# Year 10 Report Domains Autumn 2023





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| Key to grades        |   |  |
|----------------------|---|--|
| Significant strength | A deep understanding of complex knowledge structures<br>Has the capacity for skilful performance<br>A very high success rate              |  |
| Secure understanding | A good foundation for future learning<br>Secure understanding of concepts and key vocabulary<br>New knowledge bonds to existing knowledge |  |
| Some gaps            | There is some confusion or uncertainty but this can be<br>addressed by further practice, review, revisiting and re-<br>teaching           |  |
| Cause for concern    | Gaps in knowledge are preventing the acquisition of further learning  |  |



| Religious Education |                                      |  |  |
|---------------------|--------------------------------------|--|--|
|                     | Key Knowledge                        | Next Steps   |  |
| 1                   | Jewish worship key concepts          | Definitions (wjec.co.uk)<br>Key terms 2 (wjec.co.uk)             |  |
| 2                   | Jewish worship                       | Worship in the Synagogue.pdf (wjec.co.uk)                        |  |
| 3                   | Shabbat                              | worship in the home.pdf (wjec.co.uk)                             |  |
| 4                   | Jewish practices -Pesach             | Pesach.pdf (wjec.co.uk)<br>worship in the home.pdf (wjec.co.uk)  |  |
| 5                   | Jewish practices Daily Life          | Connectives – kosher (wjec.co.uk)<br>Daily Life.pdf (wjec.co.uk) |  |
| 6                   | Origins and meaning Creation         | Knowledge Organiser Origins of the<br>Universe.pdf (wjec.co.uk)  |  |
| 7                   | Origins and meaning Sanctity of life | Knowledge Organiser Sanctity of Life.pdf<br>(wjec.co.uk)         |  |



| Maths Sets 1/2 |   |   |  |
|----------------|---|---|--|
|                | Key Knowledge   | Next Steps  |  |
| 1              | Fractional and negative indices                           | Fractional Indices Video<br>Negative Indices Video  | <u>Fractional Negative Indices</u><br><u>Exam Style Questions</u>  |
| 2              | Expanding brackets with surds                             | Surds Expanding Brackets<br>Video   | <u>Surds - Exam Style</u><br>Questions   |
| 3              | Rationalising the denominator                             | Rationalising Denominators<br><u>Video</u>  | <u>Surds - Exam Style</u><br><u>Questions</u>  |
| 4              | Equation of straight, parallel and perpendicular<br>lines | <u>Finding the Equation of a</u><br><u>Straight-Line Video</u><br><u>Parallel Linear Graphs</u><br><u>Video</u><br><u>Perpendicular Lines Video</u> | Equation of a Line - Exam<br>Style Questions<br>Linear graphs: parallel lines<br>Linear graphs:<br>perpendicular lines   |
| 5              | Plot non-linear graphs                                    | Drawing Quadratics Video<br>Cubic Graphs Video<br>Exponential Graphs Video<br>Reciprocal Graphs Video   | Drawing Quadratics - Exam<br>Style Quadratics<br>Cubic Graphs - Exam Style<br>Questions<br>Exponential Graphs - Exam<br>Style Questions<br>Reciprocal Graphs - Exam<br>Style Questions |
| 6              | Expand and factorise quadratics                           | Factorising Quadratics 1<br>Video<br>Factorising Quadratics 2<br>Video  | <u>Factorising Quadratics -</u><br>Exam Style Questions  |
| 7              | Completing the square                                     | <u>Completing the Square</u><br><u>Video</u>  | <u>Completing the Square -</u><br><u>Exam Style Questions</u>  |
| 8              | Using the quadratic formula                               | Quadratic Formula Video   | Quadratic Formula - Exam<br>Style Questions  |
| 9              | Expanding polynomials                                     | Expanding Two Brackets<br>Video<br>Expanding Three Brackets<br>Video  | Expanding Two Brackets -<br>Exam Style Questions<br>Expanding Three Brackets -<br>Exam Style Questions   |



| 10 | Area of a sector          | Area of a Sector Video   | <u>Area of a Sector</u>  |
|----|---------------------------|--|--|
| 11 | Circle Theorems           | <u>Circle Theorems –</u><br><u>Theorems Video</u><br><u>Circle Theorems – examples</u><br><u>Video</u><br><u>Angle in a Semi-Circle –</u><br><u>Proof Video</u><br><u>Angles at the Centre and</u><br><u>Circumference – Proof</u><br><u>Video</u> | <u>Circle Theorems - Exam</u><br><u>Style Questions</u><br><u>Alternate Segment</u><br><u>Theorem – Proof Video</u><br><u>Radius and Tangent – Proof</u><br><u>Video</u><br><u>Angles in the Same</u><br><u>Segment – Proof Video</u><br><u>Cyclic Quadrilateral – Proof</u><br><u>Video</u> |
| 12 | Similarity and congruence | Congruent and Similar<br>Shapes VideoSimilar Shapes Sides VideoSimilar Shapes Areas VideoSimilar Shape Volumes<br>VideoCongruent and Similar<br>Shapes VideoCongruent and Similar<br>Shapes VideoCongruent Triangles Video                         | Congruent Shapes and<br>Similar Shapes - Exam Style<br>Questions<br>Similar Shapes - Exam Style<br>Questions<br>Similar Shapes area volume<br>- Exam Style Questions<br>Congruent Shapes and<br>Similar Shapes - Exam Style<br>Questions<br>Congruent Triangles - Exam<br>Style Question     |

