

## Art Y10 C3 – Portraiture 25-26

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Illustrator, Architect, Ceramicist, Interior Designer, 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:
<b>1</b> Relief Printing 23/3/26	About the <b>German Expressionism</b> movement and how to develop a portrait into this style. How to observe and understand art processes and techniques through demonstration and questioning. The process and techniques of relief printing – Polyblock / adigraf / lino / woodcuts. That there are health and safety issues surrounding cutting processes.	Practically use the techniques I have observed. Transform your portrait drawing into an abstract portrait in the style of artist Karl Schmidt
<b>2</b> Relief printing 13/4/26	A <b>relief reduction print</b> is made when an artist creates a <b>multi-coloured</b> , layered <b>print</b> using a single <b>print block</b> . The block could be polystyrene foam, linoleum or wood. The artist repeats the process of <b>carving</b> and <b>printing</b> over and over until the final look is achieved. A lino cutting tool is be used to <b>carve</b> the <b>design</b> into the surface of the <b>adigraf</b> .	Create an effective <b>adigraf print</b> in the style of <b>German Expressionist</b> Karl Schmidt
<b>3</b> Contextual Analysis 20/4/26	Artists apply media, techniques and processes in many different ways – using different techniques. We can follow a writing structure to analyse artwork effectively.	Make connections between Formal Elements, media and how artists use different ways artists work. Be able to identify a range of techniques and identify meaning in artwork.
<b>4</b> Responding to artists 27/4/26	How to reflect on my own work and use feedback to designate time to refining my outcomes and my sketchbook work. Meaningful <b>annotation</b> includes identifying strengths and where success criteria has been fulfilled – <b>WWW (What Works Well)</b> and also how improvements could be made to develop <b>practical skill</b> and <b>theoretical knowledge</b> – <b>EBI (Even Better If)</b> .	Ensure clear and impactful presentation that allows others to see your work at its best - clear titles and <b>reflective annotation</b> Effectively annotate my work showing my understanding and knowledge.
<b>5</b> Mock Prep Week 1 4/5/26	<b>MOCK PREP WEEK 1 – Initial Ideas</b> That I am working towards the final outcome for my 'Portraiture' project. What areas I need to cover to prepare effectively and successfully for my mock exam. How to research a selection of artists and where to find relevant imagery to explore my initial ideas.	Have a bank of sources to work from and explore themes and styles within portraiture that I wish to explore and find interesting. Complete a 'Statement of Intent' to explain the direction of my project / mock exam idea.

## Art Y10 C3 – Portraiture 25-26

Week	I will need to know:	So that I can:
<b>6</b> Mock Prep Week 2 11/5/26	<b>MOCK PREP WEEK 2 – Artist research and response</b> How to research the work of artists and synthesise this into my own work to show inspiration and awareness of style, media, techniques and processes.	Respond to the work of others as a starting point for own experiments. Build skills across various media, techniques and processes.
<b>7</b> Mock Prep Week 3 18/5/26	<b>MOCK PREP WEEK 3 – Media Experimentation / Final Plan</b> How to use my research to explore ideas. How to work in a variety of media.	Use my research to experiment with media, techniques and processes and produce my own outcomes.
<b>8</b> Mock Prep Week 4 1/6/26	<b>MOCK PREP WEEK 4 – Final Prep and refinement</b> Making a final practice piece / maquette allows an artist to troubleshoot, problem solve and refine skills.	Be prepared for the exam day and be able to produce my best work.
<b>9</b> Mock Exam 8/6/26	<b>MOCK EXAM (Tues 9<sup>th</sup> June)</b> How to set up for an exam.	Be better prepared for the real exam and achieve my best outcomes. Create a personal and meaningful response under the theme of Portraiture.
<b>10</b> Assessment 15/6/26	<b>Scholar's Prep:</b> 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!  Mock Exam continued - Media Carousel – Selecting the correct media for a desired outcome is possible after extensive exploration and experimentation.	
<b>11</b> Evaluation 22/6/26	<b>MOCK EXAM EVALUATION</b> How to reflect on my work and exam preparation.	Reflect on learning and development of the exam project.
<b>12</b> 29/6/26	<b>Super teaching week:</b> 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 C3 – Portraiture: Curriculum Dictionary: Tier Two Words

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

## ART Y10 C3 – Portraiture: Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	<b>Photomontage</b>	The process and the result of making a composite image by cutting, gluing, rearranging and overlapping two or more photographs into a new image. This can also be done digitally.	She cut, arranged and glued her images to create a <b>photomontage</b> .
2	<b>Experimentation</b>	The action or process of trying out new media, materials, ideas, methods, or activities.	It was a period of innovation and <b>experimentation</b> with new decorative techniques.
3	<b>Photoshoot</b>	A photography session in which a photographer takes photographs of someone, something or somewhere.	The <b>Photoshoot</b> took place in the studio.
4	<b>Moodboard</b>	A moodboard is a visual tool that helps you communicate your design concepts and ideas. It's a curated collection of images, materials, colour palettes, text, and other elements that are arranged to evoke a particular style or feeling.	Her <b>moodboard</b> was full of ideas around the theme of architecture.
5	<b>Compare &amp; Contrast</b>	Comparison in writing discusses elements that are similar, while contrast in writing discusses elements that are different.	Both artists have used only white paint but they have applied it in very different ways.
6	<b>Statement of Intent</b>	A Statement of Artistic Intent is a statement for an artwork. It describes "the what," "the why," and "the how" behind the intention to make an artwork.	His <b>Statement of Intent</b> clearly set out what he intended to do in his project.
7	<b>Print</b>	A generic term for an image made using a board or plate (wood, metal, stone, lino, polyblock) engraved and inked and transferred onto paper using pressure (a press). For example, pen and ink where pen is the tool and ink is the material.	They used too much ink so their <b>print</b> was not clear
9	<b>Relief print</b>	A general term for those printmaking techniques in which the printing surface is cut away so that the image alone appears raised on the surface. <b>Relief prints</b> include woodcut, linoleum cut, letterpress, and rubber or metal stamping. The raised areas of the printing surface are inked and printed, while the areas that have been cut away do not pick up the ink	The most common form of <b>relief printing</b> is woodcut.
10	<b>Adigraf</b> <b>Lino</b>	<b>Adigraf</b> is easy-cut lino. <b>Lino</b> Printing is a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from.	She practiced cutting her <b>lino</b> block to achieve a neater design.
11	<b>Brayer</b>	A roller used in printmaking for spreading ink by hand.	They used a <b>brayer</b> to apply ink to the surface of the woodblock.
12	<b>German Expressionism</b>	<b>German expressionism</b> was an early twentieth century German art movement that emphasized the artist's inner feelings or ideas over replicating reality, and was characterised by simplified shapes, bright colours and gestural marks or brushstrokes	Karl Schmidt-Rottluff was a <b>German expressionist</b> painter and printmaker; he was one of the four founders of the artist group Die Brücke

## Business Studies OCR GCSE Year 10 Cycle 3

Careers linked to topics we study this cycle are : Human Resources officer / Entrepreneur / Lawyer / Business advisor / Recruitment officer

Week	I will need to know:	So that I can:
1 (3.2 Organisation Structure )	<ol style="list-style-type: none"> <li>1. An <b>organisation structure</b> is a visual display showing how people and departments are organised within a business</li> <li>2. <b>Hierarchy</b> is a system which shows different levels of power and responsibility</li> <li>3. The business's span of control describes the number of people a person is in charge of or responsible for</li> <li>4. The way in which information or instruction is passed down through the different levels is called the "<b>chain of command</b>". Tall organisation structures have long chains of command and flat organisation structures have short chains of command.</li> <li>5. Subordinates are the workers that a line manager is responsible for</li> <li>6. Delegation is the process of a manager giving authority to a subordinate to make decisions</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe and interpret a business's organisation structure</li> <li>2. Interpret the different levels of hierarchy in a business</li> <li>3. Identify where different job roles are placed in a business's hierarchy</li> <li>4. Explain the difference between a tall and a short organisation structure</li> <li>5. Explain the impact chains of command and spans of control have on a business's activity</li> <li>6. Explain how delegation impacts subordinates</li> </ol>
2 (3.2 Organisation Structure & Ways of working)	<ol style="list-style-type: none"> <li>1. A <b>tall organisation structure</b> has a long chain of command and a narrow span of control, and a <b>flat organisation structure</b> has a short chain of command and a wide span of control</li> <li>2. The advantages of having a tall organisation structure is that superior staff members have fewer subordinates to take care of and there is a clear route for promotion</li> <li>3. The disadvantages of having a tall organisation structure is that there is a long chain of command which means communication is slower</li> <li>4. The advantages of having a flat organisation structure is that communication is quicker</li> <li>5. The disadvantages of having a flat organisation structure is that roles may become blurred as there is less <b>hierarchy</b></li> <li>6. A <b>zero-hour contract</b> is an agreement where a person has a contract to work for an employer but is not guaranteed any work.</li> <li>7. <b>Flexible working</b> is the practice of people working partially at their place of work and partially elsewhere.</li> <li>8. <b>Temporary working</b> is when a person only works for an employer for a short period of time</li> <li>9. <b>Mobile working</b> allows employees to work when they are on the move, travelling or on holiday</li> <li>10. <b>Self-employment</b> is when people work as their own "boss"</li> </ol>	<ol style="list-style-type: none"> <li>1. To analyse the advantages and disadvantages of different organisation structures</li> <li>2. To use the advantages and disadvantages to decide which type of organisation structure is most suitable for different businesses</li> <li>3. Explain how a zero hour contract impacts the business</li> <li>4. Justify the ethical rationale for using zero hour contracts</li> <li>5. Explain the advantages and disadvantages of different ways of working and use them as rationale to advise businesses on which way of working is "best"</li> </ol>
3 (3.3 Communication in Business)	<ol style="list-style-type: none"> <li>1. A <b>zero-hour contract</b> is an agreement where a person has a contract to work for an employer but is not guaranteed any work.</li> <li>2. Flexible working is the practice of people working partially at their place of work and partially elsewhere.</li> <li>3. <b>Temporary working</b> is when a person only works for an employer for a short period of time</li> <li>4. Mobile working allows employees to work when they are on the move, travelling or on holiday</li> <li>5. <b>Self-employment</b> is when people work as their own "boss"</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how a zero-hour contract impacts the business and the employee</li> <li>2. Justify the ethical rationale for using zero-hour contracts</li> <li>3. Explain the advantages and disadvantages of different ways of working and use them as rationale to advise businesses on which way of working is "best"</li> </ol>
4 (3.4 Recruitment and Selection)	<ol style="list-style-type: none"> <li>1. A <b>vacancy</b> is an "unoccupied" job or position</li> <li>2. <b>Internal recruitment</b> is when a business fills a vacancy with a pre-existing employee of the business</li> <li>3. <b>External recruitment</b> is when a business fills a vacancy with a candidate from outside of the business</li> <li>4. <b>Recruitment</b> is the process of identifying a vacancy and then filling it with a suitable candidate</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why vacancies become available in businesses</li> <li>2. Establish the difference between internal and external recruitment &amp; their advantages and disadvantages</li> <li>3. Differentiate between recruitment and selection</li> </ol>
5 (3.4 Recruitment and Selection)	<ol style="list-style-type: none"> <li>1. Selection involves shortlisting and selecting appropriate candidates</li> <li>2. A <b>job description</b> (detailing the features of the job) and a person specification (detailing the appropriate candidate) are documents that are used in the selection process</li> <li>3. Websites, social media and job centres are examples of methods of advertising a vacant job</li> <li>4. CVs, application forms and references are examples of sources of information used by applicants</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different features of a job description and person specification</li> <li>2. Understand how a job description and a person specification can be used in the selection process</li> <li>3. Justify the best vacancy advertisements for businesses</li> </ol>

