values. ☑ RP5: Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. Volume should be determined from the dimensions of regularly shaped objects and by a displacement technique for irregularly shaped objects. Dimensions to be measured using appropriate apparatus such as a ruler, micrometer or Vernier callipers. ☑ Recognise/draw diagrams to show the particle arrangement in solids, liquids and gases. ☑ Describe the motion of particles in solids, liquids and gases.	KT Particle model and density Set Knowledge mat Cyberphysics – Density BBC Bitesize – Kinetic theory Cyberphysics – The Particle

			☑ Describe and explain the different particle arrangements in solids, liquids and gases due to the forces between the atoms. ☑ Explain the differences in density between the different states of matter in terms of the arrangement of atoms or molecules.	Theory – states of matter
2	When substances change state (melt, freeze, boil, evaporate, condense or sublimate), mass is conserved. Changes of state are physical changes; the change does not produce a new substance. If the change is reversed the substance recovers its original properties. Energy is stored inside a system by the particles (atoms and molecules) that make up the system. This is called internal energy. Internal energy is the total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system. Heating changes the energy stored within the system by increasing the energy of the particles that make up the system. And, either the temperature of the system increases, or changes of state happen.	117. Changing State of a Substance 118. Internal Energy **4.3.2 Internal energy and energy transfers** 119. Specific Heat Capacity (demos)	☑ Describe the changes of state in terms of solids, liquids and gases. ☑ Describe how, when substances change state, mass is conserved. ☑ Describe the difference between a chemical and a physical change and provide examples for both types. ☑ Define internal energy. ☑ Explain how heating changes the energy stored within the system by increasing the energy of the particles that make up the system. ☑ Apply the equation $\Delta E = m\,c\,\Delta\theta$ to calculate the energy change involved when the temperature of a material changes. ☑ Describe the factors that affect how quickly the temperature of a substance increases.	KT Changes of state S-cool, the revision website | States of Matter S-cool, the revision website | States of Matter Antonine Education – Thermal Physics Tutorial 1 – Heat Flow (HT)
3	If the temperature of the system increases: the increase in temperature depends on the mass of the substance heated, what the substance is and the energy input to the system. The following equation applies: $change\ in\ thermal\ energy =$ $mass\ x$ $specific\ heat\ capacity\ x$ $temperature\ change$ $[\Delta E = m\,c\,\Delta\theta\,]$	120. Specific Latent Heat (practical and RA) 121. Heating and Cooling Curves (practical and RA) **4.3.3 Particle model and pressure** 122. Motion in Gases (practical and RA)	☑ Apply the equation $E = m\,L$ to calculate the change in thermal energy, mass, specific heat capacity or the temperature change of a substance that is heated or cooled. ☑ Practical: Plan and carry out an investigation to find the specific latent heat of fusion of water. (Institute of Physics investigation from Episode 608-2: The specific latent heat of fusion of ice) ☑ Explain why the specific latent heat of vaporisation is greater than the specific latent heat of fusion for a given	KT Internal energy Cyberphysics – Specific Heat Capacity BBC Bitesize – Heating ice to

	change in thermal energy, ΔE, in joules, J mass, m, in kilograms, kg specific heat capacity, c, in joules per kilogram per degree Celsius, J/kg ^{o}C temperature change, $\Delta\vartheta$, in degrees Celsius, ^{o}C The specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius. If a change of state happens: The energy needed for a substance to change state is called latent heat. When a change of state occurs, the energy supplied changes the energy stored (internal energy), but not the temperature. The specific latent heat of a substance is the amount of energy required to change the state of one kilogram of the substance with no change in temperature: $energy\ for\ a\ change\ of\ state = mass\ x\ specific\ latent\ heat$ $[\ E = m\,L\ ]$ energy, E, in joules , J mass, m, in kilograms, kg specific latent heat, L, in joules per kilogram, J/kg Specific latent heat of fusion – change of state from solid to liquid. Specific latent heat of vaporisation – change of state from liquid to vapour.		material in terms of the increase in separation of the particles. ☑ Practical: Investigate the heating curve for water by heating some ice in a beaker until the water evaporates. ☑ Explain what is happening at each stage of the heating curve. ☑ Evaluate data on the melting points and boiling points of different substances linked to the strength of the forces between the particles. ☑ Explain how the motion of the molecules in a gas is related to its temperature. ☑ Practical: How does the temperature of a gas affect the movement of the particles within it? (Institute of Physics' Episode 601-1: Brownian motion in a smoke cell.)	observe changes in state YouTube: States of Matter
4	Changing the temperature of a gas, held at constant volume, changes the pressure exerted by the gas (known as the Pressure law).	123. Pressure in Gases (demos) 124. Effect of Temperature on Pressure (demos) 125. Boyle's Law (Physics only)	☑ Explain how the motion of the molecules in a gas is related to its pressure. ☑ Describe why gases exert a force on a container. ☑ Use PhET interactive simulations to model gas pressure (Gas Properties – Gas, Pressure, Volume).	KT Pressure in gases Pass My Exams – Pressure and volume relationship of a gas