| Maths Set 3 |                         |   |   |
|-------------|-------------------------|---|---|
|             | Key Knowledge           | Next  | Steps   |
| 1           | Rounding and estimation | Rounding Nearest Whole<br><u>Number Video</u><br>Rounding to the nearest<br><u>10 Video</u> | Rounding - Exam Style<br>Questions<br>Significant Figures -<br>Exam Style Questions |
|             |                         | Rounding to the nearest<br>100 Video  | Estimation - Exam Style<br>Questions  |



|             |  | Rounding to 1 or 2  |  |
|-------------|--|---|--|
|             |  | Decimal Places Video  |  |
|             |  | Rounding Significant<br>Figures Video   |  |
|             |  | Approximation to<br>Calculations Video  |  |
| 2           | Error intervals  | Error Intervals Video   | Error Intervals - Exam<br>Style Questions  |
| 3           | Percentages of an amount   | Percentages of Amounts:<br>Non-Calculator Video<br>Percentages of an<br>amount – Calculator<br>Video  | Percentage of an<br>Amount Non-Calculator -<br>Exam Style Questions  |
| 4           | Reverse percentages  | <u>Reverse Percentages</u><br><u>Video</u>  | <u>Reverse Percentages -</u><br>Exam Style Questions   |
| 5           | Compound interest  | <u>Compound Interest</u><br><u>Video</u>  | <u>Compound Interest -</u><br>Exam Style Questions   |
| 6           | Simplifying a ratio  | Simplifying Ratio Video   | Ratio - Exam Style   |
|             |  |   | Questions  |
| 7           | Dividing in a ratio  | <u>Ratio – Sharing the total</u><br><u>Video</u>  | Questions<br>Ratio - Exam Style<br>Questions   |
| 7           | Dividing in a ratio<br>Proportion – recipes  | Ratio – Sharing the total<br>Video<br>Recipes Video   | Questions<br><u>Ratio - Exam Style</u><br><u>Questions</u><br><u>Recipes - Exam Style</u><br><u>Questions</u>  |
| 7<br>8      | Dividing in a ratio<br>Proportion – recipes  | Ratio – Sharing the total<br><u>Video</u><br><u>Recipes Video</u><br><u>Perimeter Video</u>   | Questions<br><u>Ratio - Exam Style</u><br><u>Questions</u><br><u>Recipes - Exam Style</u><br><u>Questions</u><br><u>Perimeter - Exam Style</u>   |
| 7<br>8      | Dividing in a ratio<br>Proportion – recipes  | Ratio – Sharing the total<br><u>Video</u><br><u>Recipes Video</u><br><u>Perimeter Video</u><br>Circumference Video  | Questions <u>Ratio - Exam Style</u> <u>Questions</u> <u>Recipes - Exam Style</u> <u>Questions</u> <u>Perimeter - Exam Style</u> <u>Questions</u>   |
| 7 8         | Dividing in a ratio<br>Proportion – recipes  | Ratio – Sharing the total         Video         Recipes Video         Perimeter Video         Circumference Video         Perimeter of a Semi-<br>circle Video  | Questions         Questions         Questions         Questions         Recipes - Exam Style         Questions         Perimeter - Exam Style         Questions         Circumference - Exam         Style Questions   |
| 7<br>8      | Dividing in a ratio<br>Proportion – recipes  | Ratio – Sharing the total         Video         Recipes Video         Perimeter Video         Circumference Video         Perimeter of a Semi-<br>circle Video         Area of a Rectangle         Video  | Questions         Questions         Questions         Recipes - Exam Style         Questions         Perimeter - Exam Style         Questions         Circumference - Exam         Style Questions         Area of rectangles -<br>Exam Style Questions  |
| 7<br>8<br>9 | Dividing in a ratio<br>Proportion – recipes<br>Area and perimeter of shapes, including circles | Ratio – Sharing the total Video         Necipes Video         Recipes Video         Perimeter Video         Circumference Video         Perimeter of a Semi-<br>circle Video         Area of a Rectangle<br>Video         Area of a Triangle Video                            | Questions         Questions         Questions         Recipes - Exam Style         Questions         Perimeter - Exam Style         Questions         Circumference - Exam         Style Questions         Area of rectangles -<br>Exam Style Questions         Area of a Triangle - Exam         Style Questions  |
| 9           | Dividing in a ratio<br>Proportion – recipes<br>Area and perimeter of shapes, including circles | Ratio – Sharing the total         Video         Recipes Video         Perimeter Video         Circumference Video         Perimeter of a Semi-<br>circle Video         Area of a Rectangle<br>Video         Area of a Triangle Video         Area of a Parallelogram<br>Video | Questions         Questions         Ratio - Exam Style         Questions         Recipes - Exam Style         Questions         Perimeter - Exam Style         Questions         Circumference - Exam         Style Questions         Area of rectangles -<br>Exam Style Questions         Area of a Triangle - Exam         Style Questions         Area of a Parallelogram -<br>Exam Style Questions |