## Business Studies OCR GCSE Year 10 Cycle 3

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Week	I will need to know:	So that I can:
6 (3.5 Motivation and retenti on )	<ol style="list-style-type: none"> <li><b>Motivation</b> is the encouragement given to workers to work well in attempt to increase employee performance and reduce staff turnover</li> <li><b>Staff turnover</b> is the rate at which staff members leave a business in a given time period</li> <li><b>Staff retention</b> is a business' ability to keep staff members</li> <li>Pay, Bonuses and profit sharing are examples of finance motivation methods</li> <li>Praise, award schemes and safe working environments are examples of <b>non-financial motivation methods</b></li> </ol> <p><b>MID-POINT ASSESSMENT</b></p>	<ol style="list-style-type: none"> <li>Identify the reason why businesses motivate their employees</li> <li>Explain the benefits of motivated staff members</li> <li>Differentiate between financial and non-financial motivating factors</li> <li>Provide rationale to which type of motivating factor is most applicable for a business scenario</li> </ol>
7 (Motivation and Retention)	<ol style="list-style-type: none"> <li><b>Profit Sharing</b> is a financial motivation methods where employees receive an equal percentage of the business' profits</li> <li>Non-Financial methods of motivation are effective as valued staff are motivated and therefore more efficient</li> <li>Financial methods of motivation are effective as staff depend on money and pay to buy goods and services</li> <li>Some believe that <b>money/praise</b> is not enough on its own and that you need a healthy balance of the two</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate the advantages and disadvantages of both financial and non-financial motivating factors</li> <li>Argue and justify which type of motivating factor is most beneficial for encouraging and motivating staff members.</li> </ol>
8 (Training and Developme nt)	<ol style="list-style-type: none"> <li><b>Training</b> is job specific and short term whereas development concerns the overall growth of the worker in the long term</li> <li>Improved skills, personal development and increased diversity are examples of why businesses train their employees</li> <li>Improved <b>productivity, motivation</b> and <b>retention</b> are examples of benefits of training employees</li> <li><i>On the job training</i> concerns training employees at their place of work, whereas <i>off the job training</i> concerns training employees away from their place of work.</li> <li>An <b>apprenticeship</b> and a personal development programme is an example of hands-on learning that typically will end in a formal qualification</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate between training and development</li> <li>Explain the reasons why businesses train and develop their staff</li> <li>Explain the benefits of training and developing staff for the business and the employee</li> </ol> <p><b>*ASPIRE</b></p>
9 (Training and Developme nt)	<ol style="list-style-type: none"> <li><b>Induction training</b> is used to introduce a new worker to the business and their new role</li> <li>Staff development concerns developing the employee over a long period of time</li> <li><b>Apprenticeships</b> and professional development programmes are examples of staff development methods</li> <li>Apprenticeships help to avoid skill shortages in businesses</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate between on and off the job training and their advantages and disadvantages</li> <li>Identify the reasoning for apprenticeships and professional development programmes in businesses.</li> </ol>
10 (Employe nt Law)	<ol style="list-style-type: none"> <li>The main points of the 2010 <b>Equality Act</b> include protection against; pay, sex, disability, sexual orientation and religion</li> <li>In the UK, the law states that all workers are legally entitled to have 5.6 weeks holiday each year.</li> <li>Wages, court costs and fines are examples of costs to businesses as a result of <b>employment laws</b>.</li> </ol>	<ol style="list-style-type: none"> <li>To identify the main features of the Equality Act 2010</li> <li>To establish the importance of employment laws in UK businesses in particular</li> <li>Understand the costs involved with employment law non-compliance.</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> 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 OCR GCSE Year 10 Cycle 3

Week	Word	Definition	In a sentence:
1	<b>Human Resources</b>	The workers employed by a business	"The <b>Human Resources</b> department at the company helps employees with various matters, such as hiring, training"
2	<b>Organisation Chart</b>	A diagram that shows how the workers in a business are organised and who is in charge of whom	"The <b>organisation chart</b> displayed the company's hierarchical structure"
3	<b>Hierarchy</b>	A system that shows different levels of power and responsibility	"In the school's <b>hierarchy</b> , teachers reported to department heads"
4	<b>Internal communication</b>	Communication between people employed in the same organisation	" <b>Internal communication</b> within the company improved when they implemented a new messaging system"
5	<b>External communication</b>	Communication between people in an organisation and others outside that organisation	"The success of the marketing campaign relied on effective <b>external communication</b> "
6	<b>Vacancy</b>	An unoccupied job or position	"The job board displayed a <b>vacancy</b> for a marketing assistant position at the local marketing firm"
7	<b>Recruitment</b>	The process of finding and hiring the best-qualified candidate for a job <u>vacancy</u>	"The <b>recruitment</b> process involved posting job openings, reviewing applications, and conducting interviews"
8	<b>Curriculum Vitae (CV)</b>	A document used by an applicant that outlines their personal details, experiences and skills.	When applying for the job, Sarah submitted her <b>CV</b> , detailing her education, work experience, and skills to showcase her qualifications.
9	<b>Fringe Benefits</b>	A method of motivating a worker by providing additional benefits that they receive on top of their pay. Eg; pensions, subsidised meals and childcare.	In addition to the salary, employees enjoyed <b>fringe benefits</b> such as health insurance, gym memberships, and flexible working hours.
10	<b>Induction training</b>	Training used to introduce a new worker to the business.	New employees underwent <b>induction training</b> to familiarize themselves with company policies, procedures, and the overall work environment.

## Business Studies OCR GCSE Year 10 Cycle 3

Week	Word	Definition	In a sentence:
1	Resources	The materials, tools, or assets available to individuals or organizations to accomplish tasks	The school invested in new <b>resources</b> to enhance students' learning experience.
2	Organisation	The arrangement or structuring of people, resources, and activities	The charity event required careful <b>organisation</b> to run smoothly and achieve its goals.
3	Structure	The arrangement, organization, or framework of elements within a system	The essay should have a clear <b>structure</b> with an introduction, body paragraphs, and a conclusion.
4	Contract	A legally binding agreement between two or more parties that outlines the terms, conditions	Before starting the job, the employee signed a <b>contract</b> outlining their responsibilities and terms of employment.
5	Retain	To keep, hold, or maintain possession or control of something	The company implemented employee retention strategies to <b>retain</b> experienced staff members.
6	Communication	The exchange of information, ideas, thoughts, or feelings between individuals or groups	Effective <b>communication</b> is essential in teamwork to ensure everyone understands their roles and tasks.
7	Vacant	Something that is empty, unoccupied, or not currently in use, such as a vacant seat, position, or property.	The apartment remained <b>vacant</b> for several months before a new tenant moved in.
8	Training	The process of acquiring knowledge, skills, or abilities through practice, or experience to improve performance in a particular task or job.	The new employees underwent thorough <b>training</b> to familiarize themselves with company procedures.
9	Employment	Employment refers to the state of being employed or having a job	The government's policies aim to promote full <b>employment</b> and reduce unemployment rates.
10	Law	A system of rules and regulations established by a society or government to maintain order	It is important to understand and abide by the <b>law</b> to maintain a just and orderly society.

## Year 10 Computer Science – P1 = Paper 1: Computer Systems & P2 = Paper 2: Programming & Problem Solving Cycle 3

Useful links to topics we study this cycle are....Layers; Protocols; Advanced Programmer; Cyber Security; Different Sorts

Week	I will need to know: P1 Computer Systems & P2 Problem Solving	So that I can:
1	P1 The O/S (operating system) is the main system software that controls the computer system, providing the following roles: *UI(User Interface) *Security Device Management(via drivers) *Memory Management (including virtual memory) *Multitasking (through task scheduling) and *File Management.	Each of the main hardware components is controlled by an O/S service including: I/O → Device Management + UI *Storage → File Management RAM → Memory Management * CPU → Multitasking & task scheduling.
	P2 Show that utilities will do a specific job to improve the performance of your computer. The sub sections are disc management, security and disc maintenance.	The defragmentation process will fix sectors of the disk by regrouping common elements. A key security resource is a regular update. Popular disk maintenance is done with compression software.
2	P1 Know and describe the forms of networking. Understand the differences between local area networks and wide area networks. Also be able to describe network devices that are connected up and serve a specific purpose.	To build a network students will recognise small peer to peer computers, expensive servers and mobile devices. They will know that you can physically connect with ethernet cables. Network shapes can be designed with hubs, routers and switches.
	P2 Understand layers and protocols. The main layers: internet, transport and application have to be set out with a specific purpose. Show that the protocol TCP/IP is useful for sending packets. Show how the IP part will locate a computer on a network.	Application layers will hold software you can see. This includes the function of the website, downloads and using email for communication. IP addresses are hard to remember so the Domain Name Service will convert this to a clearer website name.
3	P1 We will cover cyber security: viruses, worms and trojans. Another section will include social engineering which demonstrates how people do things online against them.	Malware will also include spyware and scareware and play a damaging role other than damaging files. The other non-damaging but intrusive threat is SQL injection. It will get sensitive information from a database.
	P2 Cyber security prevention measures will mainly include use of software. Other non-computer techniques will be covered like using CCTV, locking rooms, access levels and general awareness by the user.	We will cover cyber security prevention measures: white hat, black hat testing, penetration testing and packet sniffing.
4	P1 Understand that a linear search is an ordered list. It represents the difference between a serial and sequential list. A binary search can search a sorted array far more efficiently. The technique will keep halving search values until the piece of data is found.	Binary Search Algorithm: Set $H = 0$ and $T = \text{len}(A) - 1$ ; $M = (H + T) \text{ div } 2$ while $H \leq T$ : if $A[M] == \text{target}$ then return $M$ if $A[M] < \text{target}$ then go to next subsection
	P2 Appreciate that bubble sorts will change ascending order but you will have to keep repeating this process. Merge sorts can be quicker in some cases.	Remember that merge sorts use a divide and conquer method making them normally quicker than a bubble sort.

**Year 10 Computer Science – Paper 1: Computer Systems & Paper 2: Programming & Problem Solving Cycle 3**

Week		I will need to know:	So that I can:
5	P1	We need to display knowledge of computational thinking which is an important mind set when designing computer programs.	Understand the key terms decomposition, abstraction and algorithmic thinking.
	P2	Understand inputs, outputs and processes of a problem.	You will be able to describe how to format inputs, outputs and processes when using pseudo code.
6	P1	Know the key legislation for computing including the data protection act, computer misuse act and the copyright, design and patent act.	You will be able to give the years of each act and be able to choose between open source and proprietary software.
	P2	We will look at the two different forms of compression: lossy and lossless.	Your knowledge will include run length encoding as a method of compression. You will also be able to describe what specific processes are used for sound and images.
7	P1	Understand how the fetch, decode, execute cycle uses specific registers and components within the CPU including the ALU and CU.	You will demonstrate how the ALU, CU and registers communicate and work together using the control, address and data bus.
	P2	You will see how all the registers work to support the Von Neumann architecture. These include the MDR, MAR, Program Counter and Accumulator.	A description of what type of data will be held in the MDR and MAR will be covered. You will describe how the accumulator works at a low level to calculate with binary numbers.
8	P1	<i>You will need to know about how logic tables can be completed with multiple columns and how completing and covering one column at a time is a good strategy.</i>	Table practice will include AND, OR, NOT and XOR gates. The rows have to be in a special order.
	P2	We will cover different logic symbols to explain simple Boolean logic expressions.	Combination gates will be covered that combine AND, OR not and XOR gates.
9	P2A	We will look at the IDE and different programming structures.	Defensive design considerations will be covered which include examples of exception handling and using comments to focus on specific code blocks.
	P2B	You will need to know how to produce robust program. This will include maintaining programs with comments, indentation and a good structure.	The section on Input Validation will test for data types and reject what is wrong. This could be the incorrect format for date, integer, decimal, long text etc.
10	P2	Revision techniques	We will cover how larger sections can be broken down and studied.

## Year 10 Computer Science – Paper 1: Computer Systems &amp; Paper 2: Programming &amp; Problem Solving Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Bus</b>	A collection of wires connecting the CPU to RAM.	The 3 system <b>busses</b> in order are data, address and control.
2	<b>Address</b>	The binary address of where a piece of data or instruction is in RAM.	The <b>address</b> bus locates where in RAM to read from.
3	<b>Data path</b>	The path followed by data/instructions moving through a CPU. Registers and busses are used here.	The <b>data path</b> on READ cycle is MDR <- RAM via the data bus.
4	<b>Performance</b>	A measure of how efficiently a CPU executes instructions. This relates to chip set and clock speed.	Various CPU efficiency methods improve the speed of the FDE cycle.
5	<b>General purpose</b>	Programmable computers that can perform a multiplicity of tasks.	<b>General purpose</b> computers require more expensive hardware and a standard Operating System.
6	<b>Number system table</b>	A system of representing a number as digits in columns.	In denary the digits are 0-9 and each column has a place value of 10.
7	<b>Binary addition</b>	Bit by bit, addition yielding a carry-bit and a sum bit.	In <b>binary addition</b> $1 + 1 = \text{carry } 1, \text{ sum } 0$ (since 2 in binary is one zero)
8	<b>Integer division</b>	Called DIV is division yielding a whole number not a float.	Only whole numbers will be included.
9	<b>Parameter</b>	The boundary or constraints to a problem.	This is commonly passed to a function.
10	<b>Character set</b>	A list of binary codes a computer knows that will represent symbols.	The main sets in computing are ASCII and UNICODE.