			☑ Explain qualitatively the relation between the temperature of a gas and its pressure at constant volume (pressure – temperature law). ☑ Explain why gas cylinders should not be placed near heat sources. ☑ Apply the equation $pV = constant$ ☑ Calculate the change in the pressure of a gas or the volume of a gas (a fixed mass held at constant temperature) when either the pressure or volume is increased or decreased. (Boyle's law) ☑ Describe the effect of taking objects underwater. (BBC Short Circuit – Physics – 01 – Pressure (18'47'') 1 of 2 (Physics of Diving))	BBC Bitesize – The Gas Laws
1		4.4.1 Atoms and Isotopes 126. The size and structure of an atom. 127. Isotopes 128. Scientific models of the atom Past Exam Questions – Exampro ref: 1. QCJ98H3.13 2. Q13W.Y2H.08 3. Q12WY2H05 4. Q09W.2H.07 5. QB04.F.16	☑ Describe the composition of an atom and draw a fully labelled diagram of an atom showing protons and neutrons in the nucleus with electrons outside the nucleus. BBC Bitesize – Structure of the atom ☑ Use Standard form in calculations of atom size. Additionally calculate the mass number for any particular element given the number of protons and neutrons in the atom. Rearrange the equation to find number of protons or number of neutrons and the mass number. Powers of Ten™ (1977) (Very old school but clear and visual ideas of scale and stand form) ☑ Create a table showing the comparison of subatomic particles ☑ What are isotopes? Why do some elements have isotopes and how can you define and identify isotopes? ☑ Describe the changes in the scientific model of an atom since ancient Greek times. Draw a timeline of the scientists involved and explain the evidence each presented with their model. In particular compare the	117.

			plum pudding and nuclear models. Early Atomic Models – Science ☑ Model the alpha scattering experiment using coins. What conclusion can be drawn about the arrangement of atomic nuclei in a material and the amount of free space between nuclei? Rutherford Gold Foil Experiment – Backstage Science	
2		129. Radioactive decay and types of radiation (Practical and RA) 130. Hazards of radioactive backgrounds Past Exam Questions – Exampro ref: 1. Q12SY1F06 2. Q12SY1H07 3. Q07S.1F.06 131. Uses of radioactive sources Past Exam Questions – Exampro ref: 1. Q13W.Y1F.07 2. Q11WY1F03 3. Q11WY1H07	☑ Describe radioactive decay as a process by which an unstable atom releases radiation. Describe how the emission of radiation from a radioactive atom is a random process, but over time the amount of decay can be predicted. How does activity change with time? Explain what is meant by count rate. ☑ Describe the **composition** and **properties** of each type of radiation (alpha, beta and gamma) and where relevant, give the particle that the type of radiation is identical to, eg an alpha particle is a helium nucleus. ChemTeam – Writing Alpha and Beta Equations ☑ Explain how the nucleus of an atom changes when it undergoes alpha or beta decay. Define the term half life and calculate the half life of a radioactive substance. Calculate the mass of a substance using the half life and initial mass supplied. Cyberphysics – Alpha Particle Emission Cyberphysics – Beta Particle Emission Cyberphysics – Decay Animations ☑ Where does background radiation come from and why is it not the same across the whole planet? ☑ Explain the difference between irradiation and contamination. Compare the precautions taken by a teacher or those working in a nuclear power station. Cyberphysics – Radioactivity – safety BBC Bitesize – Hazards from radioactive materials ☑ Describe and evaluate the uses of nuclear radiation.	118.

