

ART Y10 C2 – Portraiture 25-26

Careers linked to topics we study this cycle are.... Graphic Designer, Curator, Fashion Designer, Textiles Designer, Illustrator, Architect, Interior Designer, Ceramicist, Advertising/Marketing Consultant, Gallery Owner as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

Week	I will need to know:	So that I can:
1 Mark-making	<ol style="list-style-type: none"> 1. That artist's often work across multiple specialisms. 2. That mark-making creates a variety of tones using pressure and proximity. 	<p>Analyse work by artists using the literacy format LEMMON. Such as: Lucien Freud, Van Gogh & Simone Geraci.</p> <p>Create a drawing of a portrait, applying my understanding of using tone through mark-making.</p>
2 Etching	<ol style="list-style-type: none"> 1. The most accurate process and sequence of creating an etching print. 2. How to observe and understand art processes and techniques through demonstration and questioning. 3. The process, techniques and tools of etching. 4. That there are health and safety issues surrounding printing processes. 5. How to respond to the work of an artist to inform own work and create imagery. 	<p>Create a series of etching outcomes, and present these in my portfolio.</p>
3 Refining	<p>That printing methods can be manipulated and developed to create different refinements and outcomes.</p>	<p>Create a series of etching refinements using various media, and present these in my portfolio.</p>
4 Contextual Analysis	<p>That artist's use the formal element, line, through various specialisms.</p>	<p>Analyse work by artists using the literacy format, LEMMON. Such as: Gary Hume, Alexander Calder, Rachel Ducker, Pablo Picasso, etc.</p>
5 Wire Portraits	<ol style="list-style-type: none"> 1. That artist's, such as Alexander Calder, use a continuous line of wire to create 3-dimensional portraits. 2. Multiple techniques of manipulating wire. 	<p>Apply my knowledge of wire manipulation techniques, to create a full-size self-portrait.</p>

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Week	I will need to know:	So that I can:
6 Refining	<ol style="list-style-type: none"> 1. That artist's, such as Alexander Calder, use a continuous line of wire to create 3-dimensional portraits. 2. Multiple techniques of manipulating wire to create finer details such as facial features, clothes etc. 	<ol style="list-style-type: none"> 1. Continue to apply my knowledge of wire manipulation techniques, to create a full-size self-portrait.
7 Wax resist & Monoprint	<ol style="list-style-type: none"> 1. How to develop my drawings in response to Gary Hume into a variety of media. 2. The processes and techniques of wax resist & mono printing. 	<ol style="list-style-type: none"> 1. Analyse an artist's chosen use of media, using the LEMMON framework. 2. Apply my insight of selected artist to a self-portrait in their style.
8 Reflection & Annotation	<ol style="list-style-type: none"> 1. How to reflect on my own work and use feedback to designate time to refining my outcomes and my sketchbook work. 2. How to effectively annotate my work showing my understanding and knowledge. 	<ol style="list-style-type: none"> 1. Use my reflection questions to identify what worked well and how I can improve.
9 Stenciling	<ol style="list-style-type: none"> 1. How to use digital images to create stencils. 2. How to use digital manipulation to create posterised images. 3. To create stencils in response to artists such as Andy Warhol/ Banksy / Blek le Rat How to use a stencil with various media - spray painting / sponging / screen printing. 	<ol style="list-style-type: none"> 1. Analyse an artist's chosen use of media, using the LEMMON framework. 2. Use Photoshop / Photpea / Powerpoint to create posterised images. 3. Apply my insight of selected artist to a self-portrait in their style.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should ensure bookwork is complete and your best quality; refining your work keeps you on the path to scholarship. Work hard and show your best!	Assessment: Develop, Refine, Record, Present
11 Presentation	Clear and impactful presentation allows others to see your work at it's best. Meaningful annotation includes identifying strengths and where success criteria has been fulfilled and also how improvements could be made to develop practical skill and theoretical knowledge –WWQHL annotation questions.	Presentation of my work with clear titles and reflective annotation to show an awareness of visual language and disciplinary knowledge . Assessment: Develop, Refine, Record, Present
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

ART Y10 C2 – Portraiture: Curriculum Dictionary: Tier Two Words 25-26

Week	Word	Definition	In a sentence:
1	Portraiture	The process of making an artwork of a person is called portraiture.	The painting included a close study of a person, so can be described as portraiture .
2	Critical	Looking closely at art to understand, judge, and talk about what works well or what could be better.	She gave a critical look at her painting to decide what colours to add next
3	Process	The steps or actions taken to create an artwork, from planning to the final piece.	The process of making a clay pot includes shaping, drying, and painting it
4	Set up	The way materials and tools are arranged before starting an art project	We need to set up our paints, brushes, and canvas before starting the art project
5	Evaluation	Thinking about and judging an artwork to see what is good, what could improve, and how it makes you feel.	After finishing his drawing, he did an evaluation to see what he liked and what he could improve
6	Theme	The main idea or message of an artwork, like nature, love, or adventure.	The theme of her artwork was all about space, with rockets, planets, and stars
7	Observation	Carefully looking at something to notice all the details, which helps when drawing or creating art.	Good observation skills helped him draw the cat's fur with lots of detail
8	Response	How you feel, think, or react to an artwork.	Her response to the colorful mural was excitement because it reminded her of summer.
9	Exploration	Trying new ideas, materials, or techniques in art to see what you can create.	Exploration of different types of pencils helped him find the best one for sketching
10	Opinion	What you personally think or feel about an artwork, whether you like it or not, and why	Her opinion was that abstract art is fun because you can use your imagination

ART Y10 C2 – Portraiture: Curriculum Dictionary: Tier Three Words 25-26

Week	Word	Definition	In a sentence:
1	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	Her mark-making was very expressive; showing lots of movement.
2	Line	An artist's line is a drawn mark and has length & width. (Mark-making).	The drawings were a simple continuous line drawing.
3	Refine	The improvement of an idea or outcome. It does not involve radical changes, but is about making small changes in order to improve an artwork.	He spent some time refining his painting to make it neater.
4	Print-Making	A generic term for an image made with a printing plate (wood, metal, stone, lino, polystyrene) engraved, inked then transferred onto paper using pressure.	They used too much ink, so their print was not clear.
5	Etching	An intaglio printmaking process in which lines or areas are incised using a scribe and/or acid into plastic or metal plate in order to hold the ink.	He printed his etching plate using a printing press.
6	Manipulate	Handle or control (a tool, mechanism, information, etc.) in a skilful manner	She manipulated the wire by bending with a pair of plyers.
7	3-dimensional	Having or appearing to have length, breadth, and depth.	She used line and tone to make her 2-dimensional square appear like a solid 3-dimensional cube.
8	Wax resist	The method of using wax to mask parts of a work, such as cloth or pottery,	The pattern was created using a wax-resist method.
9	Posterised	Print or display (a photograph or other image) using only a small number of different tones	She used photoshop to alter her picture to a posterised image.
10	Annotate	Add notes to (a text or diagram) giving explanation or comment.	They added annotations to explain their intentions.
11	Artist analysis	Looking closely at a work of art to evaluate the use of media, formal elements and content as well as stating an opinion about the work.	He gave a very insightful and interesting artist analysis about Blek le Rat's work.
12	L – Link E – Elements M – Media M – Mood O – Opinion N – Narrative	Lemmon is the acronym for the writing framework we use in Art to analyse an artist's work and evaluate how it is relevant to our own.	L – Link – I am looking at Boakye's work because I am doing a project around Portraiture and she paints people. E – Elements – The most prominent (important) Formal Elements in Boakye's work is composition and colour, because..... M – Media – The media Boakye has used to make the work is paint. M – Mood – The mood and content within Yladom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – Opinion – I like Boakye's work because it reminds me of dreams. N – Narrative – Lynette Yladom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure. Her paintings often are presented in solo exhibitions.

Business Studies Year 10 Cycle 2

Careers linked to topics we study this cycle are a Marketer / Data Analyst / A Buyer / An Entrepreneur

Week	I will need to know:	So that I can:
<p>1 (2.1 The role of marketing & 2.2 Market Research)</p>	<ol style="list-style-type: none"> Marketing is the process of identifying, predicting and satisfying the customers' needs and wants profitably Marketing helps a business inform and persuade customers to buy products and services Primary market research is research conducted by an individual for a specific purpose Secondary market research is research conducted by another person that a business or person will interpret for their own use 	<ol style="list-style-type: none"> Differentiate between marketing and advertising Understand the importance of fulfilling customer wants and needs Establish what makes an effective marketing campaign Differentiate between primary and secondary market research Evaluate the benefits and costs of using primary and secondary market research *DT, Geography
<p>2 (2.2 Market Research)</p>	<ol style="list-style-type: none"> Market research collects both qualitative and quantitative data Quantitative data is data in the form of numbers, facts and statistics Qualitative data is data in the form of opinions, thoughts and feelings 	<ol style="list-style-type: none"> Differentiate between qualitative and quantitative data Establish in an exam style question if the example is qualitative or quantitative *DT, Geography
<p>3 (2.3 Market Segmentation)</p>	<ol style="list-style-type: none"> A segment is a section of a market Market segmentation is splitting the market for a product into different parts or segments Geographic segmentation is dividing a market by location Demographic segmentation is dividing a market by the characteristics of people. These characteristics may include age, gender, race and religion Psychographic segmentation is a division of a market based on personality, lifestyle, social status, activities, interests, opinions, and attitudes A target market is the group of customers at which a product or service is aimed or targeted 	<ol style="list-style-type: none"> Distinguish the features by which a market can be segmented Establish the different products that appeal to different segments/demographics/ages etc. Understand that loyalty cards/incentives and reward schemes are a great way to implement psychographic segmentation
<p>4 (2.4 Product)</p>	<ol style="list-style-type: none"> "Product" is one element of the marketing mix Businesses that make products to sell must make sure that they are in demand Costs, Aesthetics, Function, Ergonomics, Quality. Use and the Environment are important factors to consider when developing a product The product life cycle showcases the life span of a product and how much revenue a product is making at each phase. 	<ol style="list-style-type: none"> Identify the 4ps of the marketing mix Understand that demand is key to successful sales To understand that there are a variety of factors that need to be considered when researching into a product. For example; Cost; Aesthetics; Function; Ergonomics ; Quality; Use; Economics *DT
<p>5 (2.4 Product & 2.5 Price)</p>	<ol style="list-style-type: none"> Extension strategies are used by businesses to extend the life of a product and prevent the decline Extension strategies include updating branding, improving packaging/marketing and changing the price Cost of production, supply and demand, quality of products and brands have an impact on the price of a product Price skimming is a pricing strategy that starts with a high price and over time gradually reduces to reflect demand. 	<ol style="list-style-type: none"> Analyse what factors impact the price of a product the most Understand the methods used when preventing a product from entering into the decline phase of its life To identify the features of the price skimming strategy and evaluate when it might be used

Business Studies Year 10 Cycle 2

Week	I will need to know:	So that I can:
6 (2.4 Price & MID POINT ASSESSMENT)	<ol style="list-style-type: none"> Competitor pricing is when a business bases the price of their product on the price of their competitors Cost-plus pricing is when a business bases the price of their product on what it costs to make it and the money they would like to make on top Promotional pricing explains a process of reducing the price of the product to either attract new customers to an existing product or to get rid of old products 	<ol style="list-style-type: none"> Differentiate between the different pricing strategies Assess the most suitable pricing strategies for specific business scenarios Evaluate the advantages and disadvantages of different pricing strategies
7 (2.4 Place)	<ol style="list-style-type: none"> When referring to "place" it is where the product is sold and how the business gets the product to the consumer Physical distribution is the movement of goods we can see Digital distribution is the movement of goods we can't see, where no physical good is being moved 4 stage distribution flows from a producer, to a wholesaler, to a retailer to eventually reaching the end customer. It is important for businesses to respond to the needs of customers and offer products for sale where customers want to buy 	<ol style="list-style-type: none"> Identify the features of physical and digital distribution Evaluate the advantages and disadvantages of both distribution channels Assess the appropriate distribution channels for specific business scenarios
8 (2.4 Promotion)	<ol style="list-style-type: none"> The aims of production are to inform customers, keep ahead of competitors, to maintain or increase sales and to create or change the image of the business Promotion is divided into two sections; point of sale promotion and advertising Point of sale promotion includes efforts like price reductions, free samples, competitions & loss leaders Advertising includes using platforms like social media, printed media, television, radio and websites The size of the market and the money available will have an impact on the type of promotion that is used 	<ol style="list-style-type: none"> Evaluate the advantages and disadvantages of types of promotion Assess the usefulness of different promotion strategies for specific business scenarios. For example, businesses that differ in budgets/size.
9 (2.4 How the 4ps work together)	<ol style="list-style-type: none"> Entrepreneurs use all 4ps to help implement business decisions to maximise revenue, customer satisfaction and ultimately revenue Pricing strategies are vitally important for businesses as price points are one of the most influential deciding factors on whether a purchase is made Promotional strategies will differ depending on the product, the location and the target audience Market research will provide insight into the correct locations for a business to sell their products 	<ol style="list-style-type: none"> Apply the context of the 4ps to business scenarios in 6,7-,8- and 9-mark questions Understand how market research can aid the choice and decisions behind all 4 of the marketing mix ps.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 (3.1 The role of human resources)	<ol style="list-style-type: none"> Human resources (HR) are the individual employees who carry out work for a business Functions are different types of work that need to be completed by employees E.G Finance and Marketing The purpose of Human Resources are to carry out the functions of a business There are several factors a business must consider when planning their HR needs including: Size, Budget, Location, Law and skill. 	<ol style="list-style-type: none"> Understand what "Human Resources" are Explain the purpose of Human Resources in a business Identify the various factors that will influence a business's human resources plan Identify that influencing factors will often coincide with one another. E.G Size and Budget
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Business Studies Curriculum Dictionary: Tier Two Words

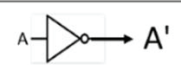


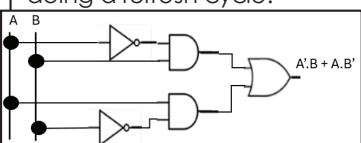
Week	Word	Definition	In a sentence:
1	Marketing	The process of promoting and persuading customers to purchase products and services	The company is investing in marketing efforts to promote their new product and attract more customers.
2	Market	A place or a system where buyers and sellers interact to exchange goods, services, or resources	The company conducted market research to identify the target market and understand customer preferences before launching their new product.
3	Target	A specific goal or objective that a person or organisation aims to achieve	The company set a sales target of 10,000 units for the quarter in order to meet their revenue goals.
4	Research	Research is the act of seeking and gathering information to learn more about a specific topic or subject	The company conducted market research to understand customer preferences and gain insights into their target audience before developing a new product.
5	Product	A tangible item or intangible service that is created, designed, or offered to satisfy customer needs or wants	The company introduced a new product in the market to meet the increasing demand for eco-friendly household cleaning solutions.
6	Price	The amount of money or value that is assigned or charged for a product, service, or resource	The company carefully analysed the market and competitor prices before setting a competitive price for their new product.
7	Place	The specific location or setting where a business operates or where products are sold, or services are provided	The company opened a new retail store in a prime location /place to ensure convenient access and a prominent place in the market for their products.
8	Promotion	Various marketing activities and strategies used to communicate and advertise the value of a product or service to potential customers	The company launched a promotional campaign, offering discounts and free shipping, to increase awareness and attract more customers to their online store.
9	Segment	A distinct group of customers who share similar characteristics or needs	The company identified a new segment of environmentally conscious consumers and developed a marketing strategy specifically tailored to meet their needs and preference.
10	Sales	The exchange of goods or services for money or other forms of value	The sales team achieved record-breaking sales, exceeding their targets and contributing to the company's overall growth.

Business Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Market research	The process of gathering and analyzing information about the target market, including customer preferences, competitor analysis, and market trends.	The company conducted market research to gather insights about consumer behaviour and preferences.
2	Qualitative data	Qualitative data refers to non-numerical information that is collected and analysed in business research or studies. For example; thoughts, feelings and opinions.	In a market research study, the company collected qualitative data through customer interviews.
3	Quantitative data	Numerical information that is collected and analysed in business research or studies. For example; How many purchase bread from a supermarket each day.	The company analysed quantitative data from sales reports to identify the most profitable product.
4	The marketing mix	A framework that allows businesses to make informed decisions and create a cohesive marketing strategy by considering four elements; product, place, price and promotion .	The company carefully considered the elements of the marketing mix , such as product features, pricing strategies, promotional activities, and distribution channels.
5	The product life cycle	The stages that a product goes through including introduction, growth, maturity and decline .	The company closely monitored the product life cycle of their product, so they knew when to intervene.
6	Price skimming	A pricing strategy where a business sets an initially high price for a new product or service and then gradually lowers it over time.	The company used a price skimming strategy for their latest technological product so that customers associated the high price with high quality.
7	Penetration pricing	A pricing strategy in which a business sets a relatively low price for a product or service when entering a new market.	The company employed a penetration pricing strategy to quickly gain market share.
8	Competitor Pricing	Basing the selling price on how much rivals charge for their products.	Adidas and Nike use competitor pricing when pricing football boots
9	Cost Plus Pricing	Working out the cost per unit of producing a product, before adding a percentage for the profit they are looking to make.	Cost plus pricing is useful as it takes into consideration how much it costs to make the product
10	Extension strategy	Methods used by businesses to extend the life of a product or service .	The brand "Stanley" implemented an extension strategy by changing their target audience

Year 10 Computer Science Cycle 2 – P1 = Paper 1: Computer Systems & P2 = Paper 2: Programming & Problem Solving

Careers linked to topics we study this cycle are....White Hat Hacker; Computer Programmer; IT Technician; IT Project Manager; Data Scientist