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

Week	Word	Definition	In a sentence:
1	<b>FDE Cycle</b>	The instruction fetch-decode-execute cycle.	The purpose of the CPU (or CU) is to carry out the <b>FDE cycle</b> .
2	<b>I/O instructions</b>	I/O means input/output instructions. Print() is the output command. Input() is the input.	<code>X = int(input()); print("X is", x)</code>
3	<b>PC use</b>	Means increment (add 1 onto) the program counter.	Program Counter use ensures the <b>PC</b> points to the next instruction before the fetch completes.
4	<b>Input &amp; assignment</b>	The only two instructions that alter the value of a variable.	<code>X = int(input("Enter x: ")); X = 2 * X # double X</code>
5	<b>Binary</b>	The base 2 number system using only 0 or 1.	The <b>binary</b> place values are 128, 64, 32, 16, 8, 4, 2, 1
6	<b>Hexadecimal</b>	A base 16 number system that is a 'shorthand' for 4-bit binary.	The <b>hex</b> digits are 0-9 and letters A=10 to F=15 and all the way through.
7	<b>Binary addition</b>	The bit addition that will have a sum and carry.	Computers will add <b>binary</b> numbers with simple <b>addition</b> . A '1' can commonly be carried forward to another column.
8	<b>Units</b>	Different binary units are used from magnitudes of 1K to 1 Billion.	Common labels are bit, kilobit, megabit, gigabit, terrabit.
9	<b>Global</b>	The directive forcing a subroutine to use global variables over local.	Parameter-less sub-routines are usually bound to <b>global</b> variables.
10	<b>Local</b>	Any variable in a subroutine not global is by default a local variable.	The best way to set <b>local</b> variables is through parameters and not to use global settings.

Year 10 Drama Cycle 3 : *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"> <li>1. <i>The Crucible</i> is a play written by Arthur Miller in 1953, set in the Puritan town of Salem in 1692.</li> <li>2. The <b>Puritan</b> 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.</li> <li>3. The witch-trials were a real event, but used in the play as an <b>allegory</b> for the injustices of <b>McCarthyism</b> (The Red Scare) in America during the 1950s.</li> </ol>	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"> <li>1. Hysteria spreads through rumours and fear, often of the unknown.</li> <li>2. The full narrative plot of <i>The Crucible</i> shows John Proctor's defiance against the <b>hysteria</b> that spread across the town.</li> <li>3. John Proctor's moral defiance shows his determination to reveal the truth, even though he knows it will ruin his <b>reputation</b> amongst the Puritan community.</li> </ol>	Understand key themes within the play and link these to my interpretation choices.
3 Live Theatre evaluation	<ol style="list-style-type: none"> <li>1. <i>The Crucible</i> can either be interpreted through a <b>realistic</b> or a <b>symbolic</b> staging. Both choices should always link to the writer's key message.</li> <li>2. A recent interpretation of <i>The Crucible</i> was performed at the Olivier Theatre in 2022, directed by Lyndsey Turner.</li> <li>3. A successful theatre review will link staging and acting choices to the <b>dramatic intention</b>, refer to the audience response and identify areas for improvement.</li> </ol>	<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"> <li>1. An actor embodies a character using <b>vocal</b> and <b>physical</b> skills to convey the narrative and plot to an audience.</li> <li>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 <b>audience</b>.</li> </ol>	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"> <li>1. A director is responsible for the overall creative vision of a performance. They must consider what <b>style</b> is used to best present their clear message.</li> <li>2. Directing an actor using <b>realistic</b> acting choices will show the audience the background, relationships and external influences of a character.</li> <li>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.</li> </ol>	Answer a 'direct an actor' question using the <i>what, how</i> and <i>why</i> structure.

Year 10 Drama Cycle 3 : *The Crucible* Act 1&2

Week	I will need to know:	So that I can:
<b>6</b> The role of a director: intention	<ol style="list-style-type: none"> <li>When directing <i>The Crucible</i>, the director should draw the <b>audience's</b> attention to the themes and dramatic intention of the original play (to educate the audience on the dangers of corruption and The Red Scare)</li> <li>The audience should feel a sense of empathy for the accused witches in Salem as they are victims of religious <b>intolerance</b>; in the same way that those accused of Communism in America during the 1950s were victims of political intolerance.</li> </ol>	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).
<b>7</b> Stage design	<ol style="list-style-type: none"> <li>A <b>designer</b> is responsible for bringing a director's vision to life, with consideration of safety, practicality and cost.</li> <li>The <i>Crucible</i> can often be performed using an <b>end-on</b> stage configuration, to show a realistic 'slice of life' in 1692 Salem.</li> <li>Puritans believed that decoration was a distraction from religious devotion, so the interior of homes emphasised plainness and utility over style.</li> </ol>	Answer an 'as a designer' question using the <i>what, how, why</i> structure with specific focus on designer responsibilities.
<b>8</b> Costume design	<ol style="list-style-type: none"> <li>The Puritan style was as plain and <b>modest</b> 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.</li> <li>Clothing choices can reveal <b>subtext</b> 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.</li> </ol>	Demonstrate an understanding of historical and social accuracy when describing clothing choices in <i>The Crucible</i> .
<b>9</b> Sound & lighting design	<ol style="list-style-type: none"> <li>Lighting and sound is used to establish <b>atmosphere</b> and emphasise the director's style.</li> <li>The Parris house should reflect the sinister, secret and fearful mood growing in Salem.</li> <li>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.</li> </ol>	Create a sound and lighting plan that reflects my design concept of <i>The Crucible</i> and link this to my dramatic intention.
<b>10</b> Assessment	<b>Section A:</b> Prior knowledge – key vocabulary and terminology (10) <b>Section B:</b> Current knowledge – understanding of <i>The Crucible</i> (10) <b>Section C:</b> Application – exam practice (30)	Apply my learning to an assessment and achieve a successful mark!
<b>11</b> 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.	
<b>12</b> 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	<b>The Red Scare (McCarthyism)</b>	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 <b>The Red Scare</b> as a way of controlling people's beliefs.
2	<b>Hysteria</b>	A community-wide panic, triggered by overwhelming fear and a loss of logical thinking.	In court, the girls experience <b>hysteria</b> when they claim they can see the devil, in the form of a bird.
3	<b>Analyse</b>	To break down a performance to identify and interpret the artistic choices and effects created by the theatre maker and performers.	When we <b>analyse</b> Act 1, we see how Miller establishes an atmosphere of fear through dim lighting and hushed whispering.
4	<b>Actor</b>	The responsibility of embodying characters and engage an audience through vocal and physical skills.	As an <b>actor</b> playing Betty, I communicated my fear through speaking in a fast paced, high pitch voice.
5	<b>Style</b>	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 <b>style</b> .
6	<b>Intolerance</b>	An unwillingness to accept views, beliefs, or behaviors that differ from one's own.	The Salem community were <b>intolerant</b> of anyone who suggested they didn't match the high expectations of Puritanism.
7	<b>Designer</b>	The responsibility of bringing to life production elements such as costume, set, lighting and sound with consideration of practicality.	As a <b>designer</b> , I created the image of a Puritan household through specific choices that reflect historical realism.
8	<b>Modest style</b>	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 <b>modest-style</b> , ankle length grey dress to reflect her commitment to Puritan ideals.
9	<b>Atmosphere</b>	The prevailing mood, feeling, or emotional tone of a scene.	The ongoing non-diegetic sound effect of a violin screeching created a sinister <b>atmosphere</b> .
10	<b>Director</b>	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 <b>director</b> , 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	<b>Allegory</b>	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 <b>allegory</b> ; warning people about The Red Scare through comparison to the Salem Witch Trials.
2	<b>Reputation</b>	The community's collective view of an individual's character and social worth.	John Proctor is willing to ruin his Puritan <b>reputation</b> in order to reveal the truth.
3	<b>Dramatic intention</b>	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 <b>dramatic intention</b> of <i>The Crucible</i> is to show the tragic reality on regular people when religious or legal power is corrupted.
4	<b>Audience</b>	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 <b>audience</b> feel fearful of the ongoing accusations.
5	<b>Characterisation</b>	An understanding of how a character behaves (external) and their psychology, such as their thoughts, desires, fears, and motivations (internal).	My <b>characterisation</b> of Abigail showed her manipulative, deceptive, and vengeful nature.
6	<b>Puritanism</b>	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 <b>Puritanism</b> , through strict rules and monitoring of others.
7	<b>End-on</b>	A staging configuration where the audience is seated on one side of the stage, facing the performance area in the same direction.	The <b>end-on</b> stage created a fourth wall which allowed the audience to passively observe a realistic Puritan household.
8	<b>Subtext</b>	The underlying, unspoken meaning beneath the literal dialogue, or the "lines between the lines".	When Elizabeth says to John "your heart judges you" the <b>subtext</b> reveals her lingering mistrust of his affair.
9	<b>Diegetic/non-diegetic</b>	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 <b>diegetic</b> sounds of church bells and distant murmured prayer.
10	<b>Interpretation</b>	A director's process of explaining the meaning of a script and bringing it to life through choices in performance.	My <b>interpretation</b> of Abigail shows that she uses fear and manipulation to gain control in a corrupt society.

## Year 10 Design and Technology Cycle 3

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 Environmental Impact Design considerations	<ol style="list-style-type: none"> <li>When designing new products designers must consider the <b>environmental impact</b> of sourcing, transporting and manufacturing potential materials.</li> <li>When sourcing materials <b>deforestation, mining, drilling and farming</b> (bio fuels) have a huge negative impact on the environment e.g. <b>pollution when drilling, removing trees increases levels of Co2</b>, mining takes large amounts of energy and farming needs large areas resulting in the destruction of natural habitats.</li> <li>A product's carbon footprint is measured by carbon used in the extraction of materials, the miles the materials need to travel, energy required to produce the product, pollutants and carbon the product produces and the energy required to dispose of the product at the end of its life span.</li> </ol>	<ol style="list-style-type: none"> <li>Be aware of the <b>impact of choosing materials</b> when designing.</li> <li>Choose materials that <b>are sustainable and have a low impact</b> on the environment.</li> <li>Analyse the carbon footprint of existing products and the works of other designers.</li> </ol>
2 New technologies	<ol style="list-style-type: none"> <li>The use of new technologies is transforming the world around us, impacting on the way live and work e.g. <b>enterprise, crowd funding, virtual marketing, cooperatives and fair trade.</b></li> <li>Efficient working involves the best use of available materials resources to save energy and money to minimise damage to the environment.</li> <li>New products are driven by new technologies e.g. the development of flexible display and efficient rechargeable batteries.</li> </ol>	<ol style="list-style-type: none"> <li>Identify areas where new technologies have had a positive and negative impact on our environment.</li> <li>Identify materials that have the least impact on the environment.</li> <li>Identify products where technology push has driven their growth.</li> </ol>
3 Planned obsolescence	<ol style="list-style-type: none"> <li><b>Planned obsolescence</b> is where products are designed to have a set life span e.g. car 10-15, mobile phone 2-3 and a coffee pod is single use.</li> <li>A single use product does not need to be durable but being <b>biodegradable</b> is desirable in today's environment.</li> <li>Some designers use planned obsolescence to ensure a steady stream of sales e.g. Apple phones.</li> </ol>	<ol style="list-style-type: none"> <li>Identify the advantages and disadvantages of planned obsolescence improve sustainability when designing.</li> <li>Identify opportunities for improving single use products and reduce waste.</li> <li>Identify where designers are balancing sales and environmental issues.</li> </ol>
4 Design for maintenance	<ol style="list-style-type: none"> <li>When a product is <b>designed for maintenance</b> parts can easily be replaced, when broken or worn out, to extend the product's life span.</li> <li><b>Design for disassembly</b> is a design strategy that considers the future need to repair, recycle and prolong a product's life span.</li> </ol>	<ol style="list-style-type: none"> <li>Incorporate sustainability when designing components to be easily assembled.</li> <li>To disassemble the work of other designers and identify constructional techniques.</li> </ol>
5 Energy generation	<ol style="list-style-type: none"> <li><b>Sources of energy</b> are used to generate electricity and to provide fuel for transport, heating and cooking.</li> <li>Energy sources fall into two categories e.g. <b>renewable (non finite) and non-renewable (Finite).</b></li> <li><b>Fossil fuels</b> (coal, oil and gas) produce large amounts of cheap electricity and provide a reliable supply. However, they release green house gases and will eventually run out.</li> <li>Renewable energy (wind, solar, tidal, hydro electric and biomass) are sustainable forms of energy. However they have expensive set up costs and destroy habitats and eco systems, cause noise pollution and release Co2 (Biomass only).</li> </ol>	<ol style="list-style-type: none"> <li>Identify where energy is used in the designing, manufacturing and distribution process.</li> <li>Place energy sources into renewable and non-renewable.</li> <li>Discuss the impact of using non-renewable sources of energy</li> <li>Discuss the impact of using renewable sources of energy.</li> </ol>