			Food irradiation: Is it safe? Radioactive tracers in medicine Cyberphysics – Uses of Nuclear Radiation Pass My Exams – Uses of Radioactivity, Alpha particles in smoke detectors ☑ Radioactive waste – how it nuclear waste sorted and disposed of. What are the main problems associated with disposal and why can't is be dumped in space, landfill or deep sea?	
3		132.Nuclear Fission 133.Nuclear Fusion 134.EOTT Exam Questions – Exampro ref: 1. QSP.2F.10 2. Q10WY2F07 3. Q12WY2F07 4. Q13S.IP1.07	☑ Draw diagrams illustrating a fission chain reaction. Annotate the diagram with explanations of each stage and explaining how it releases energy. ☑ Describe how a nuclear power station works including the safety system to prevent uncontrolled chain reactions. Nuclear Reactor – Understanding how it works/Physics Elearning BBC News | EUROPE | The Chernobyl accident: What happened ☑ What are the conditions needed for nuclear fusion, give an example and state the products. Explain the differences between nuclear fission and nuclear fusion S-cool, the revision website – Fusion and Fission ☑ Use a balanced nuclear equation to illustrate radioactive decay.	119.

Sociology

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
Year 10 Starting September and finishing at/just after Christmas				
Each week ends with a knowledge quiz on SMHW (Summative knowledge assessment)				
Each topic (of 5) is PATHS assessed and feedback is to be provided as part of the revision lesson.				
Revision lessons to take 3 hours (revise, apply, and feedback)				
1	Define and describe family, household and the range of family types in society.	135. What is a family & family types? 136. What alternative to families exist in the UK today? 137. How might an individual's family and household change over the course of their life?	☑ TBC	120.80-83 121.84-85 122.86-87
2	Describe how family structure is shaped by culture. Explain how globalisation may be a factor in changing the family structures that exist in the UK.	138. What are the links between families, households, ethnicity and social class? 139. What types of family diversity are there? 140. How do families differ within a global context?	☑ TBC	123.88-89 124.90-91 125.92-93
3	**Review and Assess**	141. Revision lesson	☑ Essay	126.80-93
4	Outline the different role performed by the family and members of the family.	142. How does the functionalist perspective view families? 143. How does Parsons view the functions of the nuclear family? 144. How does the Marxist perspective view the role of families?	☑ TBC	127.94-95 128.96-97 129.98-99
5	Criticise the role of the family and the gender based assumptions on conjugal roles.	145. How do feminist perspectives view the role of families? 146. What were conjugal role and relationships like in the past? 147. What is the symmetrical family?	☑ TBC	130.100-101 131.102-103 132.104-105

6	**Review and Assess**	148. Revision lesson	☑ Essay	133.94-105
7	Outline and criticise the work of young & Wilmot	149. Is the symmetrical family reality or a myth? 150. How is power distributed between partners in relationships? 151. What are conventional families?	☑ TBC	134.106-107 135.108-109 136.110-111
8	Outline and criticise the distribution of power within families.	152. How have relationships between parents and their children changed? 153. How have people's relationships with their wider family changed? 154. What changes are taking place in family structures?	☑ TBC	137.112-113 138.114-115 139.116-117
9	**Review and Assess**	155. Revision lesson	☑ Essay	140.106-117
10	Describe the trends in family structure, marriage, divorce & fertility.	156. What are the trends in lone-parent families? 157. What changes are taking place in fertility? 158. How do marriages differ in a global context?	☑ TBC	141.118-119 142.120-121 143.122-123
11	Describe the trends in family structure, marriage, divorce & fertility.	159. What are the changing patterns of marriage? 160. What are the changing patterns of divorce? 161. What are the consequences of divorce?	☑ TBC	144.124-125 145.126-127 146.128-129
12	**Review and Assess**	162. Revision lesson	☑ Essay	147.118-129
13	Describe recent issues involving the family and ways that sociologists study them.	163. What contemporary social issues relate to families? 164. What methods are used to research families? 165. Revision Lesson	☑ TBC	148.130-131 149.131-132 150.80-137