Week	I will need to know: P1 Computer Systems & P2 Problem Solving	Key Learning Points:																																																
1	<p>P1</p> <p>*Primary memory is RAM or ROM or Cache. *Primary memory can be accessed directly by the CPU. *Both RAM and ROM are Randomly addressable (any address can be accessed in any order). *Cache may be located inside the CPU and is larger than registers.</p>	<p>The CPU can run instructions from RAM or ROM. ROM is non-volatile Read Only Memory Eg) BIOS to hold bootup RAM is Read/Write volatile memory . RAM for O/S; data or instructions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>NOT</p> </div> <div style="text-align: center;">  <p>AND</p> </div> <div style="text-align: center;">  <p>OR</p> </div> </div> <p>Truth Tables : Show ALL possible <i>outputs</i> for ALL possible <i>inputs</i>.</p>																																																
	<p>P2</p> <p>The Logic Gates are NOT; AND; OR *0=On/True; *1=Off/False. *NOT has ONE input and "Flips" the input signal (0→1 ; 1→ 0) A' *AND has two or more inputs. Outputs 1 when ALL inputs are 1. Like times A.B *OR has two or more inputs. Outputs 0 when ALL inputs are 0. Like add A+B</p>																																																	
2	<p>P1</p> <p>*SRAM = Static RAM is used for Cache and Registers are built from 4 Transistors for a ONE BIT cell. It has the fastest access time as it has no refresh cycles. *DRAM = Dynamic RAM is used to build RAM and uses 1 Transistor and 1 capacitor for each RAM cell. It requires refresh cycles which means it has a slower access speed than SRAM.</p>	<p>*SRAM is very expensive. Cache is smaller than RAM. It is used to hold the most frequently used data and instructions. This can speed up the FDE cycle. * DRAM is less expensive to manufacture and is well suited for a larger RAM memory store. DRAM is constantly being made unavailable because it is doing a refresh cycle.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <table border="1" style="font-size: small;"> <thead> <tr> <th>A</th> <th>B</th> <th>Goal: A'.B + A.B'</th> <th>Working A'</th> <th>Working 'A.B</th> <th>Working B'</th> <th>Working A.B'</th> <th>Term1 Or term2</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0.1=0</td> <td>1</td> <td>0.1=0</td> <td>0+0=0</td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1.1=1</td> <td>0</td> <td>0.0=0</td> <td>1+0=1</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0.0=0</td> <td>1</td> <td>1.1=1</td> <td>0+1=1</td> </tr> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>1.0=0</td> <td>0</td> <td>1.0=0</td> <td>0+0=0</td> </tr> <tr> <td colspan="4"></td> <td>term1</td> <td colspan="2"></td> <td>term2</td> </tr> </tbody> </table> </div>	A	B	Goal: A'.B + A.B'	Working A'	Working 'A.B	Working B'	Working A.B'	Term1 Or term2	0	0	0	1	0.1=0	1	0.1=0	0+0=0	0	1	1	1	1.1=1	0	0.0=0	1+0=1	1	0	1	0	0.0=0	1	1.1=1	0+1=1	1	1	0	0	1.0=0	0	1.0=0	0+0=0					term1			term2
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<p>P2</p> <p>BIDMAS for Boolean: The order of Boolean Logical Operations is BNAO Typically, NOT → AND → OR You must be able to build or interpret logic circuits involving several gates up to 3 inputs.</p>																																																		
3	<p>P1</p> <p>CPU Performance factors: 1. Increase Cache Size; 2. Increase Clock Speed; or 3. Increase Cores Count.</p>	<p>* Clock Speed: The FDE Cycle is synchronised to the system clock, thus more FDE cycles in a time slice. *Cores: Each core is its own processing unit and runs its own FDE cycle. Parallel processing possible.</p> <ul style="list-style-type: none"> • Both the if and the else must end with a colon! • The : forces the next lines of code to be indented (Tabbed over) 																																																
	<p>P2</p> <p>Selection: Apply if then ; if then else instructions to problems. Simple comparison operators: == (is equal to); != (is not equal to); < (is less than); <= (is less than or equal to)</p>																																																	
4	<p>P1</p> <ul style="list-style-type: none"> • Storage is non-volatile long-term storage that has an access speed that is a factor of magnitude slower than RAM. • When RAM is full, virtual memory is used. • The use of Virtual Memory slows down the system performance (because storage has a slower access speed than RAM). 	<ul style="list-style-type: none"> • Virtual Memory temporarily swaps RAM memory pages to disk • The swapped pages are loaded back from storage into Ram when required. • Virtual Memory slows performance down, but means no crash . <pre style="font-family: monospace; font-size: small;"> 3 ▾ if codeLang == "Python": 4 print("We use V3.0") 5 ▾ else: 6 print("Use Python") 7</pre>																																																
	<p>P2</p> <p>Apply if then else and functions to calculate results based on a simple Boolean condition</p>																																																	

Year 10 Computer Science Cycle 2 – Paper1:Computer Systems & Paper 2: Programming & Problem Solving

Week		I will need to know:	Key Learning Points:
5	P1	Storage is larger capacity, slower than RAM non-volatile memory. Give example devices for the storage technologies.	* Storage is needed for persistent data/programs. *The storage technologies are [1] Magnetic, [2] Optical [3] Flash/solid state
	P2	*Complex multi-decision tests can be handled by: [a] nesting ifs [b] Chaining with elif [c] using the logical operators AND OR	<ul style="list-style-type: none"> An inclusive range: if (10 <= x) and (x <= 99) A disjointed region: if (x < 10) or (99 < x):
6	P1	Characteristics of different storage technologies: * Cost *Durability(How tough is it) *Reliability (How long will it last) *portability *Power use *Speed *Capacity *Noise	* Solid State means "no moving parts". *Optical means to do with light. * Magnetic has to do with N/S poles in metals.
	P2	* The for loop is the counting iteration instruction. * The for loop has a loop counter variable which is automatically increments and stops when the count is reached.	* The generator range(10) yields 0,1,2,3,...,7,8,9. * To start at a number not zero use range(10,20) = 10,11,...,16,17,18,19
7	P1	The Units of measurement (bit → nibble → byte → KB → MB → GB → TB → PB) and file size calculations. File Size = color depth x resolution / 8 OR = bit depth x duration x rate / 8	* Bit depth / colour depth is measured in bits. We divide by 8 so the answer into bytes. * 1 Bit = binary digit, 4 bits = nibble, 8bits = bytes, 1000 bytes = KB and so on
	P2	* Conditional iteration using a while loop. * Condition is just like the if only it repeats until the test fails. *Do...until repeats until the test succeeds.	*While loop tests before iteration. Loop exits when test FAILS. * Do...Until loop does 1 iteration. Test at end of iteration. Exits when True
8	P1	* Application software is user focussed. System software is computer system focussed. * Utility software is system software that performs housekeeping tasks.	Utility software includes: *firewalls * disk defragmenters * Encryption software *anti-*malware and *compression software. Applications includes *word processors, *browsers, *spreadsheets and *graphics
	P2	* An array is a data structure that stores elements of the same data type in an index position order. * The size of array is given by A.length or len(A) *A while loop that iterates from 0 to A.length-1 or len(A)-1	<div style="border: 1px solid black; padding: 5px;"> Array Output: <pre> 3 primes = [2,3,5,7,11,13,17,19,23] 4 5 index = 0 6 7 while index < len(primes): 8 print(primes[index]) 9 index = index + 1 10 </pre> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <pre>#dump entire array print(primes)</pre> </div>
9	P2A	* Write simple programs reading data into an array and displaying it (see code opposite) * Know in python can print the whole array out, thus print(data)	<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Array Input: <pre> 3 #list comprehension creates a size 10 array 4 data = [int() for index in range(10)] 5 6 index = 0 7 8 while index < len(data): 9 data[index] = int(input("Enter # "+str(index)+":")) 10 index = index + 1 </pre> </div>
	P2B	<ul style="list-style-type: none"> Replace input with random integers from random Import randint # in loop data[index] = randint(10,99) #random 2-digit numbers 	
10	P2	<ul style="list-style-type: none"> Assessment Week Know the while loop can be replaced with a for loop, thus: <pre>for index in range(len(data)): data[index] = randint(10,99)</pre> Know how to do a linear search of an array Apply the above to generate, search and process integer array data 	

Year 10 Computer Science – Paper1:Computer Systems & Paper 2: Programming & Problem Solving Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	1) Primary Memory 2) Logic Gate	1) Memory the CPU can access directly in its FDE cycle. 2) An abstraction of transistors in different configurations.	1) RAM, ROM and CACHE are all primary memory . 2) *AND is transistors in SERIES, *OR is transistors in parallel.
2	1) Transistor 2) BNAO	1) Tiny electron switch controlled by an electrical input signal. 2) The order of oerations (BIDMAS) for Boolean algebra	1) Transistors are the building blocks of logic gates and why we use binary. 2) NOT is like power; AND is like multiplication; or is like addition.
3	1) Performance 2) Selection	1) the amount of useful work accomplished by a system (CPU). 2) Coding construct that changes program flow to follow or skip sections of code (called a branch)	1) All CPU performance is a measure of how many FDE cycles are completed. 2) * The THEN branch is selected when the decision is True. *The else branch is OPTIONAL. *The else branch is the catch-all branch that runs when all test fail.
4	1) Virtual 2) Boolean	1) Not real, like something or an abstraction of something. 2) A logic system that depends on True(1) or False(0) as inputs and produces the same as True/False as an output.	1) Virtual memory is not real RAM it is using storage to expand the size of RAM. 2) NOT is the only single input Boolean logic gate, AND OR require two or more inputs.
5	1) Technology 2) Chaining 3) Nesting	1) The application of scientific knowledge for practical purposes. 2) Linking in a logical order a sequence of if and elif boolean tests 3) Coding one if instruction inside another's the else or elif branch.	1) The 3 storage technologies are [1] magnetic [2] optical and [3] flash. 2) An if-elif-else is test in the order tested and follows the first valid branch only. 3) A nest if will only be called if the outer test succeeds. Better to use AND
6	1) Characteristics 2) Code Construct	1) An abstract metric such as speed, capacity, power rating and so on. 2) One of [a] sequencing [b] selection [c] iteration	1) Certain characteristics make some storage more suitable for certain use cases. 2) Sequencing runs all instructions in order without skipping or repetition.
7	1) Units 2) Iteration	1) a unit of information is used to describe the capacity of a digital data storage device / or files size 2) A coding construct that repeats a group of instructions.	1) The science units K=Kilo; M=Mega; G=Giga; T=Terra and P = Peta apply. 2) Each run through the loop is known as an iteration or a pass.
8	1) Software 2) Indexing	1) set of instructions, data or programs executed to perform a task. 2) The enumeration of an array element starting at 0.	1) Software is divided into application or system software. O/S is system software. 2) The first element is always at index 0. The last index is at len(Array)-1.
9	1) Homogeneous	1) Of the same (data) type.	1) All elements in an array must be the same data – eg int(); str() or float()
10	1) Counting Iteration	1) Counting iteration automatically starts and stops at specific values. The for loop automatically increases by 1 each iteration.	for index = 0 to Array.length-1 Array[index] = random(10,99) next index <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <pre>from random import randint Array = [int() for index in range(10)] for index in range(len(Array)): Array[index] = randint(10,99)</pre> </div>

Year 10 Computer Science – Paper1:Computer Systems & Paper 2: Programming & Problem Solving Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	1) Cache 2) Abstraction	1) Fast SRAM, normally inside the CPU, used for frequently accessed Data or Instructions. 2) Simplifying complexity by hiding/ignoring unnecessary details.	1) If the CPU requires data/instructions and these are in the cache this is called a cache hit and saves a read/write to slower DRAM. 2) Transistors in parallel are abstracted as the OR logic gate.
2	1) Refresh Cycle 2) Truth Table	1) DRAM has a transistor that needs to be refreshed at intervals. 2) Table showing all inputs and the corresponding outputs for a logic circuit.	1) During a DRAM cells refresh cycle it cannot be read/written by the CPU. 2) For N variables, there are 2^N rows in the Truth table . The inputs are typically the first N binary numbers in ascending or descending order.
3	1) Core 2) Is equal to	1) Each core is a processing unit with its own L1 cache and FDE cycle. 2) The operator to test if A has the same value as B is $A == B$	1) Cores can run their own FDE cycle independent of other cores, know as parallel processing. 2) Inequality (not equal to) is tested with the $==$ operator. Eg if $X != 0$ then ...
4	1) Memory Page 2) Boolean Expression	1) Data / Instructions are broken into fixed sized blocks called pages. 2) An expression with a variable separated from another variable or literal constant by one of these operators: $==$; $!=$; $<$; $>$; $<=$; $>=$	1) When RAM is full Virtual Memory swaps some memory pages to disk and back again when they are needed again. 2) $X <= 10$ is true if X is less than 10 or if X is equal to 10.
5	1) Storage 2) Complex decision	1) Long term large capacity memory that typically is slower than primary memory. 2) A Boolean decision requiring two or more conditions to be tested.	1) Storage is required so that persistent data or program instructions can be saved and reloaded between computer restarts/ login sessions. 2) The inclusive range from 10 to 20 is tested with: if $(10 <= X)$ and $(X <= 20)$ then ...
6	1) Durability 2) range()	1) The time duration the manufacturer guarantees the drive will work. 2) Python's generator function used produce counting iteration.	1) The hex digits are 0-9 and A=10; B=11; C=12; D=13; E=14 and = 15 2) range (start, stop, step) Eg) <code>range(3,9,2)</code> yields 3, 5, 7 but not 9.
7	1) Color depth 2) Conditional Iteration	1) The number of bits used to represent each pixel in an image. 2) Iteration controlled not by a counter, but by a Boolean condition.	1) The number of colours = $2^{\text{COLOR_DEPTH}}$. Eg) color-depth of 3 $\rightarrow 2^3 = 8$ colours. 2) while loops continue iterating as long as the condition is True.
8	1) Array 2) Length	1) Ordered data structure of zero indexed homogenous elements. 2) The number of elements in an Array. In python use the function <code>len()</code>	1) Array elements are indexed using <code>[]</code> . Eg) <code>Array[0]</code> is the first element of the array. 2) Assuming <code>A = [1,3,5,7,9]</code> then <code>len(A)</code> is 5 and <code>A[0] = 1</code> and <code>A[4] = 9</code>
9	<code>randint(a,b)</code>	random integer between a and b inclusively	randint() must be imported from the random library.
10	1) Array for loop	<code>for index = 0 to Array.length-1 // pseudocode</code> <code>.... Array[index] code inside the loop ...</code> <code>next index</code>	<code>for index in range(len(Array)) : #python</code> <code>..... Array[index] code goes here</code> <code>#loop ends with un-indenting</code>

Year 10 Drama Cycle Two: *The Crucible* Act 1&2

Careers linked to topics we study this cycle are... playwright, director, actor, teacher, critic, designer of set and stage, lighting, sound, costume.

Week	I will need to know:	So that I can:
1 Context	<ol style="list-style-type: none"> 1. <i>The Crucible</i> is a play written by Arthur Miller in 1953, set in the Puritan town of Salem in 1692. 2. The Puritan religion was very strict, and those who followed it believed that a witch was anyone who chose to associate themselves with the Devil. Puritans were intolerant of anyone who didn't follow their beliefs. 3. The witch-trials were a real event, but used in the play as an allegory for the injustices of McCarthyism (The Red Scare) in America during the 1950s. 	Link my interpretation of <i>The Crucible</i> to the context in which the play was first performed.
2 Themes	<ol style="list-style-type: none"> 1. Hysteria spreads through rumours and fear, often of the unknown. 2. The full narrative plot of <i>The Crucible</i> shows John Proctor's defiance against the hysteria that spread across the town. 3. John Proctor's moral defiance shows his determination to reveal the truth, even though he knows it will ruin his reputation amongst the Puritan community. 	Understand key themes within the play and link these to my interpretation choices.
3 Live Theatre evaluation	<ol style="list-style-type: none"> 1. <i>The Crucible</i> can either be interpreted through a realistic or a symbolic staging. Both choices should always link to the writer's key message. 2. A recent interpretation of <i>The Crucible</i> was performed at the Olivier Theatre in 2022, directed by Lyndsey Turner. 3. A successful theatre review will link staging and acting choices to the dramatic intention, refer to the audience response and identify areas for improvement. 	<p>Learn the full narrative plot of <i>The Crucible</i>.</p> <p>Practice how to write a live theatre evaluation in preparation for Section B of the Comp 3 exam.</p>
4 The role of an actor	<ol style="list-style-type: none"> 1. An actor embodies a character using vocal and physical skills to convey the narrative and plot to an audience. 2. When answering 'as an actor' questions in my exam, I don't need to use quotes; just show a clear link between specific acting skills and what this shows to an audience. 	Articulate how I will use my acting skills with a clear focus on audience response (Question Ai/ii in the exam)
5 The role of a director: characterisation	<ol style="list-style-type: none"> 1. A director is responsible for the overall creative vision of a performance. They must consider what style is used to best present their clear message. 2. Directing an actor using realistic acting choices will show the audience the background, relationships and external influences of a character. 3. When answering a 'direct an actor' question, I must apply acting choices to a specific quote, and then explain why this demonstrates my overall understanding of the character. 	Answer a 'direct an actor' question using the <i>what, how and why</i> structure.

Week	I will need to know:	So that I can:
6 The role of a director: intention	<ol style="list-style-type: none"> When directing <i>The Crucible</i>, the director should draw the audience's attention to the themes and dramatic intention of the original play (to educate the audience on the dangers of corruption and The Red Scare) The audience should feel a sense of empathy for the accused witches in Salem as they are victims of religious intolerance; in the same way that those accused of Communism in America during the 1950s were victims of political intolerance. 	Make reference to the context in which the text was created and first performed when deciding on a production style (this is ALWAYS needed in Q5bi).
7 Stage design	<ol style="list-style-type: none"> A designer is responsible for bringing a director's vision to life, with consideration of safety, practicality and cost. <i>The Crucible</i> can often be performed using an end-on stage configuration, to show a realistic 'slice of life' in 1692 Salem. Puritans believed that decoration was a distraction from religious devotion, so the interior of homes emphasised plainness and utility over style. 	Answer an 'as a designer' question using the <i>what, how, why</i> structure with specific focus on designer responsibilities.
8 Costume design	<ol style="list-style-type: none"> The Puritan style was as plain and modest as possible. To avoid the supposed sins of pride, greed, and envy, most people wore similar looking clothes. Most clothes would have been made from durable and simple fabrics, like wool, linen and felt to suit their manual jobs. Clothing choices can reveal subtext about a character. For example, high status religious characters would have worn darker clothes to show their wealth. Abigail Williams might appear more 'scruffy' to show her rebellious nature. 	Demonstrate an understanding of historical and social accuracy when describing clothing choices in <i>The Crucible</i> .
9 Sound & lighting design	<ol style="list-style-type: none"> Lighting and sound is used to establish atmosphere and emphasise the director's style. The Parris house should reflect the sinister, secret and fearful mood growing in Salem. The Proctor house should show domestic intimacy but create a growing tension as it leads to the climactic arrest of Elizabeth at the end of Act 2. 	Create a sound and lighting plan that reflects my design concept of <i>The Crucible</i> and link this to my dramatic intention.
10 Assessment	Section A: Prior knowledge – key vocabulary and terminology (10) Section B: Current knowledge – understanding of <i>The Crucible</i> (10) Section C: Application – exam practice (30)	Apply my learning to an assessment and achieve a successful mark!
11 Annotation	We will continue to practically explore <i>The Crucible</i> through rehearsal. We will annotate our scripts with acting decisions to develop our understanding of characterisation within our interpretation of the play.	
12 Super teaching	Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

DRAMA Y10 C2 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	The Red Scare (McCarthyism)	The fear of Communism in 1940/50s America - encouraged by the government - which led to widespread accusations, investigations and blacklisting of suspected Communists, often without evidence.	US Senator John McCarthy spread paranoia amongst Americans about The Red Scare as a way of controlling people's beliefs.
2	Hysteria	A community-wide panic, triggered by overwhelming fear and a loss of logical thinking.	In court, the girls experience hysteria when they claim they can see the devil, in the form of a bird.
3	Analyse	To break down a performance to identify and interpret the artistic choices and effects created by the theatre maker and performers.	When we analyse Act 1, we see how Miller establishes an atmosphere of fear through dim lighting and hushed whispering.
4	Actor	The responsibility of embodying characters and engage an audience through vocal and physical skills.	As an actor playing Betty, I communicated my fear through speaking in a fast paced, high pitch voice.
5	Style	The overall manner or way in which a performance is communicated to an audience.	I chose to present my interpretation of The Crucible with elements of the Naturalistic style .
6	Intolerance	An unwillingness to accept views, beliefs, or behaviors that differ from one's own.	The Salem community were intolerant of anyone who suggested they didn't match the high expectations of Puritanism.
7	Designer	The responsibility of bringing to life production elements such as costume, set, lighting and sound with consideration of practicality.	As a designer , I created the image of a Puritan household through specific choices that reflect historical realism.
8	Modest style	Dressing with a sense of appropriateness and restraint, prioritising body coverage and comfort over revealing clothing, and often incorporating longer hemlines, long sleeves, and looser fits	I dressed Elizabeth in a modest-style , ankle length grey dress to reflect her commitment to Puritan ideals.
9	Atmosphere	The prevailing mood, feeling, or emotional tone of a scene.	The ongoing non-diegetic sound effect of a violin screeching created a sinister atmosphere .
10	Director	The responsibilities of the artistic vision and overall management of a theatrical production, guiding the creative team and performers to translate a script into a cohesive performance.	As a director , I wanted to make the audience feel helpless against intolerance when watching Elizabeth's arrest.