| 12 | Surface area of a prism | Surface area of an L-<br>shape Prism<br>Surface Area of Other<br>Prisms Video   | Surface area of L Shaped<br>Prism - Exam Style<br>Questions  |
|----|-------------------------|---|--|
| 11 | Volume of a prism       | <u>Volume of a Prism Video</u><br><u>Volume of an L-Shape</u><br><u>Prism</u>   | <u>Volume of a Prism -</u><br>Exam Style Questions<br><u>Volume of L Shaped</u><br><u>Prism - Exam Style</u><br><u>Questions</u>                     |
| 10 | Area of a sector        | Area of a Sector Video  | Area of a Sector - Exam<br>Style Questions   |
|    |                         | <u>Area of a Circle Video</u><br><u>Area of a Semi-Circle</u><br><u>Video</u><br><u>Area of Compound</u><br><u>Shapes Video</u> | Area of a Circle - Exam<br>Style Questions<br>Area of a semicircle -<br>Exam Style Questions<br>Area of Compound<br>Shapes - Exam Style<br>Questions |

| Maths Sets 4/5 |   |  |   |
|----------------|---|--|---|
|                | Key Knowledge                               | Next Steps   |   |
|                |   | Rounding to the nearest <u>10 Video</u>              |   |
| 1              | Round to the nearest 10,100, 1000 and whole | Rounding to the nearest<br><u>100 Video</u>          | <u>Rounding - Exam Style</u><br><u>Questions</u>                    |
|                |   | <u>Rounding Nearest Whole</u><br><u>Number Video</u> |   |
| 2              | Round to a given number of decimal places   | Rounding to 1 or 2<br>Decimal Places Video           | <u>Rounding - Exam Style</u><br><u>Questions</u>                    |
| 3              | Round to a significant figure               | Rounding Significant<br>Figures Video                | Significant Figures -<br>Exam Style Questions                       |
| 4              | Begin to understand concept of bounds       | <u>Rounding Smallest</u><br>Largest Video            | Rounding Highest<br>Lowest - Exam Style<br>Questions                |
| 5              | Find an integer percentage of a quantity    | Percentages of Amounts:<br>Non-calculator Video      | Percentage of an<br>Amount non-calculator -<br>Exam Style Questions |



|    |   | <u>Percentages of an</u><br><u>amount – Calculator</u><br><u>Video</u>  | Percentage of an<br>Amount Calculator -<br>Exam Style Questions   |
|----|---|---|---|
| 6  | Perform a percentage increase or decrease           | Increasing or decreasing<br>by a Percentage Video   | Percentage of an<br>Amount Calculator -<br>Exam Style Questions   |
| 7  | Reduce a ratio into its simplest form               | Simplifying Ratio Video   | <u>Ratio - Exam Style</u><br>Questions  |
| 8  | Divide into a ratio when given the total or a share | <u>Ratio – Sharing the total</u><br><u>Video</u><br><u>Ratio – given one</u><br><u>quantity Video</u>                                     | <u>Ratio - Exam Style</u><br><u>Questions</u>   |
| 9  | Find the area of triangles and trapeziums           | <u>Area of a Triangle Video</u><br><u>Area of a Trapezium</u><br><u>Video</u>   | <u>Area of a Triangle - Exam</u><br><u>Style Questions</u><br><u>Area of a Trapezium -</u><br><u>Exam Style Questions</u>   |
| 10 | Find the area of compound shapes                    | Area of Compound<br>Shapes Video  | Area of Compound<br>Shapes - Exam Style<br>Questions  |
| 11 | Calculate the volume and surface area of prisms     | Surface area of an L-<br>shape prism<br>Surface Area of Other<br>Prisms Video<br>Volume of a Prism Video<br>Volume of an L-Shape<br>Prism | Surface area of L Shaped<br>Prism - Exam Style<br>Questions<br>Volume of a Prism -<br>Exam Style Questions<br>Volume of L Shaped<br>Prism - Exam Style<br>Questions |