Spanish

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book	
1	-Describe using the past -Recognise, form and understand when to use the different past tenses	1. ¿Cómo fueron las vacaciones? 2. The past tenses 3. The preterite vs the imperfect	☑ *At least 5 sentences written in the about the summer holidays* ☑ *50 word vocab test* ☑ *Definitions for the use of the Preterite /imperfect /perfect /pluperfect* ☑ *At least 5 sentences showing effective use of the 4 past tenses*	-Practise endings for the 4 past tenses verbs for grammar test -G & T book p58-59	P212-215
2	Describe their school using adjectives, a variety of vocabulary, different tenses and complex structures	4. ¿Cómo es tu instituto? 5. ¿Ha cambiado? 6. Un día típica	☑ *Grammar Vocab test* ☑ *At least one paragraph describing school, including how it used to be and what they would change* ☑ *At least 10 sentences describing a typical day, including the verb soler and time phrases* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test - vocab 1 -Vocab Express task -Study Stack input	p29 p40-41

3	-State justified opinions on rules and uniform in school -Present advantages and disadvantages of uniform and school rules	7. Un instituto vecino 8. Hay demasiadas reglas 9. No soporto mi uniforme	☑ *Vocab test 1* ☑ *Brief description of a neighbouring school: at least 4 comparisons* ☑ *At least 5 justified opinions of school rules* ☑ *A brief description of school uniform and justified opinion* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test - vocab 2 -G & T book p94-95	p36-37 p30-31
4	-Use the future tense to describe future schools -Use the conditional tense to describe ideal school and to state solutions to school issues	10. Hay muchos problemas 11. El insti del futuro 12. Mi instituto ideal	☑ *Vocab test 2* ☑ *A description of at least 3 problems at school and possible solutions* ☑ *At least 5 features of the school of the future* ☑ *At least 5 features of ideal school* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test - vocab 3 -Vocab Express task -Study Stack input	14 & 15 – p68
5	-Understand some differences between English and Spanish speaking schools Ask and answer a range of questions about their school using complex structures with little support	13. Consolidation 14. La vida escolar en un país hispanohablante 15. Preparation for speaking assessmen	☑ *Vocab test 3* ☑ *At least 5 facts/comparisons comparing English and a Spanish speaking school* ☑ *At least 5 translations: English to Spanish/Spanish to English* ☑ *Detailed responses written for each question of speaking assessment*	-Vocab test – vocab 4 Practise for speaking assessment	

6	Confidently and accurately answer a range of questions on school using complex structures	16. Preparation for speaking assessment – speed dating 50 word vocab test 17. Speaking assessment 18. Speaking assessment	☑ *Vocab test 4* ☑ *50 word vocabulary test* ☑ *Detailed responses written for each question of speaking assessment*	Vocab test – vocab 5 -Vocab Express task -G & T book p92-93 -Study Stack input	
HALF TERM					
7	-Improve speaking assessment by responding to personal feedback -Recognise and form common irregular verbs in the preterite tense Recognise and use the present/imperfect continuous tense	19. Response to PATHs feedback. 50 word vocabulary test 20. Common irregular verbs in the preterite tense 21. Present/imperfect continuous tense	☑ *Vocab test 5* ☑ *Detailed green pen response to PATHS marking* ☑ *50 word vocabulary test* ☑ *A list of 5 common irregular preterite verbs* ☑ *5 sentences using the present / imperfect continuous tense*	Learn irregular preterite tense verbs for grammar test -G & T book p66-67	p208-211 p218-219
8	-Describe effectively using more than one tense -Use complex language, e.g. different personal pronouns	22. ¿Qué tipo de vacaciones prefieres? 23. ¿Adónde vas de vacaciones normalmente? 24. ¿Adónde vas de vacaciones normalmente?	☑ *Grammar vocab test* ☑ *A detailed paragraph describing normal holiday routines, e.g. destination, travel, accommodation, activities, opinions* ☑ *One sentence describing normal holidays but incorporating at least 4 tenses and 2 personal pronouns* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test – Vocab 6 -Vocab Express task -Study Stack input	