DRAMA Y10 C2 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	<i>The Crucible</i> is an allegory ; warning people about The Red Scare through comparison to the Salem Witch Trials.
2	Reputation	The community's collective view of an individual's character and social worth.	John Proctor is willing to ruin his Puritan reputation in order to reveal the truth.
3	Dramatic intention	The deeper meaning that a theatre maker aims to communicate to an audience by exploring themes and influencing the audience's thoughts or feelings.	The dramatic intention of <i>The Crucible</i> is to show the tragic reality on regular people when religious or legal power is corrupted.
4	Audience	The group of people who engage with a theatrical performance, as receivers of the dramatic intention.	Tituba's panic when being questioned should make the audience feel fearful of the ongoing accusations.
5	Characterisation	An understanding of how a character behaves (external) and their psychology, such as their thoughts, desires, fears, and motivations (internal).	My characterisation of Abigail showed her manipulative, deceptive, and vengeful nature.
6	Puritanism	The Protestant movement that sought to "purify" the Church, emphasising a strict, moral life based on a direct relationship with God.	Residents of Salem were keen to prove their devotion to Puritanism , through strict rules and monitoring of others.
7	End-on	A staging configuration where the audience is seated on one side of the stage, facing the performance area in the same direction.	The end-on stage created a fourth wall which allowed the audience to passively observe a realistic Puritan household.
8	Subtext	The underlying, unspoken meaning beneath the literal dialogue, or the "lines between the lines".	When Elizabeth says to John "your heart judges you" the subtext reveals her lingering mistrust of his affair.
9	Diegetic/non-diegetic	A sound effect which can be heard/can't be heard by the characters in the reality of the play.	The start of Act 1 should include diegetic sounds of church bells and distant murmured prayer.
10	Interpretation	A director's process of explaining the meaning of a script and bringing it to life through choices in performance.	My interpretation of Abigail shows that she uses fear and manipulation to gain control in a corrupt society.

Design and Technology Cycle 2 Y10

Careers linked to topics we study this cycle are.... Aeronautical, Electrical, Structural, Nuclear, Environmental, Communications, Marine, Sound, Lighting and Robotic Engineers. Interior, Graphical, Web, Game and Industrial Designers. Architects, IT, Manufacturing, Fashion and Beauty. Inventor etc.

Week	I will need to know:	So that I can:
1 Project Planning	<ol style="list-style-type: none"> 1. A Gantt chart will help organise your time and sequence the steps in the design process in a logical order. 2. That it is important to break down a context and identify a key words when analysing a task. 	<ol style="list-style-type: none"> 1. Organise all the steps of the design process into 12 weeks and gain a clear understanding of the time constraints which will impact the project. 2. Simplify the complicated task of analysing the context and react to the definition of key words.
2 Task Analysis	<ol style="list-style-type: none"> 1. A mind map can be used to analyse a task and break it down in to small components. 2. The mind map can also be used to identify everyday problems leading to design opportunities. 3. The specification headings of function, performance, quality, aesthetics, target market, size, ergonomics, and maintenance will provide a structure to write a detailed design opportunity. 	<ol style="list-style-type: none"> 1. Produce a mind map to identify the key features and issues of the context. 2. Identify several design opportunities and analyse their commercial viability. 3. Write a design brief.
3 Research. Product analysis.	<ol style="list-style-type: none"> 1. The internet will provide you with secondary research on existing products. 2. The specification headings of function, performance, quality, aesthetics, target market, size, ergonomics, and maintenance will provide a structure to write a detailed product analysis. 3. It is important to record a summary of all research detailing features you may wish to carry forward in your designs. 	<ol style="list-style-type: none"> 1. Source existing products with technical details from the manufacturer. 2. Carry out a product analysis of several existing products which will provide valuable secondary research. 3. Write a detailed conclusion to research which will be used to generate a design specification.
4 Research Target Market and items to be stored.	<ol style="list-style-type: none"> 1. A questionnaire, or interview will provide primary research profiling your target market. 2. Sizes of items to be stored by a product can be obtained through physically recording measurements (Primary research) or looking for technical specifications on the internet (Secondary research). 	<ol style="list-style-type: none"> 1. Produce a questionnaire to identify the target market and their requirements. 2. Use data to accurately establish the Height, width, depth, area and volume of a product.
5 Design specification	<ol style="list-style-type: none"> 1. A design specification is the result of the research which was undertaken. It will provide specific criteria in the areas of function, performance, quality, aesthetics, target market, size, ergonomics, and maintenance. 2. A design specification should be reflected in initial ideas. 	<ol style="list-style-type: none"> 1. <i>Produce a design specification which ideas can be measured against.</i> 2. <i>Analyse and annotate ideas.</i>

Design and Technology Cycle 2 Y10

Week	I will need to know:	So that I can:
6 Creative solutions	<ol style="list-style-type: none"> 1. An ideas section should be free flowing and provide a feedback loop where one idea prompts further iterations. 2. A mood board of a certain design period can stimulate creativity. 3. When using a mood board it is important to focus on shape, form, patterns and colour of parts of objects. 	<ol style="list-style-type: none"> 1. Produce a range of initial ideas for the tea light holder. 2. Take features of a specific design period and incorporate them in design work. 3. Avoid reproducing whole components from the mood board and only use small elements to generate creativity.
7 Developing a solution	<ol style="list-style-type: none"> 1. The key areas of function, aesthetics, intended market, construction, size and materials are used to develop a solution. 2. Card and balsa are excellent modelling materials. 3. A specification can be used to measure the developed solution. 	<ol style="list-style-type: none"> 1. Develop a working solution including materials and construction choices. 2. Produce a model of the tea light holder.
8 Constructional details	<ol style="list-style-type: none"> 1. Third Angle projection is a method of orthographic projection which is a technique in portraying a 3D design using a series of 2D views. 2. An exploded-view drawing is a diagram, picture, schematic or technical drawing of an object, that shows the relationship or order of assembly. 	<ol style="list-style-type: none"> 1. Produce a technical drawing (Third Angle) with the appropriate views to communicate all information. 2. Produce an exploded view of the final design.
9 Client presentational drawings	<ol style="list-style-type: none"> 1. Google SketchUp is a 3D CAD package that can be used to produce presentation drawings. 2. CAD packages enable you render with different textures to represent specific materials. 	<ol style="list-style-type: none"> 1. Produce a presentation drawing of a solution which shows the product from many angles using the same CAD drawing. 2. Produce a presentation drawing and Show which materials will be used on for the intended outcome.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Flowcharts and quality control	<ol style="list-style-type: none"> 1. A flowchart is a type of diagram that represents a workflow or process. 2. A flow chart uses standard symbols of start/stop, process and decision. 3. A system of maintaining standards in manufactured products by testing a sample of the output against the specification. 	<ol style="list-style-type: none"> 1. Produce a flow chart showing a logical sequence of activities required to manufacture the final solution. 2. Use the correct symbols to communicate the process to a third party. 3. Use decisions in the flow chart as check points to establish quality control.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Gantt Chart	A graphical representation of activity against time;	The Gantt chart was used to plan all the elements of a project through to its completion
2	Quality Assurance	A process that makes sure that everybody is doing everything properly in every stage of the production process to ensure products meet specific standards	iPhones are all quality assured so that when purchased they all function and look the same way.
3	Quality Control	A system where products/components are tested throughout the manufacturing process.	Before the Dyson vacuum cleaner is assembled all components are checked to make sure they meet technical specifications. This ensures that the product has limited failures if any.
4	Analysis	The act of studying or examining something in detail	An analysis of the task has produced several design opportunities
5	Investigate	To observe or study by close examination and systematic inquiry.	The investigation in to finding a material to make jackets worn by the Fire Brigade resulted in the technical material made from Nomex and Kevlar.
6	Primary Data	Data that has been generated by the researcher himself/herself, surveys, interviews, experiments, specially designed for understanding and solving the research problem at hand.	Primary data was collected through surveying 100 people
7	Secondary Data	Data that is collected by someone other than the primary user.	Secondary data was collected using several existing internet sites
8	Market Research	The action or activity of gathering information about consumers' needs and preferences.	Kitchen staff carried out market research to find out what school pupils like to eat at break
9	Target Market	A particular group of consumers at which a product or service is aimed.	The product was aimed at a target market in the age range of 18-30
10	Questionnaire	A set of printed or written questions with a choice of answers, devised for the purposes of a survey	A questionnaire was produced to establish what colour a new model car should be painted.

Design and Technology Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Percentile	A value on a scale of 100 that indicates the percent of a distribution that is equal to or below it	If you score 75 points on a test, and are ranked in the 85th percentile , it means that the score 75 is higher than 85% of the scores.
2	Qualitative	Non-numeric information, such as in-depth interview transcripts, diaries, anthropological field notes, answers to open-ended survey questions, audio-visual recordings and images.	Qualitative data shows that the favourite colours for cakes are orange, blue and black.
3	Quantitative	Information that can be counted or measured	Quantitative data shows that 33% of people surveyed and in the age range of 20-30
4	Discrete Data	Data that can only take certain values.	Discrete data shows the number of students in a class (you can't have half a student).
5	Continuous Data	Continuous data is data that can take any value.	Height, weight, temperature and length are all examples of continuous data .
6	Collaborative design	Collaborative design typically involves a series of meetings where stakeholders can share their ideas and discuss potential solutions	A collaborative design process was undertaken with students to make changes to the school uniform.
7	User Centred Design	A design process that places focus on product users.	A user centred design approach was undertaken to ensure the racing driver's seat fitted them perfectly.
8	Iterative Design	Repetition of a process. The repetition of the design steps...designing, testing, improving.	Design iteration means learning from failure. Reacting to feedback and making further improvements, or iterations, before putting a product in front of users
9	Environmental Impact	Any change to the environment, whether adverse or beneficial, resulting from a products manufacture.	The dumping of sewage in the sea is having a negative environmental impact on wildlife
10	Carbon Footprint	A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions	Building processing plants near where materials are sourced can reduce a products carbon footprint .

EDEXCEL GCSE FRENCH – CYCLE 2 – Year 10

Careers linked to topics we study this cycle are: Teacher, travel agent, Flight attendant, travel blogger, Translator, pilot, Nurse, manager, Engineer, journalist, Chemist, lawyer, Diplomat, screenwriter, Digital marketing, logistics, First responder, sales executive

Week	I will need to know:	So that I can:
<p>1 Au college chez-nous</p> <p>Quelle est ta matière préférée?</p>	<p>1. Sur la photo il y a cinq jeunes. Ils portent un uniforme scolaire. Ils sont dans une salle de classe. À l'arrière plan il y des ordinateurs et au premier plan il y a des livres. Les élèves parlent ensemble.</p> <p>2. J'aime le français parce que c'est utile. Ma matière préférée est l'EPS car c'est amusant. Je n'aime pas les maths, je pense que c'est difficile.</p> <p>3. L'histoire est plus facile que la géographie.</p> <p>4. Ici en Angleterre, les cours commencent à huit heures et demie et ils finissent à trois heures.</p>	<p>Talk about school life in francophone countries</p> <p>1. Being able to describe a photograph</p> <p>Talk about school subjects and school life</p> <p>2. Describe what I like/don't like and why</p> <p>3. Use comparative adjectives</p> <p>4. Talking about the school day</p>
<p>2 C'est injuste!</p>	<p>We will continue to use the vocabulary from week 1 to answer the question Quelle est ta matière préférée?</p> <p>1. Il faut porter l'uniforme scolaire.</p> <p>2. Il est interdit d'utiliser son portable en classe.</p> <p>3. A mon avis c'est injuste parce que c'est essential pour le travail scolaire.</p>	<p>Talk about school rules</p> <p>1. Say what you must do <i>il faut</i></p> <p>2. Say what you are not allowed to do <i>il est interdit de</i></p> <p>3. express opinions on the rules</p>
<p>3 As-tu fait des progrès?</p> <p>Souvenirs d'école.</p>	<p>1. J'ai appris beaucoup et j'ai écrit une histoire extraordinaire.</p> <p>2. Je n'ai jamais oublié de faire mes devoirs.</p> <p>3. Je suis le/la meilleur/meilleure élève</p> <p>4. Quand j'étais petit(e) j'étais travailleur/euse, j'aimais l'anglaise, je lisais des magazines et j'allais au college en voiture.</p>	<p>Talk about making progress at school</p> <p>1. Using irregular past participles</p> <p>2. Using negatives</p> <p>3. Using superlatives</p> <p>Talk about what school used to be like when I was younger</p> <p>4. Using the imperfect tense</p>
<p>4 Les langues et l'avenir</p>	<p>We will continue to use the vocabulary from week 3 to answer the give information about Souvenirs d'école.</p> <p>1. A l'école primaire je n'apprenais aucune langue étrangère. Mais au college j'apprends le français. A l'avenir je vais regarder des films sous-titrés et je vais utiliser un appli sur mon portable.</p> <p>2. Je n'apprends pas l'allemande; je ne fais jamais mes devoirs; je n'étudie qu'une langue étrangère.</p>	<p>Talk about learning languages</p> <p>1. Using imperfect, present and near future tenses</p> <p>2. Using a wider range of negatives</p>

EDEXCEL GCSE FRENCH – CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
5 Révisions	1. Fluency training and revision of the previous weeks of work	MID-CYCLE ASSESSMENT SPEAKING: Question and Answer
6 Sain ou malsain? Bon appétit!	1. Ce dessert contient du chocolat et des fruits. 2. C'est bon pour la santé. C'est mauvais pour la santé. 3. Mangez moins de frites et dormez au moins huit heures par nuit. 1. Pour le petit-déjeuner je mange du pain et je bois un café. Pour le dîner, je prends des légumes et de la viande. 2. J'en mange beaucoup, parce que cela a un bon goût et c'est sain.	Describe and give opinions on dishes 1. Say what a dish consists of 2. Express if it is healthy or not 3. Understand advice in the imperative Talk about meals and mealtimes 1. Say what I eat for different meals using the partitive article 2. Using <i>en</i> to express 'of it'
7 Bien dans ma peau	We will continue to use the vocabulary from week 6 to give information on the topic of Bon appétit! 1. Je me sens triste, en colère et fatigué(e) parce que J'ai un examen et mon meilleur ami a change de collège. 2. Je dois me faire de nouveaux amis et je veux faire une fête chez-moi.	Talk about good mental health 1. Say how you feel and why 2. Use modal verbs <i>devoir, vouloir, pouvoir</i>
8 Ça ne va pas? Je change ma vie	1. J'ai mal au bras, à la tête et j'ai de la fièvre. 2. Je voudrais prendre rendez-vous s'il vous plaît. C'est à quelle heure? Quelle est l'adresse s'il vous plaît? 3. J'ai chaud; j'ai froid; j'ai faim; j'ai soif 4. Pour améliorer ma vie je mangerai plus de légumes, je passerai moins de temps sur les réseaux sociaux et je penserai moins à moi et plus aux autres. 5. J'irai au centre sportif, j'aurai plus de patience avec ma sœur, je serai plus actif/ve et Je ferai tous mes devoirs.	Describe illness and accidents 1. Talk about a problem 2. Make a doctor's appointment 3. Use expressions with <i>avoir</i> Say what I will do to improve my life 1. Using the simple future 2. Using the simple future in the <i>je</i> form of <i>aller, avoir, être and faire</i>

EDEXCEL GCSE FRENCH - CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
9 Mieux vivre	<p>We will continue to use the vocabulary from week 8 to give information on the topic of Je change ma vie.</p> <ol style="list-style-type: none"> Quand j'étais jeune j'habitais en Côte d'Ivoire. Maintenant je suis acteur et j'écris des poèmes. A l'avenir, je jouerai dans des films. Je n'étais pas heureux; je ne faisais rien; je ne suis plus triste. 	<p>Talk about lifestyle changes</p> <ol style="list-style-type: none"> Using the imperfect, present & simple future tenses Using negatives
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11 Révisions	<p>Fluency training and revision of the previous 9 weeks of work</p>	
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Matthieu lisait avidement cette affiche utile sur le mur, et maintenant il est fort en grammaire!

Proper nouns are the names of particular people, places or things, e.g. 'Matthieu', 'l'Espagne', 'le Louvre'. Proper nouns usually begin with capital letters. There are some exceptions in French, e.g. days of the week like 'vendredi' have lower case letters.

Verbs are 'doing' words. Verbs tell us about actions, e.g. entrer, marcher.

Verbs tell us the action that is being done by the **subject** of the sentence. Some verbs carry an action from a subject to an **object**, e.g. 'Farid lance le ballon' (Farid throws the ball). The verb 'lancer' is an action that Farid is transferring to the ball. We call this type of verb a **transitive verb** because it transfers an action.