| English |                                   |  |  |
|---------|-----------------------------------|--|--|
|         | Key Knowledge                     | Next Steps   |  |
| 1       | Locate and retrieve information   | stokenewingtonschool.co.uk/asset<br>woottonparkschool.org.uk/GCSE Revision/English<br>Language Paper 1   |  |
|         |                                   | YouTube  |  |
| 2       | Language Analysis                 | <u>stokenewingtonschool.co.uk/asset</u><br>woottonparkschool.org.uk-GCSE Revision/English<br>Lang Paper 1<br>YouTube   |  |
| 3       | Language and Structure Analysis   | stokenewingtonschool.co.uk/asset<br>woottonparkschool.org.uk/GCSE Revision/English<br>Lang Paper 1<br>YouTube  |  |
| 4       | Evaluate writer's use of language | stokenewingtonschool.co.uk/asset<br>woottonparkschool.org.ukGCSE Revision/English<br>Lang Paper 1<br>AQA English Language Paper 1 Question 4 (2024<br>onwards) - YouTube |  |



| Art |   |   |  |
|-----|---|---|--|
|     | Key Knowledge                                       | Next Steps  |  |
| 1   | Develop fresh ideas that have contextual meaning.   | How to make a mindmap-Creative Ideas <u>https://GCSE Art-Sketchbook Examples</u> How to write an artist statement/                          |  |
|     |   | BBC Bitesize-Finding Inspiration  |  |
| 2   | Write about artists showing personal understanding. | https://BBC Bitesize-Revision<br>The Arty Teacher-Artists Themes/   |  |
| 3   | Explore a wide range of materials.                  | VLE remote learning folders, year 10 and 11 resources.  |  |
| 4   | Show skill and improvement using materials.         | VLE remote learning folders, year 10 and 11 resources.  |  |
| 5   | Drawing skills (including PRIMARY observation).     | VLE remote learning folders, year 10 and 11 resources.  |  |
| 6   | Photography skills.                                 | YouTube<br>YouTube  |  |
|     |   | YouTube<br>https://EDUQAS Sams from 2016  |  |
| 7   | Use of self-evaluation.                             | ULTIMATE GUIDE TO GET 9/A* IN GCSE ART // 15<br>Quick Tips!! - YouTube  |  |
| 8   | Personal engagement with project.                   | <u>Annotating your work -BBC Bitesize</u><br><u>Student Art Guide</u><br><u>HOW I GOT 100% / A* YouTube</u><br>VLE art knowledge organisers |  |
| 9   | Planning towards final pieces.                      | YouTube<br>Balance - GCSE Art BBC Bitesize  |  |
| 10  | Execution of large and final pieces.                | VLE remote learning folders, year 10 and 11 resources.  |  |



| ASDAN |                        |            |  |
|-------|------------------------|------------|--|
|       | Key Knowledge          | Next Steps |  |
| 1     | Time management skills |            |  |
| 2     | Research skills        |            |  |
| 3     | Planning skills        |            |  |
| 4     | Oracy skills           |            |  |
| 5     | Software skills        |            |  |
| 6     | Digital/IT skills      |            |  |



| Computer Science |   |  |   |
|------------------|---|--|---|
|                  | Key Knowledge   | Next   | Steps   |
| 1                | Computational thinking (Abstraction, decomposition, algorithmic thinking)   | <u>Algorithmic thinking</u>  | Decomposition Algorithmic<br>thinking   |
| 2                | Standard searching and sorting algorithms   | <u>Binary search</u><br>Linear search<br><u>Bubble sort</u>  | <u>Merge sort</u><br>Insertion sort<br>Sorting algorithm practice   |
| 3                | The use of variables, constants, operators,<br>inputs, outputs and assignments, sequence,<br>selection and iteration in programming | <u>The use of variables,</u><br><u>constants, inputs, outputs</u><br><u>and assignments</u><br><u>The use of the three basic</u><br><u>programming constructs</u><br><u>The common arithmetic</u><br><u>and comparison operators</u> | <u>The common Boolean</u><br><u>operators</u><br><u>The use of data types and</u><br><u>casting</u><br><u>.csnewbs.com/python</u> |
| 4                | String manipulation in programming  | The use of basic string<br>manipulation  | <u>csnewbs.com/python-9a-</u><br>string-handling  |
| 5                | Producing algorithms using flowcharts and pseudocode  | How to produce algorithms<br>using pseudocode and flow<br>diagrams   |   |
| 6                | Data capacity and calculation of data capacity requirements   | <u>How to produce algorithms</u><br>using pseudocode and flow<br><u>diagrams</u>   | Data capacity and<br>calculation of data capacity<br>requirements   |
| 7                | Data conversions between Decimal, Binary and<br>Hexadecimal   | <u>Converting between</u><br>denary and 8 bits binary  | Converting between<br>denary and 2-digit<br>hexadecimal   |
| 8                | Addition of binary integers and application of binary shifts  | Adding two 8-bit binary<br>integers  | Binary shifts   |