9	-Create and confidently perform a role play in a hotel scenario -Use the preterite and imperfect tenses to describe a past holiday in detail	25. Quisiera reservar una habitación doble 26. La luz no funciona 27. ¿Dónde fuiste recientemente?	☑ *Vocab test 6* ☑ *A script for a role play in a hotel scenario* ☑ *A list of possible problems and solutions in a hotel* ☑ *At least 5 translations: English to Spanish/Spanish to English* ☑ *Detailed written responses to at least 5 questions based on a past holiday*	-Vocab test – Vocab 7 -G & T book p40-41	P16-17 p7 p14-15
10	-Use the preterite and imperfect tenses to describe a past holiday in detail -Describe in detail using a range of vocabulary and complex structures, e.g. superlatives	28. ¿Dónde fuiste recientemente? 29. Mis vacaciones desastrosas 30. Mis vacaciones desastrosas	☑ *Vocab test 7* ☑ *A detailed paragraph describing a favourite day on holiday* ☑ *A detailed paragraph describing a disastrous holiday* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test – Vocab 8 -Vocab Express task -Study Stack input	p7 p14-15 p18-19
11	-Use the future tense to describe a future holiday -Use the conditional tense to describe an ideal holiday -Show 2 sides of an argument with regards to whether holidays are worth it	31. Voy a ir a Italia 32. Me gustaría más ir al Caribe 33. ¿Ir de vacaciones merece la pena?	☑ *Vocab test 8* ☑ *At least 5 sentences describing a future holiday* ☑ *At least 5 sentences describing a dream holiday* ☑ *At least 3 advantages and disadvantages of going on holiday* ☑ *At least 5 translations: English to Spanish/Spanish to English*	-Vocab test – Vocab 9 -G & T book p52-53	

12	- Know holiday trends for Spanish people -Improve sentences by incorporating complex structures and several tenses	34. ¿Adónde van de vacaciones los españoles? 35. Writing complex sentences: combining tenses 36. Improving sentences	☑ *Vocab test 9* ☑ *At least one sentence describing and reacting to holiday trends of Spanish people* ☑ *At least 5 translations: English to Spanish/Spanish to English*	Practice for speaking assessment	p11 p24-25
13	-Write complex sentences in preparation for writing assessment -Write 150 words about holidays in response to 4 bullet points	37. Writing preparation 38. Writing preparation 50 word vocab 39. Writing assessment	☑ *50 word vocabulary test* ☑ *Writing assessment of 150 words minimum*	-Vocab test 10 -G & T book p68-69 -Vocab Express task -Study Stack input	

The beginning and end of the school day

The beginning of the school day can be a rush for everyone. Your son will need to be far more organized now they are in year 10, they will need to be in school on time have all of their school books. Establishing a routine in the morning and evening will help the day start smoothly and with minimum stress.

Tips for a positive start to the school day:

- Encourage your son to pack their school bag each evening, at this point check they have completed homework and revision cards from the day's lessons.
- Try to make sure your child eats breakfast (at home or school), this provides essential energy and will help him perform better at school, encourage your son not to buy energy drinks before the school day.
- Attendance and punctuality are crucial. Are you aware of your son's assembly days? Pupils need to be in their tutor bases or assembly for 8.25 for an 8.30 start.
- Check each evening for letters home, permission forms or the Show My Homework Website, this will help avoid early morning panic and items being forgotten.

Helping with homework

See individual subject web links and expectations for student's homework this term.

Check www.showmyhomework.com daily, and check their books to see if it is completed – **THERE IS NO SUCH THING AS NO HOMEWORK IN YEAR 10** – even if they say they have completed work at school they should be reading over their lesson notes again and making revision cards from these notes.