Adverbs tell us more about verbs. They tell us:

- How (lentement, avec colère)
- How much (très, assez)
- How often (fréquemment, jamais)
- When (hier, bientôt)
- Comment/Opinion (malheureusement, facilement)

Regular adverbs end in '-ment'; irregular adverbs do not end in '-ment'.

Nouns are 'naming' words. They identify people, animals, places, things and ideas.

Common nouns are all nouns that are not proper nouns, e.g. 'la voiture', 'le ballon', 'les chiens' (car, ball, dogs). French nouns are either masculine (le/un) or feminine (la/une).

Adjectives are words that describe nouns. In French, adjectives usually come after the noun they describe, e.g. 'la pomme verte' (the green apple). Some adjectives come before the noun, e.g. 'l'ancien professeur' (the former teacher) and all adjectives must agree with the gender and number of the noun they describe.



Conjunctions are joining words. We use them to join together **words, phrases or clauses**, e.g. 'bleu et rouge' (red and blue), 'Je l'aime parce que c'est intéressant' (I like it because it's interesting).



Prepositions are words that link nouns to other parts of sentences, indicating relationships between things. Prepositions usually come before nouns in a sentence and most often tell us about position, location, direction or time, e.g. 'Le stylo est sur la table' (The pen is on the table).



Year 10 Cycle 2 Geography Weeks 1-2 UK Physical Landscape, 3-7 UK Human Landscape, 8-9 Urbanizing world, 10 Fieldwork

Careers linked to topics we study this cycle are include environmental manager, landscape architect, charity worker and travel agent.

Week	I will need to know:	So that I can:
<p>UK Physical Landscape</p> <p>1</p> <p>River landforms</p>	<ol style="list-style-type: none"> In the middle and lower course of a river meanders are formed when water laterally erodes (erosion to the sides) the outside of a bend as the velocity is higher and deposits material on the inside of the bend. Overtime this creates a bend (meander) in the river. A floodplain is the area around a river that is covered in times of flood. A levee is a raised bank formed on the banks of a river. When the river floods, the water and the load it is carrying will leave the channel. Due to the drop in energy caused by friction, the biggest material will be dumped close to the riverbanks. Overtime this builds up a levee. At the mouth of some rivers, estuaries are found. A hydrograph measures rainfall and discharge on same graph. The steeper the graph, the more likely the river is to flood. This could be due to impermeable ground, steep slopes, urbanisation or deforestation. 	<ol style="list-style-type: none"> Explain how meanders, floodplains and levees are formed. Use a hydrograph to analyze the chance of flood in a storm event.
<p>2</p> <p>Sheffield flooding</p>	<ol style="list-style-type: none"> Sheffield has a high risk of flooding because it is situated at the confluence of 5 rivers in a circular drainage basin, there is high run off from the Pennines, and the city is highly urbanised. In 2007 Sheffield experienced severe flooding which caused 2 deaths, 1200 homes flooded, 1000 businesses effected, sewage leaks, and no power for 2 days for 18,000 people. Flood risk in the UK is increasing due to changing land use (increased impermeable surfaces), population increase and climate change. The risk is managed through hard and soft engineering. Hard engineering (e.g. flood walls, embankments, flood barriers) generally is more expensive but can provide protection for residential and commercial properties in the surrounding area. Soft engineering (e.g. flood plain retention, river restoration, flood warnings) is generally cheaper and looks more natural but do not always stop the ground from flooding. 	<ol style="list-style-type: none"> Assess the causes of the Sheffield floods. Explain why there is increased flood risk in the UK. Evaluate the costs and benefits of hard and soft engineering to manage flood risk.
<p>UK Human Landscape</p> <p>3</p> <p>Urban and rural areas</p>	<ol style="list-style-type: none"> Urban areas have a higher population density and a younger average age than rural areas. Less services and infrastructure are available in rural areas due to less economic activity and investment. The UK Government has tried to reduce the levels of inequality through enterprise zones (areas with reduced taxes and help available to encourage business start-ups), improvements to transport and regional development grants (money available to encourage business start-ups). The UK's population is very diverse with 16% of the working population in 2020 born outside the UK. Internal migration is common for young people who move to urban areas for educational or social opportunities. 	<ol style="list-style-type: none"> Explain the difference between rural and urban areas and assess the success of attempts to close the gap between them. Explain how migration has changed the UK's population.
<p>4</p> <p>UK's economy</p>	<ol style="list-style-type: none"> Over the past 200 years the UK's economy has changed from being primarily based on the primary and secondary sectors to the tertiary and quaternary sector. This is because farming and factory work is now either automated or has moved abroad as it is cheaper. The growth of working from home could create the 'new rural economy'. Globalisation (increasing interconnectedness of the world), free trade (no barriers or costs to trading) and privatisation (private businesses running services instead of the government) has meant that transnational corporations (TNCs) and foreign direct investment (FDI) play a large role in improving the UK economy. TNCs and FDI mean the UK can benefit from economic activity happening in different countries. London is located in south east England on the River Thames which enabled trade in the past. Now London is a hub for rail, road and air transport. The Central Business District (CBD) is found in central London (e.g. Canary Wharf). As distances increases from the centre there is the inner city, the suburbs and then urban-rural fringe. Building density and height decreases with distance. 	<ol style="list-style-type: none"> Explain how the UK's economy has changed over time. Assess the role of globalization in the UK's economy Describe the site, situation and connectivity of London. Describe how London changes as distance increases from the center.
<p>5</p> <p>London</p>	<ol style="list-style-type: none"> Ethnic clustering is common when people migrate to London. Ethnic clusters persist because often migrants want to live in areas with places of worship, people of them background and cultural amenities are available. Newham is one of London's most diverse boroughs (30% white) but is very deprived. Lambeth is a middle-income area with residents from over 152 countries whereas Richmond Upon Thames is a high income which is predominately white. Central London experienced decline (deindustrialisation, de-population) in the 1970s due to the loss of industry in the docks. This caused de-centralisation (out-of-town shopping centres, retail and business parks) and the movement of people to the suburbs which was made easier by improvements to technology and developments in transport. However, parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, culture and leisure). 	<ol style="list-style-type: none"> Explain the causes of migration that influence the character of the different parts of London. Assess the reasons for different levels of inequality, in employment and services, education, health in the different parts of the city.

Year 10 Cycle 2 Geography Weeks 3-7 UK Human Landscape, 8-9 Urbanizing world, 10 Fieldwork

Week	I will need to know:	So that I can:
<p>6 Sustainability</p>	<ol style="list-style-type: none"> 1. London is trying to become a more sustainable city through hybrid buses to reduce fossil fuels, the introduction of the congestion charge and low/zero emission zones, creating more affordable housing (e.g. First STEPS program and East Village), creating more sustainable housing (e.g. BedZED), protecting green space and encouraging more recycling. 2. For the 2012 London Olympics Stratford was rebranded and regenerated. This included building the Olympic park and new housing. This meant that money spent in the local area creates a multiplier effect with jobs in construction, retail, hospitality, and leisure (e.g. estimated London's economy will create 35,000 new jobs a year until 2036) but on the other hand the housing built was not affordable and pushed out the local population. 	<ol style="list-style-type: none"> 1. Evaluate the success of strategies aimed at making urban living more sustainable 2. Evaluate the success of regeneration projects.
<p>7 Inaccessible and accessible rural areas</p>	<ol style="list-style-type: none"> 1. Terling, Essex is an accessible rural area (an area within the countryside that is within commuting distance from a city) as train into London take 45mins, it is near the A12 which links London and Colchester, and Chelmsford is 7miles away which has its own services. This has dramatically increased the house prices in Terling and the population has grown, but it is pricing out locals and causing services in the village to close as people are using the shops and services in London and Chelmsford instead. 2. Cornwall is an inaccessible rural area as it is in the southwest of England with no motorways and is very far from London. Cornwall is facing economic issues due to the declining primary sector (fishing, farming and mining) and that it relies on seasonal income through tourism. Cornwall therefore has one of the lowest average incomes, a high proportion of elderly people and very few services (e.g. healthcare and schools). 3. Cornwall is combatting these challenges through rural diversification and tourism projects e.g. farmers running campsites and the Eden project. 	<ol style="list-style-type: none"> 1. Assess the success of the strategies used to try and combat the problems faced in Cornwall.
<p><i>Urbanising world</i> 8 Structure of cities</p>	<ol style="list-style-type: none"> 1. Cities often have a disproportionate influence on the area around it (urban primacy). A world city is a city that has a disproportionate role in world affairs for its size (e.g. London, New York). 2. Cities often develop into megacities due to natural increase, rural-urban migration, ports and trade, colonial influences and economic influences such as TNC headquarters. 	<ol style="list-style-type: none"> 1. Explain how the patterns of urbanisation and numbers of megacities are changing around the world
<p>9 Ethnicity, deprivation and resurgence</p>	<ol style="list-style-type: none"> 1. Kampala is the capital of Uganda and has a growing population due to rural-urban migration as there are more jobs in the city. A large proportion of the economy is based on informal employment (80% of the population are informal workers). 2. New York's population has been growing since the 1980. 37% of the population are foreign born and the main reasons for increase includes natural increase and net growth from overseas. 7% of the economy is based on the informal sector (often migrants or self employed workers who do not declare income). The city's knowledge economy is the most valuable part of the economy. 3. Detroit however is a declining city due to the closure of car manufacturing and deindustrialisation. People are also moving out to the suburbs more. New Delhi is an example of a growing city in an emerging country. 75% of the workers in New Delhi are in the informal economy, which across India provides nearly 50% of India's GDP at US\$3.6 trillion. 4. The size of cities can change due to suburbanisation (growth of cities outwards to the suburbs), counter-urbanisation (decline of city as people leave to move to the countryside or rural-urban fringe e.g. if a city becomes too dangerous), deindustrialisation (closure of industries reduces jobs available) and regeneration (investment into an area improves environmental quality). 	<ol style="list-style-type: none"> 1. Explain the differences in urban growth and urban economies. 2. Explain why New York's population has fluctuated overtime.
<p>10</p>	<ol style="list-style-type: none"> 1. Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! 	
<p>11 Human Fieldwork</p>	<ol style="list-style-type: none"> 1. St Ebbe's is a deprived area of Oxford whereas Jericho is a wealthy area of Oxford. On the fieldtrip we will collect primary data in each area by completing Environmental Quality Surveys and epitome words. In each area we will use stratified sampling to choose three areas. The secondary data we will use is from the Indices of Multiple Deprivation which uses census data to tell us about an area and newspaper articles about the history of the area. 2. The risk assessment includes wearing sensible shoes to prevent trips and falls, crossing at crossing points and staying in a group. 	<ol style="list-style-type: none"> 1. Be ready for the fieldtrip
<p>12</p>	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Impermeable	Water cannot soak (infiltrate) through.	Concrete is impermeable .
1	Management	The handling of something.	Coastal management aims to protect the coast.
2	Commerical buildings	Buildings used for businesses rather than homes.	The centre of a city has more commercial buildings.
3	Infrastructure	The buildings and services that help a country run.	The infrastructure of developed countries is generally higher quality than developing countries.
4	Economy	How a country or place is doing in making goods, and how much money it has.	The UK's economy is strong.
5	Investment	Putting money into something.	Areas which receive investment will improve.
6	Decline	Something gets worse.	Urban decline is the deterioration of the inner city often caused by lack of investment and maintenance.
7	TNC	Transnational corporations	A quarter of the world's production comes from transnational corporations
8	Sustainable	Meeting the needs of the present without compromising the ability of future generations to meet their own needs.	The UK is trying to become more sustainable .
9	Informal economy	An economy where no official records are kept.	Examples of jobs in the informal economy include babysitter, drug dealer, street seller etc.
10	Primary data Secondary data	Primary data is data collected by yourself. Secondary data is from another source.	Primary data and secondary data are important for a thorough fieldwork investigation.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Hydrograph	A hydrograph shows how a river responds to a period of rainfall. The X-axis is time and the Y-Axis are discharge (amount of water in the river) and rainfall.	A steep hydrograph suggests high risk of flooding.
2	Confluence	The point at which two or more rivers join.	Sheffield is at the confluence of five rivers.
3	Population density	The number of people per 1km ² .	The population density of London is much higher than Cornwall.
4	Internal migration	Movement of people within the country.	Internal migration of 18/19 year olds is common as they might move to attend University.
5	Foreign direct investment	When one country or company invests in infrastructure in another country.	Globalisation has increased foreign direct investment .
6	Ethnic clustering	When groups of people who have common ancestry, religion, nationality, language and territory live near each other.	Ethnic clusters exist across London.
7	Regeneration	Redeveloping run-down areas of housing or industry to improve them.	The Westgate in Oxford was regenerated in 2016.
8	Rural diversification	Attempts to gain different sources of income to supplement income from farming.	A farm that also has a campsite is an example of rural diversification .
9	Urbanisation	An increase in the proportion of people living in urban areas compared to rural areas	The world is becoming increasingly urbanised .
10	Stratified Sampling	Selecting a sample that is representative of different groups.	Using stratified sampling to identified, we have decided the areas we will study are a residential road, a main road and an area on the river/canal.

GERMAN – CYCLE 2 – Year 10

Careers linked to topics we study this cycle are: Teacher, travel agent, Flight attendant, travel blogger, Translator, pilot, Nurse, manager, Engineer, journalist, Chemist, lawyer, Diplomat, screenwriter, Digital marketing, logistics, First responder, sales executive

Week	I will need to know:	So that I can:
<p style="text-align: center;">1</p> <p style="text-align: center;">Feste in der deutschsprachigen Welt</p> <p>Wie ist deine Familie?</p>	<ol style="list-style-type: none"> 1. Ich finde das Fest schön, weil mich das interessiert. 2. Meiner Meinung nach ist der Markt toll, weil mir das gut gefällt. 3. Der Weihnachtsmarkt interessiert mich nicht, weil das Wetter kalt ist. 4. Das Blumenfest interessiert mich nicht, weil es eine Menge Leute gibt. 5. In meiner Familie gibt es meinen Bruder. 6. Mein Bruder, der Ben heißt, hat blonde Haare. 7. Meine Eltern, die Lea und Tom heißen, sind sehr lustig. 8. Meine Schwester, die immer böse ist, hat braune Augen. 9. Meine Eltern, die nie geheiratet haben, sind total sportlich. 	<p>Describe festivals and cultural events:</p> <ul style="list-style-type: none"> • Give opinions • Justify my opinions <p>Describe family members</p> <ul style="list-style-type: none"> • Use possessive adjectives • Use relative pronouns • Use qualifiers and adjectives
<p style="text-align: center;">2</p> <p style="text-align: center;">Deine Beziehungen</p>	<p>We will continue to use the vocabulary from week 1 to answer the question 'Wie ist deine Familie?'</p> <ol style="list-style-type: none"> 1. Ja, ich habe eine gute Beziehung mit meiner Mutter, weil sie total locker ist. 2. Nein, ich habe eine schlechte Beziehung zu ihr, weil sie zu ernst ist. 3. Ja, ich verstehe mich gut mit meinen Großeltern, weil sie ganz freundlich sind. 	<p>Say how we get on with people and why</p> <ul style="list-style-type: none"> • Use pronouns and possessive adjectives in the dative • Use qualifiers • Use reflexive verbs
<p style="text-align: center;">3</p> <p style="text-align: center;">Wer ist dein Vorbild?</p> <p>Wir haben gefeiert!</p>	<ol style="list-style-type: none"> 1. Sie ist ein gutes Vorbild, weil sie Diskriminierung erlebt hat. 2. Er ist ein gutes Vorbild, weil er gegen Homophobie gekämpft hat. 3. Sie unterstützt Menschen, die behindert sind. 4. Er respektiert Jugendliche, die nicht binär sind. <ol style="list-style-type: none"> 1. Letzte Woche gab es eine Feier in der Stadt. 2. In den Ferien habe ich meinen Geburtstag gefeiert. 3. Am Sylvester haben wir leckeres Essen gegessen. 4. Zu Weihnachten bin ich mit dem Bus zum Kino gefahren. 	<p>Talk about my rolemodel and discuss equality and identity</p> <ul style="list-style-type: none"> • Use two time frames together (present and past) • Recognise feminine nouns <p>Describe a family celebration in the past</p> <ul style="list-style-type: none"> • Apply word order rules by using the time-manner-place rule • Use timephrases

GERMAN – CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
4 Partyzeit!	<p>We will continue to use the vocabulary from week 3 to talk about the topic 'Wir haben gefeiert!'</p> <ol style="list-style-type: none"> An Neujahr habe ich viel gesungen und gelacht. Im Sommer bin ich mit meiner Familie an den Strand gegangen. In den Ferien werde ich nette Leute kennenlernen. Danach sind wir in den Park gegangen. 	<p>Discuss a party</p> <ul style="list-style-type: none"> Use three time frames Use in + dative/accusative Use sequencers
5	<ol style="list-style-type: none"> Fluency training and revision of the previous weeks of work 	MID-CYCLE ASSESSMENT SPEAKING: Question and answer
6 Ich liebe Sport! Essen: gesund und gut!	<ol style="list-style-type: none"> Ich treibe regelmäßig Sport. Mein Lieblingssport ist Tennis, aber ich mache auch Leichtathletik gern. Im Sommer fahre ich lieber Rad. Im Winter gehe ich am liebsten ins Hallenbad. Ich brauche Energie, um Fußball zu spielen. Wir möchten bitte zweimal Kaffee und zwei Stück Kuchen Mein Glas ist schmutzig. Das Essen ist zu kalt. 	<p>Talk about favourite sports in the German-speaking world</p> <ul style="list-style-type: none"> Use the comparative and superlative adjectives and adverbs <p>Talk about food and drink in Germany</p> <ul style="list-style-type: none"> Use um...zu Order food and drink in a restaurant Make a complaint
7 Es geht mir nicht gut	<p>We will continue to use the vocabulary from week 6 to talk about the topic 'Essen: gesund und gut!'</p> <ol style="list-style-type: none"> Ich habe seit einer Woche Kopfschmerzen. Letzte Woche habe ich mir beim Laufen mein Bein verletzt. Ich konnte zwei Wochen lang nicht gehen. Ich durfte eine Woche lang keinen Sport treiben. 	<p>Talk about accidents and illness</p> <ul style="list-style-type: none"> Use seit Use beim+noun use modal verbs in the imperfect tense
8 Was möchte ich ändern? Gute Tage, schlechte Tage	<ol style="list-style-type: none"> Ich bin nicht fit, weil ich nicht genug bewege. Ich werde jeden Tag zu Fuß zur Schule gehen. Ich habe vor, früher ins Bett zu gehen. Wenn ich nicht so müde wäre, würde ich mich besser konzentrieren können. Es ist wichtig, aktive zu sein. Es ist sinnvoll, genug zu essen 	<p>Talk about good and bad habits</p> <ul style="list-style-type: none"> Revise past, present and future tenses Use infinitive construction with zu <p>Talk about wellbeing</p> <ul style="list-style-type: none"> Use wenn and conditional Use set phrases with zu

GERMAN - CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
9 Das finde ich wichtig!	We will continue to use the vocabulary from week 8 to talk about the topic 'Gute Tage, schlechte Tage' Wie oft treibst du Sport? 1. Was wirst du nächstes Wochenende machen? 2. Für mich ist Gesundheit das Wichtigste. 3. Neulich habe ich beschlossen, gesünder zu essen.	Talk about what is important to you • Ask questions in different tenses • Write about lifestyle and wellbeing
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
11 Revision	Fluency training and revision of the previous 9 weeks of work	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Stefan hat dieses hilfreiche Poster eifrig durchgelesen und jetzt kennt er alle Wortklassen!