| Constructing the Built Environment |  |  |
|------------------------------------|--|--|
|                                    | Key Knowledge  | Next Steps   |
| 1                                  | Construction health and safety                       | Develop construction health and safety knowledge-<br><u>HSE Publications</u> |
| 2                                  | Risk assessments                                     | Develop risk assessment writing skills-<br><u>Technology Student.com</u>     |
| 3                                  | Practical skills                                     | Develop your wood based practical knowledge-<br>Technology Student.com       |
| 4                                  | Mortise cutter                                       | Develop knowledge of mortise cutting-<br>Technology Student.com              |
| 5                                  | Calculate materials required for a construction task | Develop maths skills, percentages-<br><u>BBC Bitesize</u>                    |
| 6                                  | Personal protective equipment (PPE)                  | Develop PPE at work knowledge-<br><u>HSE-PPE</u>                             |

| Creative iMedia |   |   |
|-----------------|---|---|
|                 | Key Knowledge   | Next Steps  |
| 1               | Purpose, elements and design of visual identity                                       | <u>YouTube</u><br>Knowledge Organiser   |
| 2               | Graphic design and conventions  | <u>YouTube</u><br><u>Creative iMedia Toolkit YouTube</u><br>Knowledge Organiser |
| 3               | Properties of digital graphics and use of assets                                      | YouTube<br>YouTube<br>Knowledge Organiser                                       |
| 4               | Techniques to plan visual identity and digital graphics                               | YouTube<br>YouTube<br>Knowledge Organiser                                       |
| 5               | Tools and techniques of imaging editing software used to create digital graphics      | <u>YouTube</u><br><u>YouTube</u><br>Knowledge Organiser                         |
| 6               | Technical skills to source, create and prepare assets for use within digital graphics | <u>YouTube</u><br><u>YouTube</u>  |



| Dance |   |   |
|-------|---|---|
|       | Key Knowledge   | Next Steps  |
|       | Demonstrate application of physical skills  | Ghost Dances Study Notes (VLE Link)               |
| 1     | Technical and expressive skills accurately and<br>safely during performance             | Fosse Info (VLE Link)                             |
| 2     | Demonstrate the additional knowledge, skills<br>and understanding specific to duet/trio | Lighting Set Contume DowerDaint ()/I E Link)      |
| 2     | performances, relationship content, musicality and sensitivity to other dancers         | <u>Eighting Set Costume PowerPoint (VLE Link)</u> |
| 3     | Skills and techniques for performance   | Ghost Dances Study Notes (VLE Link)               |
| 4     | Evaluation of own development   | J:\Dance\GCSE Dance Miss Ryan                     |

| Design and Technology |                                  |   |
|-----------------------|----------------------------------|---|
|                       | Key Knowledge                    | Next Steps  |
| 1                     | Health and safety                | Develop consumer safety knowledge-<br>Technology Student.com  |
| 2                     | Wood joining skills              | Develop wood joining knowledge-<br><u>Technology Student.com</u>  |
| 3                     | Timber sources and origins       | Develop knowledge of timber production-<br>Technology Student.com   |
| 4                     | Working with timbers             | Develop knowledge of wood working skills-<br><u>Technology Student.com/Smart woods</u><br><u>Technology Student.com</u> |
| 5                     | Timber- commercial manufacturing | Develop knowledge of manufacturing techniques-<br><u>Technology Student.com</u>   |
| 6                     | Electronic systems               | Develop circuit board knowledge-<br>Technology Student.com  |
| 7                     | Soldering                        | Develop soldering knowledge-<br>Technology Student.com  |



| Enterprise |   |   |
|------------|---|---|
|            | Key Knowledge   | Next Steps                                |
| 1          | Size and features of SMEs                                   | <u>Tutor 2u SMEs</u>                      |
| 2          | Sectors and business models in which<br>enterprises operate | <u>Tutor 2u -Enterprise</u>               |
| 3          | Aims and activities of enterprises                          | Tutor 2u- Starting a business             |
|            |   | Tutor 2u-Enterprise skills/Revision       |
| 4          | Skills and characteristics of entrepreneurs                 | Tutor 2u- Qualities of an entrepreneur    |
| 5          | Market research methods                                     | Tutor 2u- Sampling and marketing research |
| 6          | Understanding customer needs                                | Tutor 2u-Customer Needs                   |
| 7          | Understanding competitor behaviour                          | Tutor 2u.com Competitor Analysis          |
| 8          | Suitability of market research methods                      | Tutor 2u.com Sampling and Market Research |