### Year 10 Design and Technology Cycle 3

Week	I will need to know:	So that I can:
6 NEA start. Analysis of context	<ul style="list-style-type: none"> <li>The NEA exam marking criteria is broken down into 5 areas.</li> <li>Identifying and investigating design possibilities. (marks 10)</li> <li>Developing a design brief and specification. (marks 10)</li> <li>Generating and developing ideas. (marks 30)</li> <li>Manufacturing a prototype. (marks 30)</li> <li>Analysing and evaluating design decisions and prototypes. (20)</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of how the NEA coursework is assessed.</li> <li>Plan how work will be produced taking into account the weighting on each section.</li> <li>Analyse the context and its wording</li> </ul>
7 NEA Folder requirements and planning	<ol style="list-style-type: none"> <li>A Gantt chart will enable you to plan your NEA work over 40 weeks.</li> <li>The assessment criteria will guide you on how much time should be spent on each section.</li> <li>The design process is not linear and evaluation should be planned throughout your Gantt chart to establish quality assurance.</li> </ol>	<ol style="list-style-type: none"> <li>Produce a Gantt chart planning all areas of the design process.</li> <li>Use the weighting of assessment material to plan how many weeks should be used for each section.</li> <li>Place evaluation at key points e.g. analysis of context, design opportunities, ideas, development, modelling, product manufacture and finally testing of the prototype.</li> </ol>
8 NEA Identifying design opportunities	<ol style="list-style-type: none"> <li>A mind map of everyday living will enable you to look through the eyes of a designer when looking for design opportunities.</li> <li>Design opportunities stem from problems or needs.</li> </ol>	<ol style="list-style-type: none"> <li>Produce a mind map of everyday living where areas meet the exam boards context.</li> <li>Identify where there are potential problems or needs in everyday living that have design potential.</li> </ol>
9 NEA Analysis of design opportunities	<ol style="list-style-type: none"> <li>Use the following criteria to enable you to select the most appropriate design opportunity; <ul style="list-style-type: none"> <li>Is the design opportunity commercially viable? e.g. the likelihood that a product or service will be successful in the marketplace.</li> <li>How complex is the design opportunity? e.g. is it overly complicated and not achievable or to simplistic and not allow the opportunity for a higher grade.</li> <li>Could the product be made in the school workshops? e.g. do we have the machinery and the materials required.</li> <li>Will the production of the prototype fit into the year 11 time frame?</li> <li>Does the opportunity offer the creativity required to reach a higher grade.</li> <li>Does the design opportunity meet the exam boards context.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Produce a detailed analysis of all possible design opportunities that meet the exam board's contexts requirements.</li> <li>produce a clear and detailed justification of the chosen design opportunity which leads to the design brief.</li> </ul>
10	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
11 NEA Research (Existing products)	<ol style="list-style-type: none"> <li>The analysis of existing products and the works of other designers is secondary research. The following areas will guide your analysis: Function, form, quality, styling, performance, intended markets, size, ergonomics, maintenance, materials and production methods.</li> <li>Analysis of existing products must have a conclusion e.g. What features, sizes, aesthetics and functions would inspire or not inspire you when designing/</li> </ol>	<ol style="list-style-type: none"> <li>Select 6-8 existing products in area of your chosen design opportunity and produce a detailed product analysis.</li> <li>Record opinions about each of the existing products highlighting key features that could be included in future designs.</li> </ol>
12	<b>Super teaching week:</b> 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.	

## Year 10 Design and Technology Cycle 3: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Re Think</b>	Considering how a product can be made in a more sustainable way.	Designers need to <b>rethink</b> the use traditional materials and look for sustainable alternatives
2	<b>Refuse</b>	Not to use unethical and unsustainable resources.	Some coffee drinkers are <b>refusing</b> to use disposable cups and insist on going to an outlet offering to use refillable cups.
3	<b>Repair</b>	Products that can be easily repaired to extend the product's life cycle.	Dyson offers a service of spare parts to <b>repair</b> their vacuum cleaners.
4	<b>Reduce</b>	Limit the amount of energy and resources used to create and dispose of products.	Many companies are choosing to go paper less to <b>reduce</b> energy use.
5	<b>Recycle</b>	Designers consider how products can be created from recyclable materials and components when products come to the end of the life.	Waste paper and glass is separated when collected for <b>recycling</b>
6	<b>Reuse</b>	Designers consider how products can be reused in in other ways once it has service its function.	Quality clothing when it is out grown can be given away to <b>reuse</b> .
7	<b>Landfill</b>	The disposal of waste material by burying it, especially as a method of filling in and reclaiming excavated pits.	<b>Landfill</b> sites contain both household and commercial rubbish. Household rubbish is mostly organic, for example food, paper, cardboard or wood. Other household rubbish contains plastic or tin packaging. Sites filled up before 1960 contained very little organic matter.
8	<b>Culture</b>	The ideas, customs, and social behaviour of a particular people or society.	Designers must be aware of <b>cultural</b> and moral issues when designing a product.
9	<b>Society</b>	A community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests	Social design is about problem-seeking, not problem-solving within a <b>society</b>
10	<b>Fair Trade</b>	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers	Bananas, coffee, chocolate, tea, flowers, sugar - these are all items we often take for granted and are all examples of <b>Fairtrade</b> products.

## Year 10 Design and Technology Cycle 3: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Life Cycle Assessments</b>	A process of evaluating the effects that a product has on the environment over the entire period of its life thereby increasing resource-use efficiency and decreasing liabilities.	<b>Life cycle assessments</b> takes into consideration all the steps that lead from raw material through manufacture, distribution and usage to final disposal
2	<b>Extraction</b>	Extraction of Metals is the process of removing a metal from a mineral.	Iron is <b>extracted</b> from iron ore in a huge container called a blast furnace.
3	<b>Distribution</b>	To spread the product throughout the marketplace such that a large number of people can buy it.	<b>Distribution</b> channels are the path products take from their initial manufacturing stage to selling them to consumers.
4	<b>Disposal</b>	The action or process of getting rid of something.	The <b>disposal</b> of products at the end of their life cycle is something that designers have to take into account during the products development.
5	<b>Pollution</b>	The introduction of harmful materials into the environment.	During the manufacture of many new products fossil fuels are burnt for energy and the transportation of materials which increases the levels of <b>pollution</b> .
6	<b>Environment</b>	The surroundings or conditions in which a person, animal, or plant lives or operates.	Some examples of natural <b>environments</b> include rivers, mountains, forests and beaches.
7	<b>Sustainability</b>	Sustainability consists of fulfilling the needs of current generations without compromising the needs of future generations, while ensuring a balance between economic growth, environmental care and social well-being.	New and emerging technologies have led to the development of <b>sustainable</b> products and manufacturing processes.
8	<b>Finite</b>	Limited in size or extent.	<b>Finite</b> resources are non renewable. They cannot be replenished as fast as they are consumed and are therefore unsustainable.
9	<b>Market Pull</b>	Product development is driven by changing consumer demands.	<b>Market pull</b> has driven the development of cameras, which have become smaller, more lightweight and higher performing as a result of customer needs.
10	<b>Technology Push</b>	New materials and processes become available which enables designers create new and exciting products.	The development of smaller and more efficient batteries have enabled designers to produce electric vehicles which is an example of <b>technology push</b>

## FRENCH – CYCLE 3 – 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:
<b>1</b> Voudrais-tu voyager? Des vacances de rêve	<ol style="list-style-type: none"> <li>Je voudrais voyager pour <b>découvrir une nouvelle culture</b> et pour <b>me faire de nouveaux amis</b>.</li> <li>Ce serait <b>intéressant</b> et <b>agréable</b>.</li> <li>J'aimerais mieux <b>des vacances d'aventure</b>. Je voyagerai <b>en avion privé</b>.</li> <li>Je passerai mes vacances <b>sur la côte</b> et je logerai <b>dans un hôtel de luxe</b>. Quelle expérience extraordinaire!</li> </ol>	Talk about holidays and accommodation <ol style="list-style-type: none"> <li>Using <i>je voudrais/j'aimerais</i> + infinitive to express what I would like to do</li> <li>Using <i>ce serait</i> + adjective to express how that would be</li> <li>Describe where I would like to go</li> <li>Using the conditional tense</li> <li>Extending sentences with added detail (how, where, opinions &amp; reasons)</li> </ol>
<b>2</b> On part pour la Corse.	<ol style="list-style-type: none"> <li>Il vaut la peine de <b>goûter les plats locaux</b> et <b>d'acheter des souvenirs</b>. Aussi, il faut visiter le musée Bastia.</li> <li>Le musée ferme à quelle heure? Où est-ce qu'on peut réserver des billets? Pouvez-vous me recommander un bon restaurant?</li> </ol>	Discuss what you can see and do on holiday <ol style="list-style-type: none"> <li>Giving advice by using <i>il vaut la peine de / il vaut mieux</i></li> <li>Forming different types of questions</li> </ol>
<b>3</b> Le monde en fête.	<ol style="list-style-type: none"> <li>Je suis allé(e) <b>au carnaval</b>, il y avait <b>de la musique</b> et <b>des danseurs</b>. <b>J'ai dansé</b> avec le parade et <b>j'ai goûté des plats locaux</b>. C'était délicieux!</li> <li>C'est un événement qui fête la culture et il y a des personnes qui <b>portent des masques colorés</b> que <b>les visiteurs admirent</b>.</li> </ol>	Talk about festivals <ol style="list-style-type: none"> <li>Using perfect and imperfect tenses together</li> <li>Creating complex sentences using relative pronouns <i>qui/que</i></li> </ol>
<b>4</b> Guide de voyage.	<ol style="list-style-type: none"> <li>Je n'aime pas l'hôtel parce qu'il y avait <b>trop de bruit</b> et je n'ai pas pu dormir. <b>La piscine était trop petite</b> et j'ai voulu <b>nager</b>.</li> <li>À Paris, au centre ville, en ville, dans ma chambre, dans l'hôtel</li> <li>Il n'y avait <b>aucun bruit</b>, cependant il n'y avait pas <b>d'équipement dans la salle de jeux</b>.</li> </ol>	Review and book holiday accommodation <ol style="list-style-type: none"> <li>Using modal verbs in the perfect tense – <i>j'ai voulu, j'ai dû, je n'ai pas pu</i></li> <li>Using the correct French word to say 'in'</li> <li>Identifying positive &amp; negative opinions</li> </ol>
<b>5</b> Vive les vacances!	<ol style="list-style-type: none"> <li>S'il <b>fait beau</b>, je <b>ferai du camping</b> mais s'il <b>pleut</b> j'<b>irai au centre sportif</b>.</li> <li>Normalement pendant les vacances <b>je reste chez moi</b> mais l'année dernière <b>je suis allé(e) au Pays de Galles</b> mais il pleuvait donc cet été <b>j'irai en Espagne</b> et ce sera genial.</li> </ol>	Talk about staycation activities <ol style="list-style-type: none"> <li>Using <i>si</i> + present tense and the simple future tense</li> <li>Using a range of tenses</li> </ol>

## FRENCH – CYCLE 3 – Year 10

Week	I will need to know:	So that I can:
<b>6</b> Mid cycle assessment	1. Fluency training and revision of the previous weeks of work	<b>MID-CYCLE ASSESSMENT</b> SPEAKING: Read Aloud
<b>7</b> Madagascar: miroir du monde? Notre monde est beau	1. Vingt, trente et un, soixante-dix, soixante-seize, quatre-vingts, quatre-vingt-six, quatre-vingt-dix-huit, trois-cent-cinquante-quatre, mille-six-cent-quatre-vingt-quinze 2. <b>Quatre-vingt-deux</b> pourcent 3. À mon avis le plus grand problème c'est l' <b>extinction des espèces</b> . 4. <b>La forêt tropicale congolaise</b> est plus grande que <b>la Réunion</b> 5. La plus longue rivière, la plus haute montagne, les problèmes les plus importants	Understand info graphics about the environment 1. Recognising big numbers 2. Percentages 3. Environmental problems Talk about geography and the climate whilst learning about francophone countries 1. Using comparatives and superlatives
<b>8</b> Planète en danger.	1. <b>La planète</b> est menacé par <b>le changement climatique</b> . 2. <b>le climat</b> est touché par <b>le taux de carbone dans l'air</b> .	Talk about environmental problems using the passive voice
<b>9</b> Des grands gestes.	1. Il faut arrêter de créer des produits en plastique, développer la coopération globale et participer aux manifestations. 2. Travaillons ensemble! Respectons la nature et soyons actifs!	Discuss how we can work together to protect the environment 1. Using the 'nous' form of the imperative (commands)
<b>10</b>	<b>Scholar's Prep:</b> 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!	