Proper nouns are the names of particular people, places or things, e.g. 'Stefan', 'Spanien', 'Donnerstag'.

Prepositions are words that link nouns to other parts of sentences, indicating relationships between things. Prepositions usually come before nouns in a sentence and most often tell us about position, location, direction or time, e.g. 'Die Katze ist **auf** dem Sofa' (The cat is **on** the sofa).

Adjectives are words that describe nouns. In German, adjectives usually come before the noun they describe, e.g. 'Der **grüne** Pullover' (the green jumper). If an adjective comes before a noun, it must agree with the noun's gender and case. If an adjective comes after the noun it describes or stands on its own, it has no ending, e.g. 'Der Pullover ist **grün**' (The jumper is green).

Conjunctions are joining words. We use them to join together words, phrases or clauses, e.g. Kaffee und Kuchen (coffee and cake). In German there are two kinds of conjunction:

- Coordinating conjunctions, which do not change the word order of the sentence, e.g. 'und' (and).
- Subordinating conjunctions, which send the verb to the end of the clause, e.g. 'weil' (because).

Adverbs tell us more about verbs. They tell us:

- **How** (langsam, wütend)
- **How much** (sehr, ziemlich)
- **How often** (oft, nie)
- **When** (gestern, bald)
- **Comment/Opinion** (leider, gern)

Adverbs in German have no ending and are exactly the same as their adjective form, e.g. 'eifrig' can mean 'eager' or 'eagerly' depending on the context.

Nouns are 'naming' words. They identify people, animals, places, things and ideas. **Common nouns** are all nouns that are not proper nouns. All nouns in German are written with a capital letter. Nouns in German are either masculine, feminine or neuter e.g. Der Computer (masculine) Die Lampe (feminine) Das Poster (neuter).

Pronouns are words that we use in place of nouns to prevent our writing from sounding repetitive. Compare 'Eva ärgerte sich über Evas kleinen Bruder, weil Evas kleiner Bruder das ganze Müsli gegessen hatte' with: 'Eva ärgerte sich über ihren kleinen Bruder, weil **er** das ganze Müsli gegessen hatte' (Eva was cross with her little brother because he had eaten all the cereal). Common pronouns: ich, du, er, sie, es, wir, ihr, Sie, sie.

Verbs are 'doing' words. Some verbs describe actions e.g. 'spielen', 'gehen', whilst others express states of being e.g. 'haben' and 'sein'. Verbs tell us the action that is being done by the **subject** of the sentence. Some verbs carry an action from a subject to an **object**, e.g. 'Florian hat den Ball geschossen' (Florian kicked the ball). The verb 'schießen' (to kick) is an action that Florian is transferring to the ball. We call this type of verb a **transitive verb** because it transfers an action.





Year 10 Cycle 2 Hospitality and Catering

Careers linked to topics we study this cycle are.... Chef, hotel/ restaurant manager, event organizer, nutritionist, food scientist, food product developer or food journalist

Week	I will need to know:	Practical:	So that I can:
1 Carbohydrates	1. Carbohydrates are mainly used in the body for energy. 2. There are two types of carbohydrates which are: <ul style="list-style-type: none"> • Starch - Examples include bread, pasta, rice, potatoes and cereals. • Sugar - Examples include sweets, cakes, biscuits & fizzy drinks. 	Cinnamon roll 1. Practice how to make a soft, yeast-leavened dough. 2. Practice to make a cream cheese frosting.	1. Distinguish the two types of carbohydrates - starch and sugar.
2 Protein	1. Protein is mainly used for growth and repair in the body and cell maintenance. 2. There are two types of protein which are: <ul style="list-style-type: none"> • High biological value (HBV) protein - Includes meat, fish, poultry, eggs, milk, cheese and yogurt. • Low biological value (LBV) protein - Includes cereals, nuts, seeds and pulses. 	Victoria Sponge Cake 1. Create a light and airy sponge by creaming method. 2. Make jam and whipped cream from scratch.	1. Investigate HBV and LBV foods of different dishes and give reasoning to which special dietary group they would best suit.
3 Fat	1. Fat is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. 2. There are two main types of fat which are: <ul style="list-style-type: none"> • Saturated fat - Examples include butter, lard, meat and cheese. • Unsaturated fat - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish. 	Swiss Roll 1. Students will need to roll the cake while it's still warm and pliable so it can set into the right shape.	1. Analyse various sources of fat whether they are good or bad; and reduce the amount of saturated intake.
4 Vitamins	1. Water-soluble vitamins (mainly B and C) are dissolved in the water in your body. They are easily lost (ie through urine) and need to be replenished often. Food examples include citrus fruits, dark leafy greens, tomatoes and peppers. 2. Fat-soluble vitamins (vitamins A, D, E, and K) are absorbed along with the fats you eat. They are mainly found in foods that are high in natural fat - such as dairy, eggs and oily fish.	Brownie 1. Melting the chocolate in the bain-marie (water-bath) can prevent the chocolate scorch.	1. Identify the difference between fat-soluble and water-soluble vitamins.
5 Minerals	1. Calcium: It is crucial for maintaining strong bones and teeth. You can find calcium in dairy products. 2. Iron: It produces red blood cells that carries oxygen throughout the body. Sources of iron include red meat and dark leafy green vegetables. 3. Sodium: It is necessary for maintaining fluid balance and proper nerve function. Sources include salt and seafood.	Panna Cotta 1. Practice thickening the sweetened cream with gelatine and un mould the dessert.	1. Know the function of vitamins and minerals in the body and the sources in which they are found.

Year 10 Cycle 2 Hospitality and Catering

Week	I will need to know:	Practical:	So that I can:
6 Nutrients in life stages	<ol style="list-style-type: none"> Children and teenagers – They need the protein and calcium from dairy products for growth and development. Adults – They need to maintain a healthy weight and prevent chronic diseases. Elderly - As metabolism tends to slow down, it's important to choose nutrient-dense foods that provide a high amount of nutrients in relatively low calories. 	<p style="text-align: center;"><u>Cheesecake</u></p> <ol style="list-style-type: none"> Use the rubbing-in method to make the biscuit base. Set the cake in the fridge below 4°C. 	<ol style="list-style-type: none"> Create dishes suitable to meet the needs of the different life stages, and state how it benefits each customer
7 Cooking method impacts on nutritional values	<ol style="list-style-type: none"> Water-soluble nutrient loss: Cooking methods such as boiling or blanching, can cause water-soluble nutrients like vitamin C, folate, and certain B vitamins to leak out into the water. Fat-soluble nutrient retention: Cooking with fats or oils can help improve the absorption of fat-soluble vitamins like vitamins A, D, E, and K. However, excessive heat can break them down. Use lower heat and shorter cooking times, such as steaming or sautéing. 	<p style="text-align: center;"><u>Croissant</u></p> <ol style="list-style-type: none"> When we make puff pastry, the butter is put inside the dough, making a paton that is repeatedly folded and rolled out. 	<ol style="list-style-type: none"> Consider to use which cooking method not just based on flavour, but to retain nutrients.
8 Factors to consider in menu planning	<ol style="list-style-type: none"> Vegetarians don't eat meat, but they can eat eggs and dairy products. Vegans cannot have any animal-related products, like honey. Pescatarians are vegetarians who also consume fish. Some customers may have medical conditions like allergies and intolerances. 	<p style="text-align: center;"><u>Puff Pastry Tart</u></p> <ol style="list-style-type: none"> Keep ingredients and the dough cold to prevent the butter from melting and to maintain the flakiness. 	<ol style="list-style-type: none"> Create meals for people with special dietary requirements
9 Environmental awareness	<ol style="list-style-type: none"> Organic vegetables: People choose them because they don't contain pesticides, additives, antibiotics or other chemical residues. Local produce tend to taste fresher. It benefits the local economy, also has lesser transport costs and lower food miles. People who are concerned about animal welfare will choose free-range eggs. T 	<p style="text-align: center;"><u>Mille Feuille</u></p> <ol style="list-style-type: none"> Further practice of puff pastry making, assembled with pastry cream. 	<ol style="list-style-type: none"> Explain the benefits of sustainable food choices.
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>		
11 Quality check of ingredients	<ol style="list-style-type: none"> Meat: Look for meat that has a vibrant, natural color. Dairy: Ensure that the packaging is intact and undamaged. Vegetables: They should appear fresh and free from signs of wilting. Avoid any that are excessively soft or slimy. 	<p style="text-align: center;"><u>Lemon Tart</u></p> <ol style="list-style-type: none"> Use the rubbing-in method to make the shortcrust base. Practice to make lemon custard. 	<ol style="list-style-type: none"> Be aware of how to check ingredients are of good quality.
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>		

Year 10 Hospitality and Catering Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Simple carbohydrate	They are simply sugar.	Simple carbohydrates are digested quickly and send immediate bursts of glucose (energy) into the blood stream.
2	High biological value (HBV) protein	Animal protein	High biological value protein helps to repair body cells and tissues.
3	Saturated fat	A type of fat containing a high proportion of fatty acid molecules	Because saturated fat are typically solid at room temperature, they are sometimes called "solid fats."
4	Water-soluble vitamins	Able to be dissolved in water.	Boiling vegetables for a long time will leach out the water-soluble vitamins .
5	Sodium	Most table salts are made from sodium chloride.	Sodium intake from processed and restaurant foods contributes to high rates of high blood pressure, heart attack, and stroke.
6	Chronic disease	A health condition that is persistent in its effects or a disease that comes with time.	Heart disease, cancer, and diabetes are the leading chronic diseases nowadays.
7	Blanch	Scalding vegetables in boiling water or steam for a short time	As blanching is a quick process, it does not cause loss of flavor, color and texture.
8	Pescetarian	They eat mostly vegetarian diets that includes seafood.	Some pescatarians believe a meat-based diet is bad for the environment and health so they eat fish instead of meat.
9	Organic	Not using artificial chemicals in the growing of plants and animals.	Supermarkets have recognized the increasing popularity of organic food.
10	Spoiled	Foods that deteriorate and develop unpleasant odors, tastes, and textures.	You should discard the entire loaf of bread if it has developed mould as it is spoiled .

Year 10 Hospitality and Catering Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Complex carbohydrate	Fiber and starch	Complex carbohydrates are digested more slowly and supply a lower more steady release of glucose into the blood stream.
2	Low Biological value (LBV) protein	Plant protein	Even though one or more essential amino acids are missing in Low Biological Value protein , as long as vegetarians have a variety of grains, legumes, nuts and seeds, they will still absorb all the amino acids they need.
3	Trans fat	They are produced in which molecular hydrogen (H ₂) is added to vegetable oil, thereby converting liquid fat to semisolid fat.	Trans fat is usually found in processed foods such as baked goods, snack foods, fried foods and margarine.
4	Fat-soluble vitamins	Absorbed along with fats in the diet and are stored in the body's fatty tissue and in the liver.	The largest losses of fat-soluble vitamins occur when we fry them at high temperatures for a long time.
5	Anemia	A condition in which the body does not have enough healthy red blood cells.	Anemia may leave you tired as your body cannot produce enough red blood cells to carry oxygen.
6	Metabolism	The process by which the body changes food and drink into energy.	Human bodies' metabolism gradually drops at the age of 20 and will burn fewer calories at rest and during activity.
7	Sauté	A method of cooking that uses a small amount of oil in a shallow pan over high heat.	Sauté chicken and vegetables is a quick and healthy dinner.
8	Type 2 diabetes	A high blood sugar level condition due to your body not making enough of a hormone called insulin.	Overweight, obesity, and physical inactivity are main causes of type 2 diabetes .
9	Food miles	The distance food is transported from the time of its making until it reaches the consumer	Food miles are responsible for about 6% of the world's greenhouse gas emissions.
10	Wilt	The drying out, drooping, and withering of the leaves of a plant.	Plants wilt when roots are unable to supply sufficient moisture to the stems and leaves.

Year 10 History CYCLE 2

Careers linked to History include law, teaching, market research and journalism as I will be developing my research and analytical skills.

Week	I will need to know that:	So that I can:
1	<ol style="list-style-type: none"> Jeremy Bentham's Panopticon design was hugely influential in the design of many Victorian gaol's. Lincoln castle gaol was built due to pressure from many social reformers, and changes in the Bloody Code and transportation. Lincoln gaol was originally designed along the separate system. Lincoln gaol was closed and replaced with HMP Lincoln in 1878. 	<ol style="list-style-type: none"> Place Lincoln Gaol in an appropriate Historical context. Describe how Lincoln Gaol developed over time, and how this reflected the ideas of the time. Explain the issues with both Lincoln Gaol and HMP Lincoln.
2	<ol style="list-style-type: none"> Lincoln castle gaol was the site of the first use of the 'Long-Drop' method of hanging, designed by William Marwood. Lincoln gaol failed to implement the separate system, as it had to many prisoners to house all separately. Queen Elizabeth's family were the Tudors, and her closest living relative when she came to the throne was her Catholic cousin Mary, Queen of Scots. Elizabeth had inherited massive issues from her predecessors; such as debt, religious turmoil, and war. 	<ol style="list-style-type: none"> Describe the ways in which Lincoln Gaol reflected the issues of prisons in the Victorian period. Identify the issues that Queen Elizabeth faced at the beginning of her reign. Place Elizabeth's reign in an appropriate context to understand the issues she would face.
3	<ol style="list-style-type: none"> The royal court was a complicated organisation that helped Elizabeth maintain power, through rivalries and patronage. The Privy council was the way that Elizabeth managed to govern her country, with the help of men like William Cecil, Robert Dudley and Francis Walsingham. Elizabethan law and order required many different roles to function such as the Justice of the Peace, the Lord Lieutenant and the Sheriff. Elizabeth was not an absolute monarch, as she had to ask for Parliament's permission to pass taxation. 	<ol style="list-style-type: none"> Identify the key players in the Elizabethan court, who will play a large role in her reign. Understand the role that local and national law enforcement and institutes played in Elizabethan England. Establish what power Elizabeth wielded, and what limitation existed on this power.
4	<ol style="list-style-type: none"> Elizabethan social structure was a very unequal one. Around 30% of the population lived in, or on the edge of poverty. The Rich and the Gentry had large homes, and good educations, especially compared to the poor. 	<ol style="list-style-type: none"> Compare the lifestyles and lives of the wealth, the poor, and the emerging 'middle class' in England.
5	<ol style="list-style-type: none"> There was a major societal panic surrounding poverty and vagabonds in the Elizabethan period. The Elizabethans had various categories of vagabonds to demonstrate this fear. Poverty increased massively during this period due to famine, war and enclosure of land. To combat this Elizabeth introduced many poor laws to help the 'deserving poor' and punish the 'undeserving poor'. 	<ol style="list-style-type: none"> Understand the reasons behind the large vagabond panic of Elizabethan England. Identify the different types of vagabond that existed. Explain how Elizabethan society attempted to deal with this issue. Complete a midterm assessment on role Elizabeths government played in her reign.