| Geography |  |  |
|-----------|--|--|
|           | Key Knowledge  | Next Steps   |
| 1         | Causes and impacts of tropical rainforest extraction | Visit <u>Seneca - Learn 2x Faster</u> and log in (you may<br>need to sign up) select Edexcel A GCSE Geography,<br>Topic Ecosystems <b>Test yourself aiming for 75%</b><br><b>plus</b><br>Make use of the <u>departmental revision</u><br><u>guides and Knowledge Organisers (VLE Link)</u> |
| 2         | Causes and impacts of deforestation                  | Visit <u>Seneca - Learn 2x Faster</u> and log in (you may<br>need to sign up) select Edexcel A GCSE Geography,<br>Topic Ecosystems <b>Test yourself aiming for 75%</b><br><b>plus</b><br>Make use of the <u>departmental revision</u><br><u>guides and Knowledge Organisers (VLE Link)</u> |
| 3         | Understanding of ecosystem key terminology           | Visit <u>Seneca - Learn 2x Faster</u> and log in (you may<br>need to sign up) select Edexcel A GCSE Geography,<br>Topic Ecosystems <b>Test yourself aiming for 75%</b><br><b>plus</b><br>Make use of the <u>departmental revision</u><br><u>guides and Knowledge Organisers (VLE Link)</u> |
| 4         | Understanding of the nutrient cycle                  | Visit <u>Seneca - Learn 2x Faster</u> and log in (you may<br>need to sign up) select Edexcel A GCSE Geography,<br>Topic Ecosystems <b>Test yourself aiming for 75%</b><br><b>plus</b><br>Make use of the <u>departmental revision</u><br><u>guides and Knowledge Organisers (VLE Link)</u> |
| 5         | Understanding of how deciduous woodlands are managed | Visit <u>Seneca - Learn 2x Faster</u> and log in (you may<br>need to sign up) select Edexcel A GCSE Geography,<br>Topic Ecosystems <b>Test yourself aiming for 75%</b><br><b>plus</b><br>Make use of the <u>departmental revision</u><br><u>guides and Knowledge Organisers (VLE Link)</u> |



| Health and Social Care |   |  |
|------------------------|---|--|
|                        | Key Knowledge   | Next Steps                               |
| 1                      | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| I                      | The 6 life stages   | Revision books for Component 1 Pearson   |
|                        | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| 2                      | Birth to infancy PIES, Physical, Intellectual,<br>Emotional & Social        | Revision books for Component 1 Pearson   |
|                        | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| 3                      | Early Childhood PIES, Physical, Intellectual,<br>Emotional & Social         | Revision books for Component 1 Pearson   |
|                        | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| 4                      | Adolescence – PIES Physical, Intellectual,<br>Emotional & Social            | Revision books for Component 1 Pearson   |
|                        | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| 5                      | Early adulthood PIES Physical, Intellectual,<br>Emotional & Social          | Revision books for Component 1 Pearson   |
|                        | Component 1 Human lifespan development.                                     | Pupil Drive- IT, Mrs Wood Year 10 Health |
| 6                      | Middle & Later adulthood PIES Physical,<br>Intellectual, Emotional & Social | Revision books for Component 1 Pearson   |



| History |  |  |  |  |
|---------|--|--|--|--|
|         | Key Knowledge Next Steps   |  |  |  |
| 1       | Understand the chronology of key dates and<br>events- Crime and Punishment 1000-1700   | https://senecalearning.com/en-GB/       – you might need a         log in for this and so will need to register.         quizlet.com – you will need to sign up – it's free.         https://www.gcsehistory.com/faq/ed_gcse_crime_and_pu         nishment.html         Crime & Punishment: Key Terms (c1000-Present)   Crime         & Punishment   GCSE History Revision - YouTube |  |  |
| 2       | Demonstrate knowledge of how crimes,<br>enforcements and punishments changed during<br>the Medieval Period 1000-1500.                          | Local government and the legal system in Anglo-Saxon<br>England - Anglo-Saxon society pre-1066 - Edexcel - GCSE<br>History Revision - Edexcel - BBC Bitesize<br>Lessons saved on the VLE -<br>!!!!!History/GCSE/C+P2022/1.medieval   |  |  |
| 3       | Demonstrate knowledge of how crimes,<br>enforcements and punishments changed during<br>the Early Modern period 1500-1700.                      | Changes in crime and punishment, c.1500 to the present<br>day - GCSE History Revision - BBC Bitesize<br>Lessons saved on the VLE -<br>!!!!!History/GCSE/C+P2022/2.Early Modern   |  |  |
| 4       | Show understanding of the demands of<br>answering GCSE questions, comparing different<br>times, explaining why and evaluating with how<br>far. | https://www.youtube.com/watch?v=46_dDPgUQEM<br>How to answer a 16 mark 'How far do you agree?' Exam<br>Question   Edexcel History GCSE Revision - YouTube<br>How to answer a 4 mark 'Explain One Way' Exam Question<br>(P1/Q3)   Edexcel History GCSE Revision - YouTube   |  |  |



| Hospitality and Catering |   |            |
|--------------------------|---|------------|
|                          | Key Knowledge   | Next Steps |
| 1                        | Understand the importance of nutrition when planning menus (Unit 2)                 |            |
| 2                        | Understand the nutritional needs of specific groups (Unit 2)                        |            |
| 3                        | Understand characteristics of unsatisfactory nutritional intake (Unit 2)            |            |
| 4                        | Understands how dishes on a menu address<br>environmental issues (Unit 2)           |            |
| 5                        | Use techniques independently in preparation, cooking and serving of dishes (Unit 2) |            |
| 6                        | Understand and use food safety practices during food preparation (Unit 2)           |            |