**FRENCH - CYCLE 3 – Year 10**

Week	I will need to know:	So that I can:
<b>11</b> Des petits gestes. Innovation verte.	1. J'utilise papier recyclé, je trie mes déchets et je me douche au lieu de prendre un bain. 2. En recyclant, en mangeant, en séparant, en jouant 3. Hier, j'ai utilisé ..., j'ai fait..., j'ai pris..., je suis allé(e)... Mais quand j'étais petit(e) j'utilisais..., je faisais..., je prenais..., j'allais... 4. Je suis ingénieur et je suis en train de rechercher l'énergie hydroélectrique. 5. Je viens de parler à une conférence	Talk about day-to-day actions to protect the environment 1. Using <i>en</i> + the present participle 2. Understanding when to use the perfect (did) and imperfect (used to do) tenses 3. Discuss new technologies 4. Using <i>être en train de</i> + infinitive 5. Using <i>venir de</i> + infinitive
<b>12</b>	<b>Super teaching week:</b> 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.	

**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.



**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).



**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).

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**Year 10 Cycle 3 Geography Week 2-3 Fieldwork, Weeks 4-7 Urbanizing world, Weeks 8-10 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:
1	<ol style="list-style-type: none"> <li>The <b>Environmental Quality Surveys</b> found on average that Jericho scored higher for traffic, buildings, open space and general quality than St Ebbes (average score was around 50/60 compared to 35/60 for the 2024 data collected). This suggests that Jericho has a higher <b>quality of life</b> which supports our hypothesis. This data was presented in a radar graph.</li> <li>The epitome words for Jericho were also more positive with the most common being similar to quiet, clean and fancy.</li> </ol>	<ol style="list-style-type: none"> <li>Collect data on the fieldtrip.</li> <li>Draw conclusions from my data collection.</li> </ol>
2	<ol style="list-style-type: none"> <li>The data collection could have been improved by visiting more sites in each location or visiting random sites, as the <b>stratified sampling</b> could have been <b>biased</b> and locations chosen as because they are known to support the hypothesis.</li> <li>Epitome words are biased as they are based on your opinions and own experience. They could be impacted by what your friends think, so it could have been improved by doing the epitome words on your own.</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate the data collection.</li> </ol>
3	<ol style="list-style-type: none"> <li>In the exam there will be <b>unseen</b> fieldwork questions about an example fieldtrip to an urban area. This could include questions about any part of a <b>geographical enquiry</b> (Intro and planning, methods, data collection, data presentation, data analysis and conclusions/evaluation).</li> </ol>	<ol style="list-style-type: none"> <li>Analyze unseen fieldwork scenarios well.</li> </ol>
4	<ol style="list-style-type: none"> <li>The Burgess Model describes the <b>land use</b> in many cities. In the centre is the Central Business District where there are retail, finance and admin buildings, if you then travel further out there is the inner city where older terraced housing is found and often brownfield sites, then are the suburbs where the houses are larger so often detached with gardens as the land is cheaper. On the edge of the city of the rural-urban fringe where there is green belt land and often some industry as there is more space.</li> <li>Mumbai is an Indian megacity. It is highly connected to the rest of the world as it has India's second biggest port due to its deep harbour, is on the west coast of India so has easy access to the Suez Canal which reduces shipping times and its international airport handles 32m passengers a year (9 hours from England, 4 from Dubai). Due to Mumbai's location on a <b>peninsula</b>, the CBD (central business district) is not at the centre of the city but at the port.</li> </ol>	<ol style="list-style-type: none"> <li>Explain why landuse varies in an area.</li> <li>Identify the significance of India's site, situation and connectivity.</li> </ol>
5	<ol style="list-style-type: none"> <li>Mumbai's population has increased from 3million to 22million by 2022 due to rural-urban migration, natural increase and international migration.</li> <li>The rapid population increase has caused housing shortages, the development of squatter settlements (<b>chawls</b>), traffic, waste disposal issues and pollution.</li> </ol>	<ol style="list-style-type: none"> <li>Understand why Mumbai's population has grown and evaluate the impacts.</li> </ol>

## Year 10 Cycle 3 Geography Week 2-3 Fieldwork, Weeks 4-7 Urbanizing world, Weeks 8-10 Fieldwork

Week	I will need to know:	So that I can:
6	1. The <b>quality of life</b> in Mumbai varies because of <b>corruption</b> and a lack of government control over the city's expansion and employment sectors. As no taxes are gained from the <b>informal sector</b> , the government has less money to spend on infrastructure and services. 2. Attempts at reducing inequality within Mumbai have been made through top-down (e.g. Vision Mumbai) and bottom-up (e.g. Lok Seva Sangram) projects. Vision Mumbai aims to restore green space, provide more public toilets and demolish Dharavi (a slum). LSS is a health charity that aims to detect and treat disease.	1. Understand causes of inequality in Mumbai. 2. Evaluate the success of top down and bottom up projects in improving quality of life.
7	1. In the exam there will be unseen fieldwork questions about an example fieldtrip to the coast. This could include questions about any part of a <b>geographical enquiry</b> (Intro and planning, methods, data collection, data presentation, data analysis and conclusions/evaluation.	1. Analyze unseen fieldwork scenarios well.
8	1. Highcliffe Beach, near Bournemouth, has an <b>unmanaged</b> section and a managed area (groynes) making it a good location for fieldwork. The groynes prevent <b>longshore drift</b> from taking place so the shape of the beach is impacted. The size of the sediment is also expected to get smaller as you move along the beach due to erosion. 2. One lesson this week will be spent on the fieldtrip to a coastal location.	1. Successfully carry out fieldwork at Highcliffe Beach.
9	1. The data collected shows the average angle on the West side of the groyne was around 10 degrees, whereas on the East side it was only 5. Additionally, the average pebble size reduces as you move from West to East along the beach. This <b>demonstrates</b> that <b>longshore drift</b> is taking place at Highcliffe beach and changing the shape of the beach and size of the sediment. 2. When completing questions about unseen fieldwork it is important to use the information given to answer the question and use data as examples.	1. 1. Draw conclusions from my results and evaluate the success of the fieldwork.
10	<b>Scholar's Prep:</b> 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	You will spend this week catching up on any work missed.	
12	<b>Super teaching week:</b> 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.	

## Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Quality of life	The general well-being of an individual and society.	<b>Quality of life</b> is not just dependent on money.
2	Biased	To favour one side over the other.	Some data collection can be <b>biased</b> .
3	Unseen	Someone you haven't learnt about before.	<b>Unseen</b> fieldwork includes a case study that you have not learnt about before.
4	Land use	How the land is used	The <b>land use</b> of Glanville Road is mostly residential.
5	Rural-urban	Rural-urban refers to the relationship or transition between countryside (rural) areas and cities (urban) areas	<b>Rural-urban</b> migration happens when people move from villages to cities for better job opportunities
6	Corruption	Dishonest or fraudulent activity by those in power.	A government can be <b>corrupt</b> .
7	Demonstrates	Shows	The data <b>demonstrates</b> there is a relationship between two variables.
8	Data collection	Data collection is the process of gathering information to understand a specific topic or area	When studying river pollution, <b>data collection</b> might involve measuring water quality at different points
9	Unmanaged	Not managed (looked after)	An area can be <b>unmanaged</b> .

## Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Environmental quality survey	An <b>environmental quality survey</b> uses an observer's judgements to assess environmental quality against a range of indicators. Often they work on a sliding scale of quality (like 1 to 5) to represent less good to good.	<b>Environmental quality surveys</b> are an example of quantitative data.
2	Stratified sampling	Dividing sampling into groups, e.g. three sites from each section of coastline, or five people from each age range.	We used <b>stratified sampling</b> in our fieldwork.
3	Geographical enquiry	The six steps geographical fieldwork goes through: Intro and planning, methods, data collection, data presentation, data analysis and conclusions/evaluation.	In geography GCSE we undertake a <b>geographical enquiry</b> .
4	Peninsula	A piece of land almost surrounded by water or projecting out into a body of water.	Mumbai is situated on a <b>peninsula</b> .
5	Chawl	A large building divided into many separate rooms, offering cheap, basic accommodation.	<b>Chawls</b> are often poorly looked after.
6	Informal sector	An <b>informal economy</b> (informal sector or grey economy) is the part of any economy that is neither taxed nor monitored by any form of government.	Shoe shining is an example of a job in the <b>informal sector</b> .
7	UK Human Landscape	The UK human landscape refers to the ways people have shaped and used the land, including towns, cities, and transport networks	The <b>UK human landscape</b> includes busy cities like London and historic market towns like York
8	Geographical enquiry	Geographical enquiry is the process of asking and answering questions about the world using evidence and investigation	A <b>geographical enquiry</b> could explore how traffic congestion affects air quality in your local area
9	Longshore drift	The movement of sediment along the beach in the direction of the prevailing wind.	At Highcliffe Beach <b>longshore drift</b> moves sediment from west to east.

## GERMAN – CYCLE 3 – 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><b>1</b></p> <p><b>Wo spricht man Deutsch?</b></p> <p><b>Wo wohnst du?</b></p>	<ol style="list-style-type: none"> <li>1. Die Hauptstadt von Deutschland heißt Berlin.</li> <li>2. In Luxemburg spricht man Deutsch.</li> <li>3. Der Nationtag ist am 3. Oktober.</li> <li>4. Deutschland hat 83294633 Einwohner.</li> <li>5. Ich wohne seit drei Jahren mit meiner Mutter in einem Dorf.</li> <li>6. Das liegt im Norden von Deutschland.</li> <li>7. Mein Ort ist ganz neu und meine Gegend ist nicht sehr sauber.</li> <li>8. Es gibt eine Bank, aber früher gab es keine Post.</li> <li>9. In der Zukunft wird man ein Kino bauen.</li> </ol>	<p>Learn key facts about Germany</p> <ol style="list-style-type: none"> <li>1. Revise the superlative</li> <li>2. Use large numbers</li> </ol> <p>Describe where you live</p> <ol style="list-style-type: none"> <li>1. Use prepositions followed by the dative</li> <li>2. Use a variety of adjectives and qualifiers</li> </ol>
<p><b>2</b></p> <p><b>Wie fährst du am liebsten?</b></p>	<p>We will continue to answer the week 1 question 'Wo wohnst du'?</p> <ol style="list-style-type: none"> <li>1. Man kann mit dem Flugzeug fliegen..</li> <li>2. Ich fahre mit dem Fahrrad zur Schule, weil ich um die Ecke wohne.</li> <li>3. Wir fahren mit dem Bus, weil es eine lange Fahrt ist.</li> <li>4. Ich reise mit dem Zug nach Deutschland, weil man im Zug schlafen kann.</li> </ol>	<p>Discuss transport in your local area</p> <ol style="list-style-type: none"> <li>1. Use prepositions with the accusative</li> <li>2. Use the correct word order with modal verb and weil</li> </ol>
<p><b>3</b></p> <p><b>Ich komme zu Besuch</b></p> <p><b>Wo gehst du gern einkaufen?</b></p>	<ol style="list-style-type: none"> <li>1. Um wieviel Uhr kommt der Zug an?</li> <li>2. Gehen Sie geradeaus.</li> <li>3. Der Supermarkt liegt auf der linken Seite.</li> <li>4. Ich brauche einen neuen Mantel</li> <li>5. Gefallen Ihnen diese Socken?</li> <li>6. Gibt es eine Kasse, wo ich bezahlen kann?</li> <li>7. In meiner Stadt gibt es viele Cafes.</li> <li>8. In einem Schreibwarengeschäft findet man Papier.</li> <li>9. Die Bank ist vor dem Bahnhof.</li> <li>10. Ich kaufe gern mit einer App ein, weil man Zeit sparen kann.</li> </ol>	<p>Ask for information in different situations</p> <ol style="list-style-type: none"> <li>1. Understand register</li> <li>2. Practice role plays</li> </ol> <p>Discuss shopping habits</p> <ol style="list-style-type: none"> <li>1. Use dual case preposition followed by the dative</li> <li>2. Use plural of nouns</li> </ol>
<p><b>4</b></p> <p><b>Mein idealer Wohnort</b></p>	<p>We will continue to answer the week 3 question 'Wo gehst du einkaufen'?</p> <ol style="list-style-type: none"> <li>1. Ich würde gern in einer Kleinstadt wohnen.</li> <li>2. Meine Umgebung wäre ziemlich modern.</li> <li>3. Mein idealer Wohnort hätte ein riesiges Einkaufszentrum.</li> <li>4. Jetzt wohne ich in einer Hauptstadt.</li> <li>5. Es gab früher kein Stadion.</li> </ol>	<p>Describe an ideal place to live</p> <ol style="list-style-type: none"> <li>1. Use the imperfect tense</li> <li>2. Revise the conditional</li> </ol>