Ask your son if there's anything you can do to help with homework. Discuss the organisation of the work. If your son has several assignments due in on the same day, suggest they space the work out and create a homework plan which can be stuck on the fridge or bedroom wall. If they start the work early and get stuck they will have time to speak to the class teacher to discuss support.

The following is a rough guide to how long your son should be spending on homework at secondary school:

	Years 09 = 90 to 150 minutes a day

Developing your son's communication skills

If we can teach children to communicate effectively, then we are not only helping them in examinations, we are preparing them for life. Key communication skills include literacy, presenting ideas, listening skills, numeracy and self-awareness. Pupils will be taught communication skills in subject lessons, tutor time, the PSHCE programme and through inter-tutor competition. By parents working alongside the school, these skills will be reinforced and consolidated.

Ways to support your child's learning

You may not be reading with your son as you did at primary school but you can still support positive reading habits. Talk to your son about the books you are both reading.

Keeping up-to-date with the news helps with schoolwork. Try to encourage your son to read a newspaper at least once or twice a week. Find news stories that connect to lesson topics. If your son is researching a subject, suggest the online archives of a good newspaper or the BBC website (see links in curriculum area notes)

If you're planning a day out, visit a museum or gallery that will tie in with the work your son is doing in subjects such as Art, English, History, Geography or Science - this can be a fun way to add depth and interest to your child's learning.

Revision for exam's next summer start's now:

- Work out a revision timetable for each subject
- Start to create revision cards for tests and exams
- Make sure your son has all the essential texts, books and materials
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your son's attempts at practice papers

The night before	When you get up	When you are in school	After school
• Pack your bag the night before – check homework, reading book, PE kit etc. • Make sure you have a fully stocked pencil case. • Go through Show My Homework with your parent/carer every evening. • Have a copy of your timetable on your fridge and a photo on your phone. • Lay your uniform out ready for the morning. • Set an alarm clock and an alarm on your phone.	• Have a good breakfast to set you up for the day. • Plan a route to school that has a back-up option if things go wrong. • Get to school for 08:15 at the latest. Be at assembly location or tutor base for 8.20.	• Be at all of your classes on time. • Get your equipment out straight away and begin the starter. • Ask for help if you get stuck. • Look towards the boys who are successful. • Be proactive if you have a problem with homework.	• Do your homework the day it is set, not the day before it is due. • Discuss your school day with parent/carer. • Join an extra-curricular club.

TARGETS:

1) _____

2) _____

3) _____

EXAMS – STUDENTS' RESPONSIBILITIES

- **The exam timetable is displayed** outside the exam office, school hall and on the school website. **Ensure you know when and where your exam is.**

- Arrive at **LEAST 15 MINUTES** before the start of your exam and **wait quietly outside the venue**.

- Empty your pockets ensuring you have no paperwork left in there. Make sure your hands have no writing on them. Turn off your phone and get ready to hand it in alongside any watches, headphones and electronic devices. These are kept securely and are handed back to you at the end of the exam when leaving. Should you chose to keep your devices in your bag and a sound is heard, please be aware there are very strict penalties. IT IS UNFAIR TO DISTURB OTHER STUDENTS.

- You may bring **a clear bottle of water, (but no other drinks)**, the label must be removed beforehand.

- Pencil cases, calculators and all equipment (including tissues) are provided by the exam team. You may use your equipment stored in a clear pencil case, but remember you need to write in black ink.