| Music |  |                                       |
|-------|--|---------------------------------------|
|       | Key Knowledge                                  | Next Steps                            |
|       |  | Year 10 Music (VLE Link)              |
|       |  | Bitesize - Performance                |
| 1     | working and performing in an ensemble          | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |
|       |  | Year 10 Music (VLE Link)              |
| 2     | Don: Pock & Poll Phonero                       | <u>Bitesize - Pop</u>                 |
| 2     | Pop. Nock & Noll, Bhaligia                     | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |
|       |  | Year 10 Music (VLE Link)              |
| 3     | Pop: Features and vocal techniques             | <u>Bitesize - Pop</u>                 |
| 5     |  | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |
|       | Creating scales and analysis of key signatures | Year 10 Music (VLE Link)              |
| Л     |  | <u>Bitesize - Harmony</u>             |
| -     |  | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |
|       | Ensembles: Blues, Musicals, Orchestras         | Year 10 Music (VLE Link)              |
| 5     |  | <u>Bitesize - Ensembles</u>           |
| 5     |  | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |
|       |  | Year 10 Music (VLE Link)              |
| e     | Listening and Appraising: Pop and<br>Ensembles | Bitesize - Pop and Ensembles          |
|       |  | WJEC/Eduqas GCSE Music Revision Guide |
|       |  | Knowledge Organisers                  |



| PE General |                          |   |
|------------|--------------------------|---|
|            | Key Knowledge            | Next Steps  |
| 1          | Practical Performance    | Be able to competently perform a range of advanced<br>strategies and tactics to overcome or challenge an<br>opponent in a team or individual games or activities. Be<br>able to do this in a preferred position or role.<br><u>Knowledge organisers (VLE Link)</u><br>Attend extra- curricular sports and physical activity clubs.<br>Attend sports clubs outside of school.            |
| 2          | Creativity               | When developing skills, techniques, strategies or tactics to solve problems, have the confidence to work with others and expand upon your possible options for progress.         Knowledge organisers(VLE Link)         Attend extra- curricular sports and physical activity clubs.  |
| 3          | Leadership               | Plan and confidently deliver an effective warm up and a<br>skill/game or fitness session.<br>Selecting the JSLA course you will lead each other in 2 20<br>minute sessions. You will also be assessed in leading a Year<br>2 multi skills event.<br><u>Knowledge organisers(VLE Link)</u>   |
| 4          | Performance Analysis     | Analyse a skill performance identifying strengths and areas<br>for development. Plan a successful practice to improve the<br>areas for development you have found.<br><u>Knowledge organisers(VLE Link)</u>   |
| 5          | Healthy Active Lifestyle | Plan, perform and evaluate the effectiveness of a safe and<br>challenging personal exercise programme. Fitness tests<br>results will be used to set individual health and fitness<br>goals.<br><u>Knowledge organisers(VLE Link)</u>  |
| 6          | Practical Performance    | Confidently and competently apply the majority of rules<br>and regulations whilst officiating in a competitive team or<br>individual sport or activity.<br><u>Knowledge organisers(VLE Link)</u><br>Attend extra- curricular sports and physical activity clubs.<br>If on the JSLA course volunteer to officiate and organise at<br>extra-curricular clubs for the younger year groups. |
| 7          | Teamwork and Values      | Contribute positively to planning and analysing tasks<br>making contributions that can help you/your team to<br>improve and develop.<br><u>Knowledge organisers(VLE Link)</u><br>Attend extra- curricular sports and physical activity clubs.   |



| PE GCSE |   |  |
|---------|---|--|
|         | Key Knowledge                                     | Next Steps   |
| 1       | The structure and function of the skeletal system | Be able to define and correctly allocate the bones of the<br>skeletal system. Explain and apply sporting examples of<br>how the skeleton provides the four functions. Define<br>components of a synovial joint and the three types (hinge,<br>ball and socket & pivot). Know the movements possible at<br>the different joints and the role of tendons, ligaments, and<br>cartilage.   |
|         |   | Structure of the skeletal system (BBC Bitesize)  |
|         |   | Skeletal System Knowledge organisers (VLE Link)  |
|         |   | Be able to name and locate the 11 major muscles in the<br>body and analyse sporting movements by speaking about<br>how muscles work in antagonistic pairs and the role of the<br>fixator.  |
| 2       | The structure and function of the muscular system | Muscular system - BBC Bitesize   |
|         |   | Muscular System Knowledge organisers (VLE Link)  |
|         |   | Muscle Contractions Knowledge organisers (VLE Link)  |
|         | Movement analysis                                 | Know the three classes of levers and their use in sport.<br>Define mechanical advantage. Be able to locate and<br>identify the different planes and axis of the body and link<br>them to sporting movements.   |
| 3       |   | Movement analysis (BBC Bitesize)   |
|         |   | Levers Knowledge organisers (VLE Link)   |
|         |   | Planes & Axis Knowledge organisers (VLE Link)  |
| 4       | The cardiovascular and respiratory systems        | Know the double-circulatory system. Identify the different<br>types of blood vessels and the role of red blood cells.<br>Understand the pathway of blood through the heart.<br>Define heart rate, stroke volume and cardiac output.<br>Know the pathway of air through the respiratory system.<br>Understand the role of respiratory muscles when<br>breathing. Define Breathing rate, tidal volume and minute<br>ventilation. Understand gas exchange. Be able to define<br>aerobic and anaerobic exercise. |
|         |   | Structure of the cardiovascular system (BBC Bitesize)  |
|         |   | Structure of the respiratory system (BBC Bitesize)   |
|         |   |  |