## GERMAN – CYCLE 3 – Year 10

Week	I will need to know:	So that I can:
5 Bei mir zu Hause?	<ol style="list-style-type: none"> <li>1. Im Badezimmer wasche ich mir die Haare.</li> <li>2. Diese helle Wohnung hat einen Parkplatz.</li> <li>3. Hinter dem Haus gibt es einen privaten Garten.</li> <li>4. Die Wohnung liegt im zweiten Stock.</li> <li>5. Das Bett kommt in das Schlafzimmer.</li> </ol>	Describe your home <ol style="list-style-type: none"> <li>1. Use dual case prepositions with the accusative</li> <li>2. Work out the meaning of compound nouns</li> </ol>
		<b>MID-CYCLE ASSESSMENT</b> SPEAKING: Read aloud
6 Reiseziele wo man Deutsch spricht  Wo fahren wir hin?	<ol style="list-style-type: none"> <li>1. Kommen Sie nach Deutschland!</li> <li>2. Erleben Sie unvergessliche Momente mit Ihrer Familie!</li> <li>3. Burg Burghausen ist die bekannteste Burg Deutschlands.</li> <li>4. Das Brandenburger Tor ist das schönste Tor in Deutschland.</li> <li>5. Es gibt leckeres Essen im Restaurant.</li> <li>6. Man kann ein gutes Buch lesen.</li> <li>7. Man kann keine Museen besuchen.</li> <li>8. Ein Vorteil davon ist, dass man in den Bergen wandern kann.</li> </ol>	Learn about German speaking travel destinations <ol style="list-style-type: none"> <li>1. Form the imperative</li> <li>2. Review Umlaut as sound changers</li> </ol> Describe different holiday destinations <ol style="list-style-type: none"> <li>1. Form questions</li> <li>2. Discuss advantages and disadvantages</li> </ol>
7 Ich möchte eine Reservierung machen!	We will continue to answer the week 6 question 'Wo fahren wir hin?' <ol style="list-style-type: none"> <li>1. Die Reservierung ist für meine Familie.</li> <li>2. Ich möchte ein Doppelzimmer mit WLAN.</li> <li>3. Kann ich drei Nächte bleiben?</li> <li>4. Ich komme am Dienstag um 10:00 Uhr an.</li> </ol>	Make a reservation <ol style="list-style-type: none"> <li>1. Use wer, wen and wem</li> <li>2. Recognise negatives</li> </ol>
8 Ich möchte mich beschweren!  Wie waren die Schulferien?	<ol style="list-style-type: none"> <li>1. Ich habe meine Fahrkarte verloren.</li> <li>2. Ich habe meinen Pass vergessen.</li> <li>3. Mein Bett ist unbequem.</li> <li>4. Die Mitarbeiter sind unfreundlich.</li> <li>5. Ich habe auf einem Campingplatz am Meer übernachtet.</li> <li>6. Er hat einen Ausflug gemacht.</li> <li>7. Das Wetter war schön.</li> <li>8. Es hat geregnet</li> </ol>	Describe problems on holidays <ol style="list-style-type: none"> <li>1. Revise possessive adjectives</li> <li>2. Practice a holiday role play</li> </ol> Describe a past holiday <ol style="list-style-type: none"> <li>1. Use prepositions with the genitive case</li> <li>2. Talk about the weather in the past</li> </ol>
9 Ich möchte um die Welt reisen!	We will continue to answer the week 8 question 'Wie waren die Schulferien?' <ol style="list-style-type: none"> <li>1. Ich werde in den Sommerferien zu Hause bleiben.</li> <li>2. Ich würde mit meinem Freund im Meer schwimmen.</li> <li>3. Ich werde mit meiner Familie in der Sonne liegen.</li> </ol>	Describe future and ideal holidays <ol style="list-style-type: none"> <li>1. Use interrogative and demonstrative adjectives</li> <li>2. Practice w and v sounds</li> </ol>

GERMAN - CYCLE 3 – Year 10

Week	I will need to know:	So that I can:
10	<b>Scholar's Prep:</b> 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 Revision	Fluency training and revision of the previous 9 weeks of work	
12	<b>Super teaching week:</b> 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).



**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.

**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).

**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.




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## Year 10 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 Production Plan 1	<ol style="list-style-type: none"> <li><b>Commodity list with quantities</b> - This means naming all the ingredients needed to make all dishes and how much of each one e.g. grams (g), ounces (oz), millilitres (ml), etc.</li> <li><b>Equipment list</b> - Name all pieces of equipment you would need to cook the dishes.</li> <li><b>Mise en place</b> - This is all the preparation you undertake before cooking. Examples of this include weighing out ingredients, collecting equipment and washing hands.</li> </ol>	<p style="text-align: center;"><b><u>Apple Crumble</u></b></p> <ol style="list-style-type: none"> <li>Practice the rubbing-in method and caramelizing apples.</li> </ol>	Be as detailed as I can when writing my GCSE production plan.
2 Production Plan 2	<ol style="list-style-type: none"> <li><b>Health, safety and hygiene (HSH)</b> - Correctly using colour-coded chopping boards or washing hands after handling raw meat.</li> <li><b>Quality points (QP)</b> - How to check if the cream is whipped to soft/ firm peaks; how to ensure proofing the dough successfully.</li> <li><b>Contingencies (C)</b> - What you would do to deal with a problem if something were to go wrong.</li> </ol>	<p style="text-align: center;"><b><u>Chicken pie</u></b></p> <ol style="list-style-type: none"> <li>Use the rubbing-in method to create the shortcrust pie base.</li> <li>Make chicken sauce filling.</li> </ol>	Demonstrate knowledge of the three areas of a well-written production plan.
3 Sensory analysis	<p>Use sensory analysis to examine the properties of a dish. Useful words include:</p> <ol style="list-style-type: none"> <li><b>Appearance &amp; Texture:</b> smooth, flaky, juicy, crumbly, tender, moist</li> <li><b>Taste:</b> tangy, savoury, spicy, strong, umami</li> <li><b>Smell:</b> aromatic, savoury, fragrant, citrus, smoky, acidic, mild</li> <li><b>Sound:</b> crack, crunch, sizzle, pop, brittle, crispy</li> </ol>	<p style="text-align: center;"><b><u>Berry pie</u></b></p> <ol style="list-style-type: none"> <li>Use the rubbing-in method to create the shortcrust pie base.</li> <li>Make berry sauce filling.</li> </ol>	Evaluate foods through preference or discrimination tests.
4 Hospitality and catering providers	<ol style="list-style-type: none"> <li><b>Commercial provisions</b> aim to make profit. They can be <b>residential</b> (B&amp;B, Airbnb and hotels) or <b>non-residential</b> (fast food outlets, cafes and restaurants).</li> <li><b>Non-commercial provisions</b> don't aim to make profit. They can also be residential (Boarding schools, hospitals and care homes) or non-residential (canteens in working establishments which are subsidised).</li> </ol>	<p style="text-align: center;"><b><u>Macaroni Cheese</u></b></p> <ol style="list-style-type: none"> <li>Revisit pasta making technique.</li> <li>Make Roux sauce and breadcrumb.</li> </ol>	Understand the differences between commercial and non-commercial provision.
5 Types of food and residential services	<ol style="list-style-type: none"> <li><b>Banquet:</b> a range of foods suitable for large catered events such as weddings or award ceremonies. <b>(*Difference with buffet: buffet may not be served in events and the menu may be cheaper.)</b></li> <li><b>Gueridon:</b> served from a trolley to the customer's table, <b>the food is then finished and presented in front of the customer.</b> Creates an atmosphere of entertainment.</li> <li><b>Family style:</b> The food is placed on serving bowls on the customer's table for customers to share between them.</li> </ol>	<p style="text-align: center;"><b><u>Ramen with Teriyaki Chicken and poached eggs</u></b></p> <ol style="list-style-type: none"> <li>Revisit pasta laminating and debone chicken technique.</li> <li>Learn how to poach eggs.</li> </ol>	Know the meaning of each service and be able to provide examples.

## Year 10 Hospitality and Catering

Week	I will need to know:	Practical:	So that I can:
6 Types of employment roles	<ol style="list-style-type: none"> <li>1. Front of house members include the <b>manager, waiting staff, concierge and receptionist</b>. The manager hires and oversees all staff. <b>The concierge advises and helps customers with trips and tourist attractions.</b></li> <li>2. Kitchen team includes the <b>Executive/ Head chef, Sous chef, Chef de partie, Commis chef and kitchen porter</b>. Chef de partie is in charge of a specific, like grill section or fish section. <b>*Midpoint assessment quiz</b></li> </ol>	<p style="text-align: center;"><b>Lasagne</b></p> <ol style="list-style-type: none"> <li>1. Revisit pasta laminating technique.</li> <li>2. Revisit various knife skills while making ragu sauce.</li> </ol>	Identify between different job roles and responsibilities
7 Personal attributes	<ol style="list-style-type: none"> <li>1. Desirable personal attributes include <b>team player, organised, friendly, calm under pressure, hardworking and attention to detail.</b></li> <li>2. Desirable qualifications include: <b>Level 1/2 hospitality and catering, health and safety or food hygiene certificates, first aid training.</b></li> </ol>	<p style="text-align: center;"><b>Bread Art</b></p> <ol style="list-style-type: none"> <li>1. Make and shape brioche bread.</li> </ol>	Understand the different personal attributes, qualifications and experience that an employer would look for.
8 Working conditions	<ol style="list-style-type: none"> <li>1. <b>Full-time contract</b> is entitled to <b>a fixed salary, 28 days paid holiday, sickness pay, pension, maternity leave and job security.</b></li> <li>2. Part-time staff still have sick pay and holiday pay but they only work on certain days of the week.</li> <li>3. <b>Zero hours contract</b> means employees only work when the employer needs staff. No sick pay or holiday entitlement.</li> </ol>	<p style="text-align: center;"><b>Bread Pudding</b></p> <ol style="list-style-type: none"> <li>1. Revisit baking bread skills.</li> <li>2. Temper egg yolk for custard.</li> </ol>	Learners should know what type of person would benefit from the hours/contract offered.
9 Factors to the Success I	<ol style="list-style-type: none"> <li>1. <b>Basic costs</b> incurred include <b>labour cost</b> (wages, National insurance and pension contributions), <b>material</b> (equipment, ingredients, furnishings) and <b>overheads</b> (rent, electricity, insurance, licensing and maintenance).</li> </ol>	<p style="text-align: center;"><b>Meringue (Baked Alaska)</b></p> <ol style="list-style-type: none"> <li>1. Bake a sponge cake.</li> <li>2. Whisk egg white until stiff peak and form the meringue.</li> </ol>	Have a good understanding of the costs of running a hospitality and catering provision.
10	<b>Scholar's Prep:</b> 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 Factors to the success II	<ol style="list-style-type: none"> <li>1. <b>New technologies</b> include:                         <ul style="list-style-type: none"> <li>• cashless systems such as contactless cards and mobile payment apps</li> <li>• digital systems such as online booking/ordering and key cards</li> </ul> </li> <li>2. <b>Media to advertise:</b> Most businesses will have <b>websites</b> for customers to view menus/ make bookings and place online ads to advertise. Customer reviews on social media are having a great impact on business.</li> </ol>	<p style="text-align: center;"><b>Trifle</b></p> <ol style="list-style-type: none"> <li>1. Bake a sponge cake.</li> <li>2. Set gelatine to form the jelly layer.</li> <li>3. Whip cream as final decoration.</li> </ol>	Understand how new technology and media impacts the hospitality and catering service industry in a positive way.
12	<b>Super teaching week:</b> 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.		