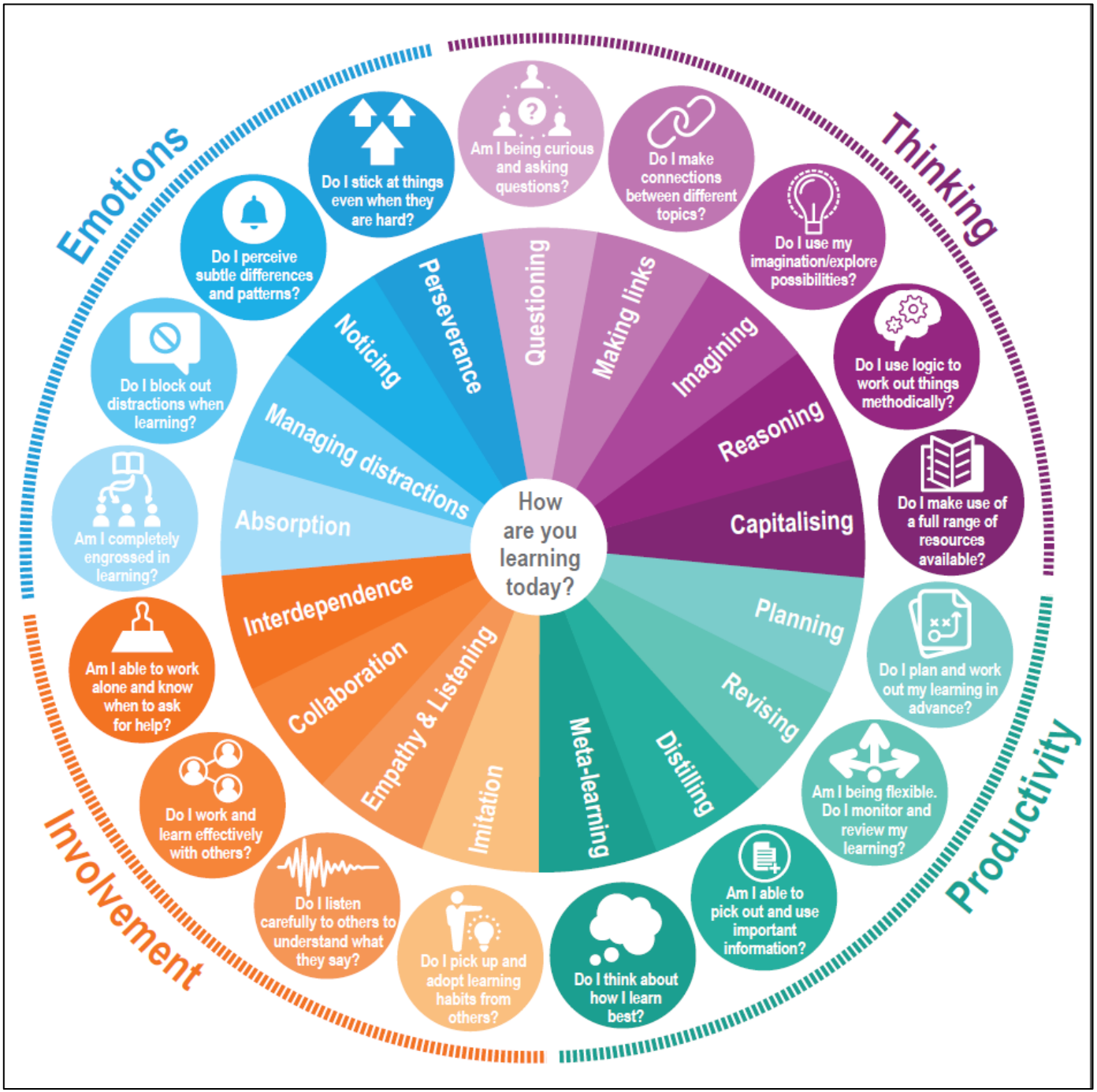
- Follow the instructions of the staff at all times. DO NOT speak to or communicate with any pupil once you have entered the exam room.

- You MUST sit in silence and face the front. DO NOT open or read any booklets that are on your desk until you are instructed to do so. Please remember that we cannot help you with your exam so don't ask questions about the exam. If you have any other query please raise your hand.

- Listen to staff instructions. You will be told when to start and end the exam. Start and end times, plus clocks are visible at the front.

- Remain seated, follow staff instructions and leave the exam room in silence.

GOOD LUCK FOR ALL YOUR EXAMS.