| Performing Arts |  |   |  |
|-----------------|--|---|--|
|                 | Key Knowledge  | Next Steps  |  |
| 1               | Develop skills and techniques for performance          | Refer to baseline assessment feedback from teacher<br>and peers.<br>How can you improve your target areas? <u>Audit voice</u> ,<br><u>movement, interpretative.</u> |  |
| 2               | Apply skills and techniques in rehearsal               | Monitor own rehearsals and get feedback from colleagues. <u>Voice work</u> <u>movement work</u> , <u>interpreting a character</u>                                   |  |
| 3               | Apply skills and techniques in performance             | Work on confidence through detailed rehearsal of your new piece of rep. <u>Character investigation</u>  |  |
| 4               | Review own development and contribution to performance | Watch performance footage to identify strengths and weaknesses  |  |

| PHSE |   |            |
|------|---|------------|
|      | Key Knowledge                                 | Next Steps |
| 1    | Key concepts                                  |            |
| 2    | Explanation of human rights                   |            |
| 3    | The importance of the Criminal Justice system |            |



| Science |                     |   |
|---------|---------------------|---|
|         | Key Knowledge       | Next Steps                                      |
|         |                     | Oak Learning Academy                            |
| 1       | BIOLOGY             | Using the microscope and magnification equation |
|         | Cells and reactions | BBC Bitesize                                    |
|         |                     | Cell structure                                  |
| _       |                     | Atomic structure and the periodic table (BBC    |
|         | CHEMISTRY           | <u>Bitesize)</u>                                |
| 2       | Atomic Structure    | Atomic structure (thenational.academy)          |
|         |                     | Isotopes (thenational.academy)                  |
| 3       | PHYSICS             |   |
|         | Acceleration        |   |

| Spanish |   |   |  |
|---------|---|---|--|
|         | Key Knowledge   | Next Steps  |  |
|         |   | memrise.com/1127568/como-eres/                                      |  |
| 1       | Describing family members and physical appearance       | <u>.memrise.com/familyfriends-vocab-test-next-</u><br><u>steps/</u> |  |
|         |   | /app.memrise.com/1028972/mi-familia-39/                             |  |
| 2       | Describing relationships using reflexive verbs          | <u>memrise.com/reflexive-verbs-for-</u><br><u>relationships/</u>    |  |
| 3       | Understanding present tense regular and irregular verbs | <u>memrise.com/common-irregular-present-</u><br><u>tense-verbs/</u> |  |
| 4       | Describing positive and negative relationships          | app.memrise.com/700013/las-relaciones/                              |  |



| Sport and Coaching |  |  |
|--------------------|--|--|
|                    | Key Knowledge  | Next Steps   |
| 1                  | Knowledge of the skills and responsibilities of<br>a sports coach<br>Outline the skills and responsibilities of an<br>effective coach.                       | Remote Learning – Year 10 – Exam PE - UNIT 3<br>PowerPoints & workbooks available in the<br>Assignment 1 folder.   |
| 2                  | Understand the coaching process<br>Plan a coaching session for your chosen sport.  | Course Companion book p 129 - 157Remote Learning – Year 10 – Exam PE - UNIT 3PowerPoints & workbooks available in the<br>Assignment 2 folder.Course Companion book p 129 – 157 |
| 3                  | How to coach<br>Demonstrate your coaching skills by delivering<br>your planned coaching session.   | Remote Learning – Year 10 – Exam PE - UNIT 3<br>PowerPoints & workbooks available in the<br>Assignment 4 folder.<br>Course Companion book p 129 – 157                          |
| 4                  | <b>Review coaching performance</b><br>Analyse and evaluate the coaching session.   | Remote Learning – Year 10 – Exam PE - UNIT 3<br>PowerPoints & workbooks available in the<br>Assignment 4 folder.<br>Course Companion book p 129 - 157                          |
| 5                  | <b>Review coaching performance</b><br>Develop a personal coaching improvement plan<br>based on what you have learned about your<br>own coaching performance. | <u>Remote Learning – Year 10 – Exam PE - UNIT 3</u><br>PowerPoints & workbooks available in the<br>Assignment 5 folder.<br>Course Companion book p 129 - 157                   |