## Year 10 Hospitality and Catering Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Commodity</b>	A substance or product that can be traded, bought, or sold	The agricultural <b>commodities</b> provide ingredients for food items, such as bread, pasta, or pizza.
2	<b>Contingency</b>	What you would do to deal with a problem if something were to go wrong	By having a <b>contingency</b> plan in place, you can respond quickly and effectively, which can help you maintain the trust and loyalty of your customers.
3	<b>Organoleptic</b>	Involving use of the sense organs	The four main <b>organoleptic</b> characteristics of food are colour, taste, smell and texture.
4	<b>Commercial</b>	The business aims to make profit from the hospitality and catering provision that they provide.	Hotels and restaurants are <b>commercial</b> provisions, so they provide high quality services to be profitable.
5	<b>Banquet</b>	A range of foods suitable for large catered events such as weddings or award ceremonies.	Jane will receive the award at the organization's annual <b>banquet</b> .
6	<b>Commis Chef</b>	Assistant	<b>Commis chefs</b> learn different skills in all areas of the kitchen and help every chef in the kitchen.
7	<b>Attribute</b>	The individual characteristics that define a person's behaviour and thought patterns.	It is important that candidates put their personal <b>attributes</b> on their resumes for recruiters to know them as a first step.
8	<b>Entitled</b>	Something that you have a right to do or have	In some retail shops, staff are <b>entitled</b> to have employee discount on top of paid sick leave and holidays.
9	<b>Overheads</b>	Business costs that are related to the day-to-day running of the business	<b>Overheads</b> support the business's overall revenue-generating activities.
10	<b>Cashless system</b>	Payments are made or accepted without the use of hard cash	A <b>cashless system</b> cuts down on queueing time and increases the chance of consumers who are in a hurry popping in to make a purchase.

## Year 10 Hospitality and Catering Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Mise en place</b>	Have all ingredients and utensils prepared before cooking	<b>Misc en place</b> is a time-saving process to help get your kitchen flowing properly.
2	<b>Dovetailing</b>	When making two or more dishes by splitting the tasks within the recipes to make the best use of your time.	An example of <b>dovetailing</b> is if making a cake and soup, the sponge mix for the cake could be made while the vegetables for the soup are sautéing.
3	<b>Umami</b>	This fifth basic taste alongside sweet, sour, salty, and bitter. It is a meaty, savoury deliciousness that deepens flavour.	Cheese, cooked meat, mushrooms, soy, and ripe tomatoes are food examples with the unique <b>umami</b> flavour.
4	<b>Residential</b>	Residential provisions offers (overnight) accommodation on top of food service.	<b>Residential</b> areas were created so that city residents would have new places to build their homes.
5	<b>Gueridon</b>	It is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer.	Flambage is a form of <b>guéridon</b> service that creates an atmosphere of sophistication and entertainment.
6	<b>Concierge</b>	Advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.	A <b>concierge</b> needs to have lots of local knowledge to give recommendations for restaurants, local hotspots and tourist attractions.
7	<b>Initiative</b>	The ability to act or take charge before others do.	Organizations want employees who can be <b>initiative</b> and take action without waiting for someone to tell them what to do.
8	<b>Zero-hour contract</b>	Employer does not have to give you any minimum working hours. You do not have to take any work offered.	The unpredictability of <b>zero-hour contracts</b> can make it difficult for employees to plan their lives around work schedules.
9	<b>Value Added Tax (VAT)</b>	A consumption tax assessed on the value added to goods and services as they move through the supply chain.	Restaurants charge <b>VAT</b> on everything except food that is cold and taken away, e.g. sandwiches.
10	<b>Key card access</b>	A security token that grants you access through electrically-powered doors.	<b>Key cards</b> allow specific people to have access to hotel rooms and unlike a physical key, they cannot be duplicated. It means they are a more secure means of entry.

## Year 10 History Cycle 3

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	<ul style="list-style-type: none"> <li>Sir Francis Drake led a daring <b>raid</b> against the Spanish port of Cadiz to delay the Armada, also known as the 'singeing of the King of Spain's Beard'</li> <li>It is estimated that this raid delayed the Armada by nearly a year, and gave Elizabeth valuable time to prepare.</li> <li>The Armada planned to pick up Spanish troops in Calais and transport them over to England.</li> <li>The Armada failed to do execute this plan, and the English won a major naval victory at the Battle of Gravelines.</li> </ul>	<ol style="list-style-type: none"> <li>Understand why the Spanish Armada was delayed by a year, and why this was important.</li> <li>Explain why Drake was so hated by the Spanish.</li> <li>Describe the events of the Armada and the forces available to each side.</li> </ol>
2	<ul style="list-style-type: none"> <li>There are 4 major reasons the Armada failed; Ship design, Leadership and <b>tactics</b>, Luck, the Weather.</li> <li>The <b>Puritans</b> could be split into 3 major categories; Moderate, <b>Presbyterian</b> and Separatist.</li> <li>The Puritans disagreed heavily with the Religious Settlement.</li> </ul>	<ol style="list-style-type: none"> <li>Identify why the Spanish Armada was a failure.</li> <li>Explain why Puritanism was the bigger problem for Elizabeth in her later reign.</li> </ol>
3	<ul style="list-style-type: none"> <li>Individual Puritans inside parliament attempted to <b>reform</b> religion against the wishes of Elizabeth, such as Walter Strickland, John Field and Thomas Wilcox and Peter Turner.</li> <li>Elizabeth dealt with these issues by making things like '<b>prophesyings</b>' illegal and the Act against <b>Seditious</b> Sectaries, 1593.</li> </ul>	<ol style="list-style-type: none"> <li>Understand how Puritans within the government tried to change England's religion.</li> <li>Describe how Elizabeth attempted to deal with the Puritan issue.</li> </ol>
4	<ul style="list-style-type: none"> <li>The <b>Treaty of Versailles</b> annoyed and upset many Germans as they saw it as a '<b>Diktat</b>' and unfair. They especially resented Article 231 – the War Guilt clause.</li> <li>Some Germans felt that the politicians had betrayed them by surrendering WW1. This was known as the '<b>Dolchstoß</b>' or 'Stab in the Back'.</li> <li>The Weimar constitution provided everyone aged 21 and over the vote, and was the first real democracy in Germany.</li> <li>A main part of the Weimar constitution was called <b>Article 48</b>. This allowed the President to pass any law he wished without the <b>Reichstag's</b> permission, in the case of an emergency.</li> </ul>	<ol style="list-style-type: none"> <li>Explain how the Treaty of Versailles would become a centre part of the Nazi election strategy.</li> <li>Identify what the weaknesses and strengths of the Weimar constitution were.</li> </ol>
5	<ul style="list-style-type: none"> <li>2 major political uprisings during this time were the Spartacist Uprising (Communist) and the Kapp Putsch (Far Right).</li> <li>Due to their inability to pay the <b>reparations</b> of WW1 Germany's Ruhr valley was invaded by French and Belgian soldiers, who took goods as payment.</li> <li>The German people used <b>passive resistance</b> to fight against the French and Belgians by refusing to work.</li> <li>The Weimar government supported the strikes by printing money to pay them. This led to <b>hyperinflation</b>, and the German currency becoming worthless.</li> </ul>	<ol style="list-style-type: none"> <li>Describe what the political and economic situation was like in Weimar Germany in the year 1919-1924.</li> <li>Explain why hyperinflation was such a major issue for the Weimar politicians, and for the Nazi rise to power.</li> <li>Complete a mid term assessment on the issues that faced Germany up to 1923.</li> </ol>

## Year 10 History Cycle 3

Week	I will need to know that:	So that I can:
6	<ul style="list-style-type: none"> <li>The <b>Weimar Republic</b> had a major recovery under the rule of Gustav Stresemann.</li> <li>He did this by ending hyperinflation, making Germany acceptable on the world stage, and by getting loans from the USA.</li> <li>The standard of living improved greatly under Stresemann. Wages increased whilst homelessness went down.</li> <li>Women in Weimar Germany enjoyed greater freedoms and broke from traditional lifestyles, like the USA flapper movement.</li> </ul>	<ol style="list-style-type: none"> <li>Understand why Stresemann was seen as the saviour of the Weimar Republic, and why the period 1924-29 was called the 'Weimar Golden age'.</li> <li>Explain how the Weimar society compared to Nazi society.</li> </ol>
7	<ul style="list-style-type: none"> <li>The Nazi party was originally called the German Worker Party, and was run by Anton Drexler.</li> <li>Hitler's first role in the Nazi party was head of propaganda and helped shape the Party with the 25 point programme.</li> <li>Hitler organised the party around the <b>Fuhrerprinzip</b>, and used the SA (Sturmabteilung) to enforce this.</li> <li>The SA were a force to protect the Nazi party, and to disrupt the meetings of the Nazi's opponents, especially the KPD (Communist Party of Germany).</li> </ul>	<ol style="list-style-type: none"> <li>Understand the development of the Nazi party, and compare this to how it changed over time.</li> <li>Explain the importance of Hitler in the rise of the Nazi party.</li> <li>Explain the role and importance of the SA in the Nazi party rise to power.</li> </ol>
8	<ul style="list-style-type: none"> <li>In 1923 the Nazi party attempted to overthrow the Weimar government in the Munich Putsch.</li> <li>This was a disaster and resulted in Hitler being arrested and sent to Landsberg prison for 9 months.</li> <li>The period 1924-29 were known as the 'Lean Years' for the Nazi party due to their lack of electoral success.</li> <li>The parties fortunes changed because of the Great Depression.</li> </ul>	<ol style="list-style-type: none"> <li>Identify how Hitler turned the failure of the Munich Putsch into a success.</li> <li>Explain how the Nazi's fared during the lean years of 1924-29.</li> <li>Understand the importance of the Great Depression in the Nazi rise to power.</li> </ol>
9	<ul style="list-style-type: none"> <li>The Nazi party hired Josef Goebbels as their Head of <b>Propaganda</b> in April 1930.</li> <li>This coincided with a major increase in support for the Nazi's (12 seats in 1928-107 in 1930)</li> <li>Hitler showed his popularity by coming 2<sup>nd</sup> in the 1932 Presidential Election against Paul von Hindenburg.</li> </ul>	<ol style="list-style-type: none"> <li>Determine the importance of propaganda to the Nazi rise to power.</li> <li>Link this to a specific example, such as the 1932 presidential election.</li> </ol>
10	<b>Scholar's Prep:</b> 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	<ul style="list-style-type: none"> <li>Von Hindenburg despised Adolf Hitler, and refused to make Hitler <b>Chancellor</b>, despite the Nazis winning the most seats in the Reichstag.</li> <li>It was only because of the work of Franz von Papen that Hitler was made Chancellor in January 1933. This was known as the 'Back Stairs Intrigue'.</li> </ul>	<ol style="list-style-type: none"> <li>Explain how Hitler finally managed to gain power in 1933.</li> <li>Identify why Hitler struggled to become chancellor so much under von Hindenburg.</li> </ol>
12	<b>Super teaching week:</b> 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	<b>raid</b>	a rapid surprise attack on an enemy	The <b>Raid</b> on Cadiz was a major attack by the English on the Spanish during the Anglo-Spanish War.
2	<b>tactics</b>	an action or strategy carefully planned to achieve a specific end	The English <b>tactics</b> during the Spanish Armada were designed to use the English strengths, such as speed, and the Spanish weaknesses, such as poor range.
3	<b>reform</b>	make changes in (something, especially an institution or practice) in order to improve it	Elizabeth tried to <b>reform</b> the church in England to be a middle way between Puritanism and Catholicism.
4	<b>Seditious</b>	Inciting or causing people to rebel against the authority of a state or monarch.	Many Catholics held <b>seditious</b> meetings to try and overthrow Elizabeth and replace her with Mary, Queen of Scots.
5	<b>passive resistance</b>	non-violent opposition to authority	The German people employed <b>passive resistance</b> against the French and Belgians in the Ruhr, such as strikes and protests.
6	<b>Republic</b>	a state in which supreme power is held by the people and which has an elected or nominated president rather than a monarch.	Following the abdication of Kaiser Wilhelm II at the end of WW1 Germany became a <b>republic</b> .
7	<b>Chancellor</b>	The head of the government in some European countries, such as Germany.	Hitler wanted to become <b>Chancellor</b> of Germany in order to enact his plans to make himself a dictator.
8	<b>Propaganda</b>	information, especially of a biased or misleading nature, used to promote a political cause or point of view.	Josef Goebbels was the head of <b>propaganda</b> for the Nazi party during the 1932 Presidential election.