Year 10 History CYCLE 2

Week	I will need to know that:	So that I can:
6	<ol style="list-style-type: none"> Most popular entertainments in Elizabethan England were focused on feast days (i.e. Christmas) and often involved 'blood sports' such as Bear/Bull fighting. Entertainment was as divided by class as society was. The rich took part in things like Tennis, Hawking and Archery, whilst the poor did Football and blood sports. The first theatres in England were built in the Elizabethan period. The first was simply called the Theatre (1576). The theatres were designed so all could attend. The rich in the balcony and the poor on the ground. 	<ol style="list-style-type: none"> Compare the popular entertainment enjoyed by the wealthy, poor and emerging 'middle class'. Establish why the theatre was such a popular form of entertainment. Use key examples of theatre in Elizabethan England to strengthen my answers in exam style questions.
7	<ol style="list-style-type: none"> The theatre was immensely popular, with playwrights like Christopher Marlowe, and William Shakespeare becoming household names. Not everyone supported the theatre. Many groups like the Puritans opposed it on religious grounds. Elizabeth had to try and create a 'Middle Way' to appease the religious tensions in her country. This was known as the Religious Settlement. 	<ol style="list-style-type: none"> Establish what religious problems Elizabeth had to deal with during her reign. Identify what the proposed solutions to these problems were for Elizabeth.
8	<ol style="list-style-type: none"> There were 3 parts of her Religious Settlement; The Act of Supremacy, the Act of Uniformity, and the Royal Injunctions. The settlement was not popular abroad, but did keep people at home calm for a time. Foreign Catholic priests were sent to England to try converting people, called Jesuits. Elizabeth had to deal with her first major religious threat in 1569 with the Revolt of the Northern Earls. As a result she was Excommunicated in 1570. 	<ol style="list-style-type: none"> Accurately identify and explain the components of the Act of Supremacy, Act of Uniformity and Royal Injunctions. Explain who was a bigger threat; Domestic or Foreign Catholics, to Elizabeth's reign. Identify the key events of the Revolt of the Northern Earls, and why this was significant.
9	<ol style="list-style-type: none"> Mary, Queen of Scots was central to many of the plots against Elizabeth. There were 3 more major plots against Elizabeth by Catholics; The Ridolfi Plot (1571), the Throckmorton Plot (1583/4) and the Babington Plot (1586). As a result of these plots Mary, Queen of Scots was executed in February 1587. 	<ol style="list-style-type: none"> Explain why Mary, Queen of Scots was a major issue for Elizabeth. Compare the 3 major plots against Elizabeth and decide which was the most dangerous.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> The major factors that launched the Spanish Armada were religion, the Netherlands, piracy and Mary Queen of Scots. The Raid on Cadiz helped delay the Armada by one year. The Spanish Armada was a major success for the English, and set them on a path to naval dominance. 	<ol style="list-style-type: none"> Explain what caused the Spanish Armada to be launched. Compare the causes of the Armada and establish which was the most important. Identify what happened with the Armada.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	reformers	a person who makes changes to something to improve it	Elizabeth Fry was one of the key reformers who attempted to change prisons in the late 1700's and early 1800's.
2	predecessors	a person who held a job or office before the current holder	Elizabeth inherited many issues from her predecessors , such as high debt and religious strife.
3	turmoil	a state of great disturbance, confusion, or uncertainty	The Tudor period was one of great religious turmoil in England.
4	patronage	the power to control appointments to office or the right to privileges.	Elizabeth controlled those around her using patronage . This encouraged them to fight for her favour, and stopped them opposing her.
5	poverty	the state of being extremely poor	Poverty was a major factor in causing crime in Elizabethan England, especially that of vagabondage.
6	famine	extreme scarcity of food.	Prior to Elizabeth coming to power there was a major famine . This was a large problem she had to overcome.
7	enclosure	an area that is surrounded by a barrier.	Land owners in Elizabethan England found it more profitable to enclose their land and rear sheep. This led to high unemployment and poverty.
8	Injunctions	an authoritative warning or order.	Elizabeth reinforced her Religious Settlement using the Royal Injunctions . This allowed her to punish those who did not follow the rules.
9	piracy	the practice of attacking and robbing ships at sea.	King Philip of Spain was enraged by continual English Piracy affecting his treasure fleets.
10	Raid	a rapid surprise attack on an enemy by troops, naval, or other armed forces.	The Raid on Cadiz was one of Sir Francis Drake's most famous accomplishments.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Panopticon	a circular prison with cells arranged around a central well, from which prisoners could always be observed.	Victorian prisons were inspired by, (although not designed to be) a reflection of Jeremy Bentham's Panopticon .
2	gaol	a place for the confinement of people accused or convicted of a crime. (Modern spelling jail).	Lincoln Castle gaol was built inside the walls of the medieval castle, as it was already a symbol of authority.
3	Privy council	a body of advisers appointed by a sovereign/monarch.	Elizabeth relied heavily on the advice of her Privy Council to run England.
4	Lord Lieutenant	the chief executive authority and head of magistrates in each county.	The Lord Lieutenant was responsible not only for magistrates in his county, but also for the militia.
5	Gentry	people of good social position, specifically the class of people next below the nobility in position and birth.	In Elizabethan England a new 'middle class' emerged, the Gentry .
6	blood sports	a sport involving the hunting, wounding, or killing of animals.	Both rich and poor alike partook in blood sport . The rich hunted, whilst the poor attended bear baitings.
7	Puritans	a member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.	Elizabeth faced issues from a new type of religious fanatic, who believed her reformation did not go far enough, the Puritans .
8	Jesuits	a Roman Catholic order of priests founded in 1534, to do missionary work. The order was zealous in opposing the Reformation.	To start a counter-reformation in England the Pope ordered many Jesuit priests to journey to England.
9	Excommunicated	the action of officially excluding someone from participation in the sacraments and services of the Christian Church	As a result of the Papal Bull in 1570, Elizabeth was Excommunicated from the Church.
10	Armada	A fleet of warships.	King Philip of Spain tried to invade England in 1588 using the mighty Spanish Armada .

Year 10 Media Cycle 2

Careers linked to topics we study this cycle are: Journalist, Editor, News Photographer, Games Designer, Marketing, Advertising Sales, E-Sports, Gamer YouTube Chanel.

Week	I will need to know:	So that I can:
1 Introduction to Newspapers	<ol style="list-style-type: none"> 1. What a newspaper is and what function they serve in contemporary society. 2. The main Newspapers read in the UK. 3. What political ideology is and what the difference between Left and Right is. 4. Newspapers reflect different political ideologies. 5. What News-Values are how news outlets are gatekeepers of information. 6. Stuart Hall's theory of 'Encoding and Decoding' 	<ol style="list-style-type: none"> 1. Understand the history of newspapers and how they are a fundamental part of society. 2. Identify what political ideology the main newspapers in the UK represent. Analyse newspaper stories to understand how they are designed to shape people's opinions. 3. Understand all news is mediated in many ways and can be very misleading or even fake. What properties make a story newsworthy.
2 The Sun Media Language and Representation	<ol style="list-style-type: none"> 1. The Sun newspaper is a right-wing tabloid newspaper. 2. That the process of selection and combination of elements on the front page constructs a version of reality that encodes its political ideology. 3. The codes and conventions of the tabloid genre. 4. The denotations and connotations of all the elements on the set front page. 	<ol style="list-style-type: none"> 1. Analyse how the way the news stories about Covid encode the political ideology of The Sun newspaper. 2. Be able to identify how different people and objects are represented in a way designed to construct opinions. 3. Be able to label the elements of the front page and explain how it fits the codes and conventions of the Tabloid genre.
3 The Guardian Media Language and Representation	<ol style="list-style-type: none"> 1. The Guardian newspaper is a left-wing broadsheet newspaper. 2. That the process of selection and combination of elements on the front page constructs a version of reality that encodes its political ideology. 3. The codes and conventions of the broadsheet genre. 4. The denotations and connotations of all the elements on the set front page. 	<ol style="list-style-type: none"> 1. Analyse how the way the news stories about Covid encode the political ideology of The Guardian newspaper. 2. Be able to identify how different people are represented in a way designed to construct opinions. 3. Be able to label the elements of the front page and explain how it fits the codes and conventions of the Broadsheet genre.
4 The Sun Industry	<ol style="list-style-type: none"> 1. The Sun newspaper is a company that needs to make money. The Sun is owned by NewsCorp, which is a huge media conglomerate. Rupert Murdoch owns a vast global media empire which means he has a lot of power, 2. The Sun makes money from newspaper sales and advertising. The Sun has a website which also makes money from advertising. Due to new technology newspaper sales are declining, but still influence the news agenda. 3. The newspaper industry is regulated, but there are debates about the best way to do this. 	<ol style="list-style-type: none"> 1. Explain the impact of technological changes on the newspaper industry, 2. Explain how the newspaper industry makes money. 3. Explain the structure of The Sun newspaper as part of News Corp. 4. Explain why IPSO was set up and be able to discuss the reasons for regulation in the newspaper industry.
5 The Sun Audience	<ol style="list-style-type: none"> 1. How to categorise audiences using demographics and psychographics. 2. The Sun has a target audience of C2DE ages 45 – 64. The average reading age of this demographic is 9. How The Sun appeals to low-income demographics, whilst also building loyalty between the brand and the reader. 3. Stuart Hall said different people decode media texts in different ways, Reception Theory. 	<ol style="list-style-type: none"> 1. Identify the target demographic of The Sun, their characteristics and explain how they are targeted. Identify how Media Language is used to appeal to the target audience. Explain gatekeeping and News Values appeal to the audience. 2. Complete a mid-term assessment Assessing Understanding of how newspapers encode ideology using media language and representation, and how the newspaper industry functions.

Year 10 Media Cycle 2

Week	I will need to know:	So that I can:
6 Comparative Analysis of Media Products	The differences in codes and conventions Tabloid and Broadsheet newspapers. How narratives are constructed by media language. I will need to be able to compare a previously unseen newspaper front page with one of the set newspaper products. How to identify denotations, connotations, narrative construction and ideology . How identify the ways specific audiences are targeted .	Identify the differences in codes and conventions tabloid and broadsheet newspapers Use subject specific terminology to analyse the way media language communicates ideology. Identify how news values apply to the chosen stories in both newspapers. Construct a successful exam answer.
7 Introduction to Fortnite	What Fortnite is and its place in the gaming arena. Understand that video games are now a larger part of the economy than TV, Film and Music put together, and Fortnite is a hugely popular and successful game. The impact of video games on society and how they have developed. The success of the video game industry and how Fortnite gains revenue. Fortnite could be considered as fusion of battle games (like Battlegrounds) and construction games (like Minecraft). The Fortnite franchise is a series of multiplayer free-to-play battleground games available on a number of platforms and devices. It was launched in July 2017.	Explain what Fortnite is. Explain how popular it is. Demonstrate knowledge of Fortnite and how successful it has been.
8 Fortnite Industry	The franchise includes Fortnite: Battle Royale, Fortnite: Save The World, and Fortnite: Creative. Fortnite: Battle Royale is the most successful free-to-play videogame ever, making \$1.2billion in the first 10 months of release. How Epic Games started in 1991 and has grown into a huge company now. How Epic Games have embraced technological and brand convergence to grow the games' popularity. The many ways Fortnite creates revenue and profits. What PEGI age ratings are, and why they are used.	Explain how Epic Games functions as a business, and why Fortnite has become so popular. Explain what age ratings are, and the impact they have on the success of the game.
9 Fortnite Audience	How audiences interact with video games in positive and negative ways. That they are a relatively new phenomenon, and some sectors of society are worried about the affect they are having on people. That Blulmer and Katz' Uses and Gratifications theory categorises why audiences consume media texts. Explain how Fortnite interacts with other media texts, and sports like football, and the effect this has on its popularity.	Explain how different audiences interact with video games. Explain Blulmer and Katz theory and apply it to Fortnite players. Identify why Fortnite players chose to play the game. Categorise the demographics that play Fortnite.
10 Assessment week	Assessment week : To prepare for this assessment you should self-quiz on knowledge from weeks 1- 9 and use the revision guide provide. Final Assessment: 45 mins. The assessment will be exam style questions from 1-15marks. You will be Assessed on advertising, film-marketing, magazines, newspapers and computer games.	
11 Exam Focus	1. How to structure exam style answers. How to answer questions about the 'unseen' product. 2. That I am being assessed on my knowledge of the set products and my ability to use media theory to analyse and understand how they interact with and affect audiences.	1. Understand what I need to do to get high marks in exam style questions (the success criteria). 2. criteria).
12	Super-teaching week - Review mark criteria and results from the assessment. Common misconceptions and how to avoid them. What I did well and what I need to improve on.	Understand why my answers got the marks they did. Understand how I can improve my marks.

Media Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Appeal	The way in which products attract and interest an audience e.g. using celebrities, familiar genre conventions etc.	Fortnite's audience appeal is increased by the use of celebrity skins, bright colours and popular music.
2	Audience targetting	How media producers group audiences (e.g. by age, gender, ethnicity) to target their products.	The Sun targets an audience with a lower reading age by using clear, simple language.
3	Broadsheet	A larger newspaper that publishes more serious news, for example The Daily Telegraph has maintained its broadsheet format.	The Guardian has maintained its broadsheet format to allow for longer articles and more content.
4	Distribution	The methods by which media products are delivered to audiences, including the marketing campaign.	British Newspapers are distributed to Newsagents across the country ready for people to buy in the morning.
5	Ideology	An ideology is a set of opinions or beliefs of a group or an individual. Very often ideology refers to a set of political beliefs or a set of ideas that characterize a particular culture.	The Sun creates news stories with a right wing ideological bias.
6	Gatekeepers	The people responsible for deciding the most appropriate stories to appear in newspapers. They will only let the stories most appropriate for the ideology of the paper 'through the gate'.	The gatekeepers of the news agenda control the stories we get to hear.
7	Global	Worldwide - e.g. a media product with global reach is a product that is distributed around the world.	Epic Games is now a global company with a global audience.
8	News agenda	The list of stories that appear in the news. The items on the news agenda will reflect the style and ethos of the paper.	The news agenda has been dominated by war for the last two years.
9	Political bias	Where a newspaper may show support for a political party through its choice of stories, style of coverage, cartoons, etc.	The Guardian has a left leaning political bias .
10	Tabloid	Refers to the dimensions of a newspaper; a tabloid is smaller and more compact in size..	Tabloid papers tend to focus on lighter news, for example celebrity gossip, sport and television.

Media Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Audience categorisation	How media producers group audiences (e.g. by age, gender, ethnicity) to target their products.	Audience categorisation enables effective targeting of advertising.
2	Audience consumption	The way in which audiences engage with media products (e.g. viewing a TV programme, playing a video game, reading a blog or magazine).	Methods of consumption have changed significantly due to the development of digital technologies
3	Circulation	The dissemination of media products - the method will depend on the media form, e.g. circulation of print magazines, broadcast of television programmes etc.	The Guardian has increased its circulation during lockdown.
4	Conventions	What the audience expects to see in a particular media text. Useful headings to discuss conventions are: characters, setting, iconography, narrative, technical codes and representation.	The conventions of science fiction films include aliens, scientists, other worlds, gadgets, representations of good and evil.
5	Convergence	The coming together of previously separate media industries and/or platforms; often the result of advances in technology whereby one device or platform contains a range of different features. All this can be done through one portable device.	The mobile phone allows the user to download and listen to music, view videos, tweet artists etc. so converges all these platforms.
6	Demographic category	A group in which consumers are placed according to their age, sex, income, profession, etc. The categories range from A to E where categories A and B are the wealthiest and most influential members of society.	The young demographic at Comic Con makes it a good place to sell Fortnite merchandise..
7	psychographic	This is a way of categorising consumers into groups through their motivational needs. The main groups were Mainstreamers, Aspirers, Explorers, Succeeders and Reformers.	The Guardia's audience psychographic make up is mainly Reformers and Explorers.
8	Intertextual	Where one media text makes reference to aspects of another text within it. For example, referencing a scene from a film in a television advertisement. Audiences enjoy recognising intertextual references.	Fortnite's title Battle Royale is an intertextual reference to a Japanese film with almost the same plot as the game.
9	Uses and gratifications theory	Suggests that active audiences seek out and use different media texts in order to satisfy a need and experience different pleasures.	Diversion is one of the needs Uses and Gratifications theory claims are met when consumers watch a film or play a game.
10	Subject-specific lexis	The specific language and vocabulary used to engage the audience. Subject-specific lexis used on the front cover of a magazine will make the reader feel part of the group who belong to the world of that magazine.	The Fortnite website uses a subject-specific lexis to give the audience a sense of belonging and identity.

Year 10 Cycle 2 – Music: AOS2, AOS3, Component 2

Careers linked to this topic; performer, composer, musicologist, music producer, teacher. As you will be developing listening and appraising skills and technical understanding.

Week	I will need to know:	So that I can:
1 Area of study 1	<ol style="list-style-type: none"> Vocal music is one of the oldest forms of music, since it does not require any instrument except the voice There are different types of voices including Soprano, Alto, Tenor and Bass. Operas are large vocal works, made up of both solo and chorus sections. Oratorios are religious versions of operas. Vocal music can be in any style 	<ol style="list-style-type: none"> Identify types of voices and types of songs and works Demonstrate knowledge of the voice and different types of songs and works through unfamiliar listening questions
2 Component 2 – technique	<p>Music for A While’ – H. Purcell</p> <ol style="list-style-type: none"> Word painting is employed throughout the piece. There are many Baroque features. The theatrical aspects of the music. <p>‘Killer Queen’ - Queen</p> <ol style="list-style-type: none"> Killer Queen has an adventurous structure for rock/pop music and has a sense of theatricality. The various uses of music technology. Brian May carefully crafted the guitar solo. 	<p>Music for A While’ – H. Purcell</p> <ol style="list-style-type: none"> Discuss how Purcell uses musical elements to portray the meaning of the words. List the Baroque features (separated by musical elements). <p>‘Killer Queen’ - Queen</p> <ol style="list-style-type: none"> Discuss the non-typical rock/pop elements. List the different production techniques.
3 Area of Study 2: Vocal Music	<ol style="list-style-type: none"> Music for Stage and screen uses sound and music for different purposes. There is music that can be heard by only the audience, sound effects, music that plays in the background of scenes adding emotion and so on. A leitmotif is a short melody that is linked to a character, place, or other aspect of a film. Musicals set out to entertain by using catchy music in a popular style, having solo songs, using an orchestra or band accompaniment, using spoken dialogue and much more. 	<ol style="list-style-type: none"> Demonstrate the context and history behind music for stage and screen. Use appraisal skills to outline features of musicals Define leitmotif
4 Component 3 Exam – AoS2	<p>Defying Gravity’ from Wicked – Stephen Schwartz</p> <ol style="list-style-type: none"> The music reflects the on-stage action. Word painting is used. Wicked features a full symphonic orchestra. It has many features of a modern musical. <p>‘Main Title/Rebel Blockade Runner’ from Star Wars Episode IV: A New Hope – John Williams</p> <ol style="list-style-type: none"> The music reflects the on-screen action. The music reflects the feeling of space. There are many features of film music (including leitmotif). <ol style="list-style-type: none"> The instrumentation features a Romantic style orchestra. 	<p>Defying Gravity’ from Wicked – Stephen Schwartz</p> <ol style="list-style-type: none"> Describe, using musical elements, how the music portrays the on-stage action. Explain the different sonorities heard in the piece. Discuss the different modern musical features. <p>‘Main Title/Rebel Blockade Runner’ from Star Wars Episode IV: A New Hope – John Williams</p> <ol style="list-style-type: none"> Describe, using musical elements, how the music portrays the on-stage action. Explain how outer space is represented musically. Explain the different sonorities heard in the piece.
5 Area of Study 3 – Music for Stage and Screen	<p>Successful GCSE compositions usually contain the following elements:</p> <ol style="list-style-type: none"> Distinctive melodies or rhythms, with well-shaped phrases Harmonies that work with the melody Melodies that are well developed A clear structure Effective instrumentation that is suited to the style or genre of music 	<ol style="list-style-type: none"> Develop understanding of which elements should be included in a successful composition and what that sounds like Identify these elements within exemplar compositions

Year 10 Cycle 2 – Music: AOS2, AOS3, Component 2

Week	I will need to know:	So that I can:
6 Area of Study 1 – Instrumental Music 1700-1820	'Compositional Skills: 1.A chord progression is a group of chords played in a particular order 2.A melody is the tune and is based around the chord notes 3.You must use appropriate instrumentation which is suited to the style or genre	1.Begin to demonstrate these elements using my own ideas 2.Record ideas using Soundtrap or Noteflight.
7 Component 3 Exam – AoS1	1.I must provide a score or commentary to support my composition 2.The score will be most relevant for music of western classical tradition, unless I feel more suited to using traditional notation 3.The commentary must demonstrate my understanding of how my composition has met all the requirements of the mark scheme. I can use images, screen shots and other visual aids to support my commentary	1.Understand how to compose different parts of a composition e.g. melody, harmony, rhythm etc. 2.Develop musical ideas
8	1.Melodies can be developed by changing the rhythm, some of the pitches, the instrumentation etc. 2.Instrumentation must be appropriate for the style.	1.I can begin to consolidate my ideas into a commentary if necessary 2.Produce an accurate description (either by score or commentary)
9	1.My composition must show contrast between melodies, sections, and musical ideas. 2.I must demonstrate control in use of musical elements which means I should avoid making errors and mistakes e.g. wrong notes in a chord or rhythms that are out of time with the rest of the music.	1.Demonstrate contrast in my composition 2.Check notes in chords, melody to ensure accuracy
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! Students to submit their compositions for marking	
11	Written Assessment will assess unfamiliar listening and dictation.	
12	Super teaching week – Clearing up misconceptions Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content from weeks 1-10 and cover any gaps in knowledge.	