How are you learning today?
Emotions
Thinking
Productivity
Involvement
Noticing
Perseverance
Managing distractions
Absorption
Questioning
Making links
Imagining
Reasoning
Capitalising
Interdependence
Collaboration
Empathy & Listening
Imitation
Planning
Revising
Distilling
Meta-learning
Do I stick at things even when they are hard?
Am I being curious and asking questions?
Do I make connections between different topics?
Do I use my imagination/explore possibilities?
Do I use logic to work out things methodically?
Do I make use of a full range of resources available?
Do I plan and work out my learning in advance?
Am I being flexible. Do I monitor and review my learning?
Am I able to pick out and use important information?
Do I think about how I learn best?
Do I pick up and adopt learning habits from others?
Do I listen carefully to others to understand what they say?
Do I work and learn effectively with others?
Am I able to work alone and know when to ask for help?
Am I completely engrossed in learning?
Do I block out distractions when learning?
Do I perceive subtle differences and patterns?

Key Dates:

19th Sept 1.05pm Finish – School Opening Evening
20th Sept 9.45am start
22nd Sept School Photo's
23rd to 26th Sept Spanish Trip (Malaga)
3rd to 6th Oct Battlefields Trip (France/Belgium)
20th to 26th Oct Football tour (Barcelona)
23rd to 27th Oct Half Term
7th Nov Dolls eye Theatre Workshop
6th / 7th Dec Little Shop of Horror's
13th Dec Progress Report
15th Dec End of term 1pm finish
3rd Jan start of term 9.45am start
19th Jan start of term 9.45am start
12th to 16th Feb Half Term
23rd Feb 9.45am start
9th Mar Directions and Destinations Day
28th Mar Progress Report
29th Mar End of term 1pm finish
16th Apr start of term 9.45am start
20th Apr 9.45am start
28th Apr to 1st May Half Term
7th Jun Parents Evening
8th Jun 9.45am start
26th to 29th Jun Engineering Trip (Munich)
18th Jul Full Report
20th Jul End of term

Assessment and Reporting

	Year 9	Year 10	Year 11 Target Outcome (Old GCSE A*-G)	Year 11 Target Outcome (BTEC/NCFE D*-P)	Year 11 Target Outcome (New GCSE 9-1)
			A*	Distinction*	9
KS2:		9	A*/A	Distinction*/Distinction	8
6	9	8	A	Distinction	7
5A	8	7	B	Merit	6
5B	7	6	B/C	Merit/Pass	5
5C	6	5	C	Pass	4
4A/4B	5	4	D	Pass	3
4C	4	3	E	Pass	2
3A	3	2	F/G	Pass	1
3B	2	1			
Below	1				

The night before	When you get up	When you are in school	After school
• Pack your bag the night before – check homework, reading book, PE kit etc. • Make sure you have a fully stocked pencil case. • Go through Show My Homework with your parent/carer every evening. • Have a copy of your timetable on your fridge and a photo on your phone. • Lay your uniform out ready for the morning. • Set an alarm clock and an alarm on your phone.	• Have a good breakfast to set you up for the day. • Plan a route to school that has a back-up option if things go wrong. • Get to school for 08:15 at the latest. Be at assembly location or tutor base for 8.20.	• Be at all of your classes on time. • Get your equipment out straight away and begin the starter. • Ask for help if you get stuck. • Look towards the boys who are successful. • Be proactive if you have a problem with homework.	• Do your homework the day it is set, not the day before it is due. • Discuss your school day with parent/carer. • Join an extra-curricular club.

TARGETS:

4) _____

5) _____

6) _____

Key Websites

http://www.carshaltonboys.org/ -
School home page – go to 'Your Child' then 'Parent information' 'Year 09' and you will find relevant curriculum information and support. This will be updated ½ termly.

School home page – go to 'Help' we have a number of support sites for parents and students including;
http://www.familylives.org.uk/advice/teenagers/school-learning/
http://www.bullying.co.uk/
https://www.getsafeonline.org/

https://www.showmyhomework.co.uk – student website for homework

Exam Boards Parental Guidance

AQA - http://www.aqa.org.uk/student-support/for-parents
OCR - http://www.ocr.org.uk/
Pearson - https://qualifications.pearson.com/en/home.html

Key Email Addresses:

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Fadi Khawaja – FKhawaja@carshaltonboys.org
Learning Coordinator Year 09

Sarah Sheppard – ssheppard@carshaltonboys.org
Senior Pastoral Support Officer Year 9/10