Curriculum Dictionary Music: Tier Two Words

Week	Word	Definition	In a sentence:
1	Composition	The act of creating something by putting together various components or elements.	Composition is an important skill in music.
2	Mood	The emotion or feeling you get from something.	Different music portrays different moods .
3	Rehearsal	A practice or trial performance of a play or other work for later public performance.	You should rehearse your understanding of the elements of music in order to be successful in GCSE music composition.
4	Structure	The way something is organised or arranged.	Music has different structures for different styles.
5	Layers	The different parts stacked on top of each other.	In music, different layers have different roles.
6	Technique	A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.	We must compose with correct technique to get the best sounding composition that we can.
7	Fluency	The ability to perform a task smoothly, without hesitating.	Music should have fluency .
8	Accuracy	The quality of being correct or precise.	We must use accuracy when we sing which means we sing the correct notes.
9	Contrast	Showing the difference between two or more things.	Your composition must have contrasting ideas in order to get a good mark.
10	Development	The process of growth, progress or advancement in a particular subject.	In Music, we must show development of ideas so that the music is not too repetitive.

Curriculum Dictionary Music: Tier Three Words

Week	Word	Definition	In a sentence:
1	Vocals	Singing or spoken parts.	Vocal music can be in any style.
2	Word painting	When the music reflects the meaning of the words being sung or spoken.	Defying Gravity uses word painting .
3	Leitmotif	A leitmotif is a short melody (tune) that is linked to a characters, place or other aspect of a film	In Star Wars, Luke Skywalker has a leitmotif which is very recognisable – when the audience hears this, they expect to see him on screen.
4	Symphony Orchestra	A large ensemble including strings, brass, woodwind and percussion.	Wicked features a full symphony orchestra .
5	Melody	The main tune.	The melody in Killer Queen is sung by Freddie Mercury.
6	Chord progression	A group of chords played in a particular order.	Popular music often uses between 2 or 6 chords in their chord progression .
7	Notation	The way of writing music down so that musicians can play it.	In your commentary, it would be helpful to provide some notation or visual representation of the music.
8	Instrumentation	Which instruments are used in music	The instrumentation includes piano, electric and bass guitar, drum kit, backing and lead vocals and so on.
9	Texture	How many layers or melodies	A lot of film music has a homophonic texture .
10	Repetition	When ideas or notes are repeated.	The repetition of the notes in the melody made it catchy.

Year 10 GCSE Physical Education Cycle 2

Careers linked to topics we study this cycle are.... Professional Athlete, Sports Coach/Teacher, Fitness Trainer

Week	I will need to know:	So that I can:
1 Movement Analysis / Stress management	<ol style="list-style-type: none"> Movement Analysis - That flexion/extension occurs in sagittal plane around the transverse axis, adduction/abduction occurs in the frontal plane around the sagittal axis, rotation occurs in the transverse plane around the longitudinal axis. Arousal can be controlled with stress management techniques: deep breathing, rehearsal and positive self talk. The methods of each stress management technique and where it may be used. 	<p><u>Identify</u> in which plane and around which axis certain sporting movements occur.</p> <p><u>Explain</u> how each stress management technique is performed and <u>link</u> to sporting examples.</p>
2 Movement Analysis / Personality types	<ol style="list-style-type: none"> Movement Analysis - First-, second- and third-class lever systems within sporting examples. Identification of first-, second- and third-class lever systems. Basic drawings of the three classes of lever to illustrate the positioning of: • fulcrum • load (resistance) • effort. Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort. Characteristics of introvert and extrovert personality types. Introverts are shy, quiet and thoughtful individuals. Extroverts enjoy interacting with others and are sociable. 	<p><u>Identify</u> which joint movements are classed a first-, second-, or third-class levers.</p> <p><u>Link</u> and <u>justify</u> the personality types to the sports they may choose to participate in.</p>
3 Movement Analysis / Aggression & Motivation	<ol style="list-style-type: none"> Movement Analysis - Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems Label the effort arm and load/resistance arm on the three classes of lever. Mechanical advantage = effort arm ÷ weight (resistance) arm. Labelling of the effort arm and resistance arm on lever drawings, and interpretation of the mechanical advantage of that lever. Definitions of the terms; intrinsic motivation, extrinsic motivation, direct aggression and indirect aggression. Sporting examples of where the different types of motivation and aggression would be used. The benefits and drawbacks of each type of motivation in sport 	<p><u>Analyse</u> the joints in the body to determine whether they have high or low mechanical advantage</p> <p><u>Suggest</u> examples of where direct/indirect aggression is used in sport. <u>Evaluate</u> the merits of intrinsic and extrinsic motivation in sport.</p>
4 Respiratory system/ Engagement patterns	<ol style="list-style-type: none"> Pathway of Air – That air breathed in passes through the: - mouth/nose, - trachea (windpipe), - bronchi, - bronchioles, and alveoli (tiny air sacs in the lungs). The key social groups for engagement patterns are: gender, race/religion/culture, age, family/friends/peers and disabilities. That barriers to participation are likely to be: attitudes, role models, accessibility, media coverage, sexism/stereotyping, culture/religion/religious festivals, family commitments, familiarity, education, socio-economic factors/disposable income and adaptability/inclusiveness. 	<p><u>Understand</u> the pathway air takes when entering and leaving the body.</p> <p>Make <u>justified links</u> between barriers and engagement patterns in each social group.</p>
5 Respiratory system / Engagement patterns	<ol style="list-style-type: none"> Mechanics of Breathing – That air moves due to a change in pressure, When inhaling the pressure is lower in the lungs than outside the body, when exhaling pressure is higher in the lungs than outside the body. The role of the intercostal muscles, the ribs and the diaphragm in these processes. The main barriers that affect each social group. What impact these barriers have on the engagement levels of sporting activity 	<p><u>Explain</u> how air is inhaled into and exhaled from the body.</p> <p>Make <u>justified links</u> between barriers and engagement patterns in each social group.</p>

Year 10 GCSE Physical Education Cycle 2

Week	I will need to know:	So that I can:
6 Gaseous Exchange / Engagement patterns	<ol style="list-style-type: none"> Gaseous exchange – the process of swapping Oxygen and Carbon dioxide in the lungs (alveoli). This happens due to differences in concentration. Gases move through diffusion. Oxygen combining with haemoglobin to form oxyhaemoglobin. The main barriers that affect each social group. How these barriers impact each social group. 	<p><u>Explain</u> the process of gaseous exchange and the reasons it takes place,</p> <p>Make <u>justified links</u> between barriers and engagement patterns in each social group.</p>
7 Lung Volumes & spirometer trace / Commercialisation	<ol style="list-style-type: none"> Lung Volumes & spirometer trace – lung volumes are tidal volume, residual volume, inspiratory reserve volume and expiratory reserve volume. These are shown on a spirometer trace. Definitions of the terms: commercialisation, sponsorship and the media. The 3 types of sponsorship are: financial, clothing/equipment and facilities. The 5 main types of media are: television, radio, the press, the internet and social media. The reasons for the relationship between sponsors, the sport and the media. 	<p><u>Define</u> the key lung volumes and <u>explain</u> what happens to them during exercise.</p> <p><u>Explain</u> why a sporting team/competition/player would want to have a sponsor and/or be in the media.</p>
8 Structure of the heart/ Sponsorship	<ol style="list-style-type: none"> Structure of the heart – the heart is made up atria (left and right), and ventricles (left and right). The major blood vessels attached to the heart are the aorta, the vena cava, the pulmonary artery and the pulmonary vein. The positive and negative impacts of sponsorship and the media on the following groups: performer, sport, official, spectator and sponsor/company 	<p><u>Describe</u> the pathway of blood through the heart.</p> <p><u>Justify</u> why the impact of sponsorship and the media is either positive and/or negative</p>
9 Blood vessels / Technology	<ol style="list-style-type: none"> Blood vessels – The three types of blood vessels in the body are arteries (carry blood away from the heart), veins (carry blood to the heart) and capillaries (in these gaseous exchange takes place). Arteries –thick, muscular, high pressure. Veins – thinner, low pressure, have valves. Capillaries (one cell thick). Example of how technology is used in sport – eg. Making decisions, enhancing performance, analysis, rehabilitation and safety reasons. Named examples of technology currently used – eg. HawkEye, TMO, hypobaric chambers, prosthetics. 	<p><u>Analyse</u> how the structure of each type of blood vessel enables it to perform its function.</p> <p><u>Justify</u> why the impact is positive or negative.</p>
10	Scholar's prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9 revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Heart values / Technology	<ol style="list-style-type: none"> Heart values – Cardiac Output (measure in litres), Stroke volume (measured in millilitres) and Heart Rate (measured in beats per minute). All of these go up during exercise to send oxygen to working muscles. The positive and negative impacts of technology and the media on the following groups: performer, sport, official, spectator and sponsor/company. 	<p><u>Explain</u> the impact of exercise on Heart values.</p> <p><u>Justify</u> why the impact is positive or negative.</p>
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Physical Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence
1	Plane Arousal	An imaginary flat surface running through the body. A physical and mental state of alertness, varying from deep sleep to intense alertness	Flexion and extension occurs in the sagittal plane Athletes need varying levels of arousal depending on the classification of skill
2	Lever Personality	A lever is formed from bones, joints and muscles. The combination of characteristics or qualities that form an individual's distinctive character.	Extension of the elbow is a first-class lever . There are two different personality types, an introvert and an extrovert
3	Mechanical advantage Motivation	A measure of the force and range of movement of a lever . The drive to succeed or the desire to achieve something	A second-class lever has high mechanical advantage . The athlete had high levels of motivation during their training sessions
4	Alveoli Barrier	Tiny air sacs in the lungs which allow for rapid gaseous exchange. Something that prevents access	There are millions of alveoli in the lungs. There are certain barriers that prevent people from participating in sport
5	Exhalation Social Group	Breathing out A collection of two or more people who interact with one another, share common characteristics, and have a sense of unity or belonging	Sending air out of the body is known as exhalation. A sports team is a social group
6	Gaseous exchange Impact	The swapping of oxygen and carbon dioxide in the alveoli. Have a strong effect on someone or something	Gaseous exchange takes place through diffusion. There are many factors that impact a person's participation in sport
7	Tidal Volume Commercialisation	The amount of air breathed in or out in one breath at rest. Managing an organisation or activity in a way designed to make a profit	The athlete's tidal volume increased when exercising. There has been an increase in the commercialisation of sport in recent years
8	Atria Rehabilitation	The top two chambers of the heart are called the atria. The action of restoring someone to health	The blood flows from the atria to the ventricles. The athlete had to follow a rehabilitation programme.
9	Capillaries Enhance	Tiny blood vessels which surround the alveoli. To improve something's quality	Oxygen diffuses from the alveoli to the capillaries . The footballer thought that their new boots would enhance their performance.
11	Heart Rate Official	The amount of times the heart beats per minute. A person responsible for ensuring fair play, enforcing rules and maintaining safety	The athlete had a resting heart rate of 55bpm. The official issued a red card in the football match.

Physical Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence
1	Frontal plane	Passes from side to side and divides the body into the front and back.	Adduction and abduction take place in the frontal plane .
2	Fulcrum	A joint	The fulcrum is found in the middle of a first-class lever.
3	Indirect aggression	A form of sports aggression that is taken out on an object to gain an advantage	The tennis player used indirect aggression on the tennis ball in a smash shot and won the point
4	Engagement pattern	The levels of participation in physical activity	The engagement pattern for over sixteens participating in sport declined
5	Socio-economic	Related to the differences between groups of people caused mainly by their financial situation	Oxford Spires Academy has students from all socio-economic backgrounds
6	Diffusion	Process by which gases move from a region of high pressure to a region of low pressure	Oxygen moves from the alveoli to the capillaries through diffusion .
7	Spirometer trace	A graph showing different lung volumes	The athlete's tidal volume was shown on the Spirometer trace .
8	Sponsorship	Financial (or other) support given to a person, organisation or activity	The Premier League has a sponsorship deal with Barclays Bank.
9	Hawkeye	A computer vision system used to visually track the trajectory of a ball and display a profile of its most likely path	In the Wimbledon final Hawkeye was used to determine if a serve was in or out.
11	Cardiac Output	The amount of blood pumped out of the heart per minute.	The athletes' cardiac output went up when they exercised.

PHOTOGRAPHY Y10 C2 – Street Photography 25-26

Careers linked to topics we study this cycle are **Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, Interior Designer, Advertising/Marketing Consultant, Content Creator, Gallery owner** as I will be developing my practical drawing skills and theoretical knowledge about artists/photographers and my ability to communicate ideas.

Week	I will need to know:	So that I can:
1 Intro to Street Photography	<ol style="list-style-type: none"> 1. There is a genre of photography called Street Photography. 2. A range of photographers that work within the genre of Street Photography. 3. Street Photographers capture a moment in time. 	<ol style="list-style-type: none"> 1. Research a range of relevant photographers. 2. Present my research in my digital portfolio.
2 Decisive Moment	<ol style="list-style-type: none"> 1. Henri Cartier Bresson is a pioneer of street photography working from the 1930s until the early 2000s. 2. He travelled widely capturing street scenes. 3. He is most known for the concept of the 'Decisive Moment' 4. Manipulate my camera settings to capture a 'Decisive Moment' through experiments with shutter speed and framing as well as props and modelling. 	<ol style="list-style-type: none"> 1. Analyse the photography of Bresson using the literacy structure for written work. 2. Present my research on Bresson in my digital portfolio. 3. Conduct a practical shoot exploring shutter speed and framing.
3 Artist Analysis	<ol style="list-style-type: none"> 1. Slinkachou is a British Street Photographer. 2. His work focuses on current social and environmental issues. 	<ol style="list-style-type: none"> 1. Analyse the photography of Slinkachou using the literacy structure for written work. 2. Present my research on Slinkachou in my digital portfolio.
4 Issue based Photography	<ol style="list-style-type: none"> 1. Develop my own ideas related to social and environmental issues. 2. How to present my experimentation in a digital portfolio. 	<ol style="list-style-type: none"> 1. Take an initial photoshoot representing social and environmental issues of our time.
5 Depth of field	<ol style="list-style-type: none"> 1. Key compositional skills that lead to considered photographs. 2. Depth of field is the distance between the closest and furthest objects that appear in a photo that appear sharp (in focus). 	<ol style="list-style-type: none"> 1. Manipulate the manual settings on my camera to allow for shallow and wide depths of field. 2. Adjust the focus of my photographs.
6 Points of View	<ol style="list-style-type: none"> 1. Key compositional skills that lead to considered photographs. 2. Point of View (PoV) refers to the position the camera is when viewing the scene. 3. Three Key Points of View – Bird's-Eye View, Worm's-Eye View, and Becoming the Subject. 	<ol style="list-style-type: none"> 1. Take an initial photoshoot demonstrating all 3 Points of View. 2. Present my understanding of Points of View in my digital Portfolio.

PHOTOGRAPHY Y10 C2 – Street Photography 25-26

Week	I will need to know:	So that I can:
7 Rule of thirds	<ol style="list-style-type: none"> 1. Key compositional skills that lead to considered photographs. The rules of thirds and leading lines are framing devices used by photographers to lead the viewers eye to a point. 	<ol style="list-style-type: none"> 1. Use props to demonstrate my understanding of the rules of thirds and leading lines.
8 Composition- al Skills	<ol style="list-style-type: none"> 1. How to demonstrate my understanding of the compositional skills. 2. How to present my own photoshoots within my digital portfolio. 	<ol style="list-style-type: none"> 1. Build an informative portfolio that communicates my skills and understanding.
9 Storyboards	<ol style="list-style-type: none"> 1. How to review and refine a previous photoshoot in light of new knowledge of compositional skills. 2. How to storyboard a photoshoot. 3. How to organise and resource a photoshoot. 	<ol style="list-style-type: none"> 1. Link my ideas back to Slinkachou. 2. Take a refined photoshoot that shows significant improvement from the outcomes of my previous photoshoot.
10 Assessment	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	<p>Assessment: Develop, Refine, Record, Present</p>
11 Refine & Present	<ol style="list-style-type: none"> 1. How to demonstrate my understanding of planning a refinement, linking my ideas back to Slinkachou. 2. How to evaluate a refined shoot and select successful outcomes. <p>Clear and impactful presentation allows others to see your work at it's best. Meaningful annotation includes identifying strengths and where success criteria has been fulfilled and also how improvements could be made to develop practical skill and theoretical knowledge –WWQHL annotation questions.</p>	<p>Build an informative portfolio that communicates my skills and understanding.</p> <p>Presentation of my work with clear titles and reflective annotation to show an awareness of visual language and disciplinary knowledge.</p> <p>Assessment: Develop, Refine, Record, Present.</p>
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

PHOTOGRAPHY Y10 C2 – Street Photography: Curriculum Dictionary: Tier Two Words 25-26

Week	Word	Definition	In a sentence:
1	Genre	A style or category of art, music, or literature	Street photography is a genre of photography.
2	Experimentation	The action or process of trying out new media, materials, ideas, methods, or activities.	It was a period of innovation and experimentation with new decorative techniques.
3	Cameraless	Making art, like photos or prints, without using a camera, often by using light or other objects.	We made cameraless art by placing leaves on special paper and letting the sunlight create cool prints
4	Light	A tool in art that helps create mood, shadows, and highlights in pictures or artworks	I used light from my flashlight to make shadow art on the wall that looked like animals
5	Evaluation	Looking at an artwork to decide what's good, what's not, and how it can be improved.	After I finished my painting, I did an evaluation to see what parts I liked and what I could do better next time
6	Response	The way you react or feel about a piece of art, like what it makes you think or feel	My friend's response to my drawing was a big smile, so I knew she liked it!
7	Portfolio	A collection of your best artworks to show what kind of art you can create	I put my best sketches and paintings into a portfolio to show at the school art show
8	Imagery	The pictures, symbols, or visuals used in art to express ideas or tell a story.	I used bright colors and lots of animal imagery in my artwork to make it look like a jungle
9	Exploration	Trying out different art styles, materials, or ideas to discover something new	My exploration of watercolors helped me figure out how to blend colors to make a sunset
10	Technique	A special way of doing something in art, like how you paint, draw, or sculpt to make your work look a certain way	I learned a new technique for drawing fur that made my cat look super fluffy

PHOTOGRAPHY Y10 C2 – Street Photography: Curriculum Dictionary: Tier Three Words 25-26

Topic	Word	Definition	In a sentence
1	Street Photography	Photography conducted for art or enquiry that features unmediated chance encounters and random incidents within public places.	The genre is both about the photographer and their subject. Street Photographers filter the world to share what interests them and what they are feeling.
2	Depth of field	The distance between the nearest and furthest elements in a scene that appear to be "acceptably sharp" in an image.	Landscape photography has a deep depth of field .
3	Activism	Art that is grounded in the act of 'doing' and addresses political or social issues.	She was an art activist as her photos addressed the cultural power structures rather than representing them or simply describing them.
4	Considered Composition	The elements within a photo are thought and decided upon with care.	It was a considered composition as it led the viewers eye across the image/photo.
5	Focus	The sharpest area of the image. It is the area where the lens works to highlight an object, a person, or a situation.	The face of the subject was in focus .
6	Points of View	The position the camera is in when viewing a scene.	She altered the Point of View by lying down and looking up at the subject instead of standing in front of it.
7	Rules of thirds	A guideline that places the subject in the left or right third of an image, leaving the other two thirds more open. It divides a photo into nine equal parts, split by two equally spaced horizontal and vertical lines. Generally, the rule of thirds leads to compelling and well-composed shots.	He used the Rule of Thirds by making the subject is off-centre in the photo.
8	Leading lines	Lines in a photograph that have been framed and positioned by the photographer to direct the viewer's attention to a particular point of focus. These lines frequently guide the viewer's attention in a specific direction or to a specific area of the shot.	Horizontal leading lines are mostly used in landscape photography
9	Storyboard	A visual representation of a video or still photo shoot. Storyboards break down a photoshoot shot by shot in individual panels. Each panel in a storyboard defines specific shot details visually and through text.	They storyboarded their photoshoot, so it was clear to everyone.
10	Decisive Moment	Capturing an event that is ephemeral and spontaneous. The image represents the essence of the event itself.	She captured the decisive moment when he jumped off the wall.

Year 10 GSCE Religious Studies Eduqas Route A: Cycle 2

Careers linked to topics we study this cycle are sociologist, Lawyer, Politician

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> The incarnation is the belief that the Holy Spirit of God entered the world in a human body. This body Christians call God's 'son' and his name was Jesus A crucifixion was a form of execution in the Roman Empire. The story is described in the Bible – Jesus is tortured by Roman guards and placed on a cross to die. Jesus is also mocked by teachers of the law who accuse him of saying he is the Son of God Resurrection means to come back from the dead. 	<ol style="list-style-type: none"> Explain the Christian belief in the incarnation Explain why these teachings are important for Christians and how they help explain the nature of God the father and Jesus the son Complete a knowledge test to check my understanding of Christian beliefs I have learned so far
2	<ol style="list-style-type: none"> At the ascension, Jesus gave his disciples the Great Commission to go and preach the Gospel to all nations; to spread the good news that he had died but had risen from the dead. The Fall is a story that comes after the creation story. Adam and Eve disobeyed God and eat from the tree of knowledge of good and evil. Their eyes are opened and they know how to sin. This is known as the Original Sin. Salvation means to be saved from sin. This refers to the Christian believe that our aim is to leave this world of sin and be reunited with God in heaven. Atonement means to make up for somethin 	<ol style="list-style-type: none"> Explain the Christian belief in the resurrection, the ascension and the Great Commission Explain how belief in the story of The Fall influences Christian understanding of the relationship between God and Man, and mankind's sinful nature Explain the Christian teachings of salvation and atonement
3	<ol style="list-style-type: none"> Christians believe that Jesus' death on the cross allowed for the salvation of humanity and was a sacrifice for the original sin Protestants believe that Jesus' death rid humanity of all Original Sin whereas Roman Catholics believe that baptism is needed to remove the sin Roman Catholics accept Church tradition when interpreting scripture, whereas many Protestants follow the principle of sola scripture - only if it is in the scriptures, and sola fides – you are saved by your faith alone 	<ol style="list-style-type: none"> Explain the different beliefs Protestants and Catholics hold about the role of Jesus in salvation Explain the underling concepts behind Roman Catholic and Protestant understandings of routes to salvation
4	<ol style="list-style-type: none"> Christian worship happens in a Church and is often led by a vicar or a priest Worship means the feeling or expression of devotion and adoration for a deity to honour or show devotion for a divine being or supernatural power. Worship can be private, individual, public, liturgical or non-liturgical Prayer is a way of speaking to God. This can be formal or informal or could include intercession of the saints. An example is the Lord's prayer 	<ol style="list-style-type: none"> Explain different ways that different Christians worship Explain the different forms of Christian prayer Evaluate the strengths and weaknesses of different forms of prayer and worship
5	<ol style="list-style-type: none"> There are many different types of prayer including Confession: Seeking forgiveness for wrongdoings, and Supplication - requesting help or guidance. Quaker worship is in silence, with people speaking when they are moved by the Holy Spirit Evangelical worship is also non-liturgical and can be characterised by singing, and speaking in tongues A sacrament is a visible sign of an invisible grace. In Roman Catholicism there are 7 sacraments including for example confession and anointing the sick 	<ol style="list-style-type: none"> Explain the distinctive features of different forms of prayer Explain Quaker and Evangelical worship and link this to key beliefs Explain how sacraments are used in the Roman Catholic Church

Year 10 GCSE Religious Studies Eduqas Route A: Cycle 2

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Roman Catholics believe in transubstantiation; that the bread and wine becomes the literal body and blood of Jesus Baptism is a sacrament in which water is used to wash away sin or introduce new believers into the church. For some Churches this is usually for a baby, and others only as adults. Taizé is a small village in France that is home to an ecumenical community of one hundred Catholic and Protestant monks from around the world and Walsingham is an important site where a vision of the Virgin Mary was seen. Both are important pilgrimage sites for Christians 	<ol style="list-style-type: none"> Use sources to explain the biblical roots of the sacraments of the Church of England; the Eucharist and Baptism. Explain the diverse beliefs surrounding these sacraments Evaluate the significance of pilgrimage to Christian faith
7	<ol style="list-style-type: none"> Jesus said I have not come for the healthy but for the sick, meaning that his work is to do with helping the sinful. Many Christians believe they have a duty in the community, therefore, to help those who are not necessarily Christian or religious. During Holy Week, there are many rituals such as carrying palm leaves and celebrating Jesus death of Good Friday At the ascension Jesus gave the Great Commission encouraging Christians to be witness to their faith and preach to others the good news that he had died for their sin 	<ol style="list-style-type: none"> Explain Christian belief about the role of the Church in the community Explain how the biblical events surrounding Jesus' death, resurrection and ascension are celebrated by Christians today
8	<ol style="list-style-type: none"> Christians believe in reconciliation because Jesus taught that we should forgive 70 x 7 times, and that we should forgive so that God will forgive us Today, just as in the Early Church, Christians face persecution. Organisations such as Open Doors support Christians facing persecution around the world. There are worldwide Christian organisations such as Tearfund who aim to end world hunger and The World Council of Churches who aim to promote unity and end prejudice or discrimination between different Christian denominations 	<ol style="list-style-type: none"> Use sources to explain Christian belief in forgiveness and reconciliation Explain with examples of organisations the work the Church does around the world to help those facing persecution or hunger Evaluate the Church's role worldwide
9	<ol style="list-style-type: none"> There are a number of essential sources to learn to support your points which your teacher will share with you in the lesson A 15-mark question requires a thesis statement and supporting paragraphs, with sources as supporting detail 	<ol style="list-style-type: none"> Have a bank of essential sources to learn for the Christianity paper Structure a 15-mark answer using the thesis statement structure
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> Tawhid means the oneness of God; Surah 112:1-4 states that 'He is God the One, God the Eternal; He does not give birth, nor was He born, and there is nothing like Him' To describe the nature of Allah is to explain what Muslims believe He is like There are 99 names of Allah which describe his nature including, for example Al-'Aziz; The Almighty, The Powerful 	<ol style="list-style-type: none"> Define Tawhid and explain the significance of this belief to Muslims Explain belief in Islam and the nature of God using evidence
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Resurrection	To come back from the dead	Christians believe that Jesus was resurrected from the dead so that we too could eventually achieve resurrection and reach heaven after death
2	Fall	To drop down from somewhere	The story of Adam and Eve's disobedience is sometimes called The Fall as they fell short of God's expectations and fell away from their relationship with God
3	Law	A rule or order about right and wrong	Christians believe that God sent his Law to mankind through speaking to prophets
4	Eternal	Lasting forever	Most Christians believe that the state in the afterlife is permanent. You are rewarded either with eternal hell or heaven depending on your actions
5	Forgiveness	Letting go of anger or hurt when someone has done something wrong	She showed forgiveness by smiling at her friend after their argument
6	Pilgrimage	A special journey to a holy place for religious reasons	They went on a pilgrimage to visit a famous temple in India
7	Good Friday	A Christian day that remembers the death of Jesus on the cross	On Good Friday , many people go to church to pray and reflect
8	Persecution	Being treated badly because of your beliefs or identity	The group faced persecution for practicing their religion in secret
9	Open Doors	A charity that helps Christians who are treated unfairly for their faith	Open Doors supports people who can't worship freely in their country
10	Oneness	United or connected, unable to divide change or improve	Muslims believe in the oneness of Allah

Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Incarnation	To place a soul or God in a body	Christians believe that God sent the Holy Spirit to enter into the world in human form through the incarnation that was Jesus Christ
2	Commission	Order to do something	Jesus gave his disciples the Great Commission at the ascension; to go and preach the good news of his death to all nations
3	Salvation	To be saved from a situation	Many Christians believe that Jesus' death allowed for the salvation of all people who believe that he died for our sins
4	Paradise	A place of perfection such as heaven	Jesus promised paradise in heaven to those who followed his teachings
5	Sacrament	A special religious ceremony that shows a person's faith	<i>Baptism is a sacrament that welcomes someone into the Christian faith</i>
6	Transubstantiation	The Christian belief that bread and wine become the body and blood of Jesus during Communion	Catholics believe in transubstantiation during the Mass
7	Holy Week	The week before Easter that remembers the last days of Jesus' life	During Holy Week , many Christians attend church services and pray
8	The World Council of Churches	A group that brings different Christian churches together to work for peace and unity	The World Council of Churches helps churches support each other around the world
9	Tearfund	A Christian charity that helps people in need and fights poverty	Tearfund gives clean water and food to families after disasters
10	Tawhid	The Islamic belief that there is only one God	Muslims believe in Tawhid , which means God is one and has no partners

SPANISH- CYCLE 2 – Year 10

Careers linked to topics we study this cycle are: Teacher, travel agent, Flight attendant, travel blogger, Translator, pilot, Nurse, manager, Engineer, journalist, Chemist, lawyer, Diplomat, screenwriter, Digital marketing, logistics, First responder, sales executive

Week	I will need to know:	So that I can:
<p>1 ¡No hay dos familias iguales! Esta es mi gente</p>	<ol style="list-style-type: none"> Mi familia es numerosa y activa Los miembros de mi familia son mi madre, mi padrastro y el bebé. En la foto está mi familia. Están en el jardín. Están sonriendo y chateando. Soy alto, tengo los ojos marrones y el pelo largo. Me parezco a mi abuelo porque los dos tenemos el mismo pelo. 	<p>Talk about my family.</p> <ol style="list-style-type: none"> Use possessive adjectives Translating English use of apostrophes into Spanish. <p>Describe people (<i>ser vs estar</i>)</p> <ol style="list-style-type: none"> Describe a photo using 'estar'. Describe a photo using the present continuous 'estar' + gerund Describe yourself physically and compare with a family member using 'ser'.
<p>2 ¿A quién sigues?</p>	<p>We will continue to use vocabulary from week 1 to talk about the topic 'Esta es mi gente'</p> <ol style="list-style-type: none"> Juego al Fortnite y sigo canales de videojuegos. Sigo a TikTokers porque el contenido y las reacciones son muy divertidas Sigo a Hakimi desde hace mucho tiempo porque es una inspiración para los otros y por la lucha por la igualdad de oportunidades. 	<p>Talk about who you follow on social media</p> <ol style="list-style-type: none"> Use present tense and new vocabulary to say what you do on social media. Use stem-changing verbs to say who you follow on social media. 'seguir' Say who you admire and why using 'desde hace' and using the personal 'a'
<p>3 ¡Amigos para siempre! Así soy yo</p>	<ol style="list-style-type: none"> Me llevo muy bien con mi mejor amigo porque tenemos mucho en común En mi opinión, un buen amigo te da buenos consejos. Me divierto con mis amigos. <ol style="list-style-type: none"> En mi opinión las redes sociales son buenas para compartir ideas. La semana pasada usé TikTok para chatear con amigos. Lo que me interesa es mi cultura y lo que me preocupan son los derechos de los animales 	<p>Talk about friendships and relationships.</p> <ol style="list-style-type: none"> Use reflexive verbs 'llevarse, pelearse, sentirse, divertirse, reirse' Use 'te' and 'me' before a conjugated verb (reflexive verbs) <p>Talk about your identity and what matters to you</p> <ol style="list-style-type: none"> Use para + infinitive Use verbs of opinion such as <i>interesar/preocupar</i>

SPANISH – CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
4 Necesito ayuda. ¿Qué hago?	We will continue to use vocabulary from week 3 to talk about the topic 'Así soy yo'. 1. Mi problema es que no me llevo bien con mi madrastra porque siempre está enfadada. 2. Deberías expresar tus sentimientos y podrías hablar con ella. 3. Su problema es que nunca está contenta.	Talk about problems and giving advice. 1. Use 'estar' to talk about feelings, emotions and mood 2. Use <i>podrías</i> (you could) and <i>deberías</i> (you should) + infinitive 3. Use negatives 'no, nada/nadie, nunca, tampoco'
5	1. Fluency training and revision of the previous weeks of work.	MID-CYCLE ASSESSMENT SPEAKING: Question and answer
6 ¡Qué rico!	1. El mate es una bebida argentina y una costumbre social. Se prepara con hojas de yerba mate. 2. Los chilaquiles son el desayuno mexicano hecho con tortillas de maíz.	Learn about typical foods in Spanish-speaking countries 1. Use adjectives of nationality
6 Rutinas y costumbres sanas	1. Después de hacer los deberes, suelo hacer meditación. Antes de acostarme, bebo agua. 2. Si tengo hambre como algunas verduras, pero después de comer tomo demasiadas bebidas con azúcar. 3. Tomo el desayuno a las siete y media .	Describe healthy daily routines 1. Use <i>después de</i> + infinitive / <i>antes de</i> + infinitive 2. Use indefinite articles (<i>alguno, mismo, otros..</i>) and expressions with tener (<i>tener hambre, tener sed</i>) 3. Use a + la/las + time
7 ¿Somos lo que comemos?	We will continue to use vocabulary from week 6 to talk about the topic Rutinas y costumbres sanas . 1. (la cena) Normalmente la tomo entre las nueve y las diez. A los españoles les encanta el pescado y lo comen a menudo. 2. Para tener una dieta sana hay que seguir una dieta equilibrada.	Talk about mealtimes and food trends 1. Use direct object pronouns (<i>me, te, lo/la, nos, os, los/las</i>) 2. Use impersonal verbs such as <i>hay que</i> + infinitive, <i>se necesita</i> + infinitive, <i>hace falta</i> + infinitive
8 ¡Los tiempos cambian! ¡Qué mal estoy!	1. Cuando era más joven me acostaba tarde y no tenía mucha energía. 2. Me siento mucho mayor porque ya no me gustan las bebidas con azúcar. 3. La semana pasada me rompí el brazo cuando me caí de la bici. 4. Me siento mal porque me duele el estómago y me duelen los oídos.	Compare old and new habits 1. Use the imperfect tense to describe things in the past 2. Use <i>ya no</i> + present to say you no longer do something Talk about illnesses and injuries 3. Use reflexive verbs in the preterite tense to say what happened to you. 4. Use <i>doler</i> to say what hurts

SPANISH - CYCLE 2 – Year 10

Week	I will need to know:	So that I can:
9 Cuerpo sano, mente santa	We will continue to use vocabulary from week 8 to talk about the topic ¡Qué mal estoy! 1. Para mejorar mi dieta iré al gimnasio y evitaré fumar. 2. Si hago más deporte, tendré más energía.	Future plans for health and wellbeing 1. Use the simple future tense 2. Use the simple future tense for 'if' clauses si + present + simple future
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Révisions	Fluency training and revision of the previous 9 weeks of work.	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

¡Juan leyó entusiasmadamente el cartel informativo en la pared, y lo ayudó mucho con su gramática!

Proper nouns are the names of particular people, places or things, e.g. Juan, España, el Prado. Proper nouns usually begin with capital letters. There are some exceptions, e.g. days of the week, months and nationalities – viernes, febrero, español – have lower case letters.

Verbs are 'doing' words. Some verbs tell us about actions, e.g. correr, saltar, whilst some express states of being, e.g. estar contento. Verbs tell us the action that is being done by the subject of the sentence. Some verbs carry an action from a subject to an object, e.g. 'Juan lanza el balón' (Juan throws the ball). The verb 'lanzar' is an action that transferring to the ball. We call this type of verb a **transitive verb** – because it transfers an action.

Adverbs tell us more about verbs. They tell us:

- **how** (lentamente, animadamente)
- **how much** (muy, bastante)
- **how often** (siempre, nunca)
- **when** (ayer, pronto)
- **comment /opinion** (desafortunadamente, fácilmente)

Regular adverbs end in –mente; irregular adverbs do not end in –mente.

Nouns are 'naming words'. They identify people, animals, places, things and ideas. **Common nouns** are all nouns that are not proper nouns, e.g. 'el coche', 'la casa', 'los perros'. (car, house, dogs). Nouns are masculine or feminine.

Conjunctions are joining words. We use them to join together words, phrases or clauses, e.g. 'amarillo y rojo' (red and blue), 'Me gusta porque es interesante' (I like it because it's interesting).

Pronouns are words that we use in place of nouns to prevent our writing from sounding repetitive. Compare: 'Juan le preguntó a su hermano por su estuche pero su hermano no le respondió' with: 'Juan le preguntó a su hermano por su estuche pero **él** no le respondió'. (Juan asked his brother about his pencil case but he didn't reply). Common pronouns: yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as

Adjectives are words that describe nouns. Adjectives usually come after the noun they describe, e.g. la manzana **verde** (the green apple). Some adjectives come before the noun (e.g. un **gran** poema – a **great** poem) and all adjectives agree with gender and number.

Prepositions are words that link nouns to other parts of sentences, indicating relationships between things. Prepositions usually come before nouns in a sentence and most often tell us about position, location, direction or time, e.g. 'El bolígrafo está **sobre** la mesa' (The pen is **on** the table).

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