## History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Presbyterian</b>	a Christian Church or denomination governed by elders instead of bishops.	The <b>Presbyterians</b> were a group of Puritans who wished to have no official head of the church, and thus came into conflict with Elizabeth.
2	<b>prophesyings</b>	To speak as if divinely inspired	In the 1570s Elizabeth's government became increasingly worried by Puritan meetings known as <b>prophesyings</b> , in which they tried to improve the actions of the clergy.
3	<b>Diktat</b>	an order or decree imposed by someone in power without popular consent	The German people hated the Treaty of Versailles as they saw it as <b>Diktat</b> imposed on them by the victorious allies.
4	<b>Dolchstoß</b>	The 'stab in the back' myth that the German people were betrayed by the Weimar politicians at the end of the First World War	A popular theory amongst radical right-wing groups like the Nazis was the <b>Dolchstoß</b> .
5	<b>Article 48</b>	The law that gave the German President the power to overrule the Reichstag.	In order to keep the country from falling into chaos President von Hindenburg was forced to use <b>Article 48</b> many times in the early 1930s.
6	<b>Reichstag</b>	The German parliament during the period 1871-1945. Replaced in 1949 with the Bundestag.	A major moment in Hitler's rise to power was the <b>Reichstag</b> fire in February 1933.
7	<b>reparations</b>	the compensation for war damage paid by a defeated state	The German people were ordered to pay £6.6 billion in <b>reparations</b> as part of the Treaty of Versailles.
8	<b>hyperinflation</b>	monetary inflation occurring at a very high rate (at least 50% a month).	<b>Hyperinflation</b> made the Weimar government look incredibly weak and encouraged Hitler in his attempted coup – the Munich Putsch.
9	<b>Weimar</b>	The title of the German Republic from 1919-1933.	The German republic was unable to meet in Berlin due to political instability in 1919. As a result, they met in town of Weimar, and were subsequently known as the <b>Weimar</b> republic.
10	<b>Fuhrerprinzip</b>	The Leadership Principle; that 'the Führer's word is above all written law' In this case Adolf Hitler's.	Hitler kept an ironclad control over Germany through the ideal of the <b>Fuhrerprinzip</b> . No one could openly challenge him or his ideas.

## Year 10 Media Cycle 3

Careers linked to topics we study this cycle are; Marketing, Film Promotion, Graphic Designer, Photographer, Advertising, Art Direction, Podcaster, Foley Artist, Radio Drama producer.

Week	I will need to know:	So that I can:
<b>1</b> Expanding Media Language	<ol style="list-style-type: none"> <li>That Media Language uses various codes to communicate meaning. Some of these codes are <b>visual codes, lexical codes, technical codes, enigma codes</b>. How to analyse film posters using Media Language, including the two James Bond set products.</li> <li>How to deliberately create my own meanings using my knowledge of Media Language.</li> </ol>	<ol style="list-style-type: none"> <li>Identify different codes within Media texts and explain how they contribute to meaning.</li> <li>Create effective media products and demonstrate I can use Media Language effectively.</li> </ol>
<b>2</b> Introducing the NEA Initial genre research	<ol style="list-style-type: none"> <li>That the NEA brief describes what I need to create for my NEA. I will need to research media products of the specified <b>genre</b>. <b>Genres</b> have specific <b>codes and conventions</b>, and my NEA product has to use the codes and conventions specified in the brief.</li> <li>I need to be able to identify typical representations of the specified genre, and how my product will either use generic representation, or <b>subvert stereotypes</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Start the process of designing my media product, demonstrating excellent understanding of genre codes and conventions, including representation.</li> </ol>
<b>3</b> Propp's character types	<ol style="list-style-type: none"> <li>That Vladimir Propp studied Russian Folk Tales, and identified certain <b>character types</b> common to all the stories. These are: the villain, the donor (provider), the helper, the princess (or sought-for person) and her father, the dispatcher, the hero or victim, the false hero. He theorised that these character types are the structure of all stories.</li> </ol>	<ol style="list-style-type: none"> <li>Create my own effective story for my NEA media product. Analyse the characters in all the set products and map them onto Propp's model.</li> </ol>
<b>4</b> Plan NEA	<ol style="list-style-type: none"> <li>How to deliberately target the specified audience.</li> <li>How to start planning my NEA and how to write the Statement of Aims. This statement is worth up to 10 marks in my final GCSE. How to design a product in CANVA.</li> </ol>	<ol style="list-style-type: none"> <li>Be confident my NEA will gain excellent marks. Write an excellent Statement of Aims that describes my intentions for the NEA.</li> </ol>
<b>5</b> Producing images and prose.	<ol style="list-style-type: none"> <li>How to take effective photographs and write <b>prose</b> that fits the given brief. How to plan my NEA and organise myself well so I will get it finished in time.</li> </ol>	<ol style="list-style-type: none"> <li>Start producing my NEA, both pictorial and written elements. Create a mock up in CANVA.</li> </ol>
<b>6</b> Success Criteria and Statement of Aims	<ol style="list-style-type: none"> <li>How to apply the success criteria to my product so that I can ensure it will get a high mark. How to work with others and give constructive feedback.</li> <li>How to improve my product.</li> <li>Continue with producing my NEA.</li> </ol>	Analyse my own work and identify where it can be improved.

## Year 10 Media Cycle 3

Week	I will need to know:	So that I can:
<b>7</b> Intro to the BBC & The Archers.	<ol style="list-style-type: none"> <li>The BBC is publicly funded by licence fee, and how this differs to other television companies.</li> <li>The BBC has a remit, and each station or channel has its own specific remit. What the remit for Radio 4 is.</li> <li>The Archers is the world's longest running UK radio drama/soap opera. The Archers is set in a farming community.</li> <li>The history of The Archers, why it is so successful and how it fits the remit for Radio 4.</li> <li>How the producers create an atmosphere with only sounds.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the legal framework of Public Service Broadcasting creates specific types of programs that differ from those on commercial platforms.</li> <li>Be introduced to Radio Drama, and reflect on whether I like it or not.</li> </ol>
<b>8</b> The Archers, audience, and digital platforms.	<ol style="list-style-type: none"> <li>How has The Archers maintained its audience for 65 years. Who listens to The Archers and why. The audience consists primarily of highly educated middle-class professionals, mostly middle-aged, and mostly women. Examples of story lines that are specifically designed to attract different audiences.</li> <li>How the BBC has changed in reaction to changing technology, including the effect of convergence and digital platforms.</li> <li>How the website and social media channels appeal to The Archers' audience.</li> </ol>	<ol style="list-style-type: none"> <li>Explain what has made The Archers so successful and how it appeals to different audiences.</li> <li>How The Archers uses digital platforms to attract new audiences and build fandoms.</li> </ol>
<b>9</b> The Archers, audience responses and digital	<ol style="list-style-type: none"> <li>Analyse how I reacted to an episode of The Archers.</li> <li>Identify how different audiences might react to the same episode.</li> <li>Be able to identify how Uses and Gratification theory can be applied to The Archers audiences.</li> <li>Be able to explain how Reception Theory can apply to The Archers.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on my own feelings about The Archers.</li> <li>Consider how different audiences might react to The Archers.</li> <li>Apply Uses and Gratifications Theory and Reception theory to The Archers Audiences.</li> </ol>
<b>10</b>	<b>Scholar's Prep:</b> 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!	
<b>11</b> NEA production and reflection. Exam Practise.	<ol style="list-style-type: none"> <li>Assess how well my NEA is progressing.</li> <li>How to answer exam questions on The Archers, focussing on the question and giving detailed examples to back up my points.</li> </ol>	<ol style="list-style-type: none"> <li>Identify what more I need to do to improve my NEA.</li> <li>Effectively use my skills and knowledge of The Archers to answer exam questions.</li> </ol>
<b>12</b>	<b>Super teaching week:</b> 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.	

### Media Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>APPEAL</b>	The way in which products attract and interest an audience e.g. through the use of stars, familiar genre conventions etc.	Fortnite's audience <b>appeal</b> is increased by the use of celebrity skins, bright colours and popular music.
2	<b>ATTRACT</b>	How media producers group audiences (e.g. by age, gender, ethnicity) to target their products.	The Sun <b>attracts</b> people with a lower reading age by using clear, simple language.
3	<b>PROSE</b>	Written or spoken language in its ordinary form, without metrical structure.	The magazine had <b>prose</b> written in a youthful style to appeal to the Teen audience.
4	<b>DISTRIBUTION</b>	The methods by which media products are delivered to audiences, including the marketing campaign.	British Newspapers are <b>distributed</b> to Newsagents across the country ready for people to buy in the morning.
5	<b>FAN</b>	An enthusiast or aficionado of a particular media form or product.	I am a massive Fortnite <b>fans</b> .
6	<b>LEXICAL CODES</b>	Lexical codes, such as headlines and captions, help anchor the meaning of a text and position the audience towards the preferred reading.	The <b>lexical code</b> of the magazine anchored it's youth feel by it's use of teenage slang and idioms.
7	<b>GLOBAL</b>	Worldwide - e.g. a media product with global reach is a product that is distributed around the world.	Epic Games is now a <b>global</b> company with a global audience.
8	<b>NEWS AGENDA</b>	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 <b>news agenda</b> has been dominated by war for the last two years.
9	<b>POLITICAL BIAS</b>	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 <b>political bias</b> .
10	<b>TABLOID</b>	Refers to the dimensions of a newspaper; a tabloid is smaller and more compact in size..	<b>Tabloid</b> 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	<b>VISUAL CODES</b>	the clues in the text to help the audience analyse and understand it.	Lizzo uses the <b>visual code</b> of a marching band uniform to connote the southern states of America and black music traditions.
2	<b>TARGET AUDIENCE</b>	These are the people that the media product is aimed at.	Bieber <b>targets</b> the multicultural communities in America by representing marginalised communities and charitable donations.
3	<b>SYNERGY</b>	The interaction and co-operation of two or more media organisations in order to produce mutually beneficial outcomes	A musical artist and their recording company work together in <b>synergy</b> to sell the music to audiences by creating music videos.
4	<b>SUSPEND DISBELIEF</b>	The audience may be aware that where they are positioned by the camera, for example, is impossible, but they do not challenge this and instead believe it because it enhances their involvement in the story.	The establishing shot is a birds-eye-view meaning the audience have to <b>suspend disbelief</b> that they could see the top of the trees, but know the characters are now in a large forest.
5	<b>SUB-GENRE</b>	Where a large 'umbrella' genre is sub-divided into smaller genres each of which has their own set of conventions.	Man Like Mobean is the sub-genre of British Multicultural Sit-Com. Friends is the <b>sub-genre</b> of American Sit-Com. They are both in the genre Sit-Com.
6	<b>REPertoire OF ELEMENTS</b>	Key features that distinguish one genre from another.	A group of people living together is one of the <b>repertoire of elements</b> common in Sit-Coms.
7	<b>PUBLIC SERVICE BROADCASTER</b>	A radio and television broadcaster that is independent of government, financed by public money and regulated to ensure diverse representation of ideas and audiences.	Man Like Mobean was commissioned by the BBC which is a <b>public service broadcaster</b> in order to fulfil it's remit to represent non-mainstream audiences.
8	<b>NARRATIVE</b>	The 'story' that is told by the media text. All media texts, not just fictional texts, have a narrative.	Bieber's intentions has a 'white saviour' <b>narrative</b> , where he gives a refugee money and access to education.
9	<b>MISE-EN-SCÈNE</b>	How the combination of images in the frame creates meaning. How individual shots in a film or photograph have been composed	The <b>mise-en-scene</b> in 'Good as Hell' is an historically Black college and university (HBCU) sending a message to the audience of Black empowerment.
10	<b>MEDIA CONGLOMERATE</b>	Is company that owns other companies across a range of media platforms	Large <b>Media Conglomerates</b> increases their domination of the market and their ability to distribute and exhibit their product.

## Year 10 – Music Cycle 3

**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	<p><b>Instrumental Music: Beethoven's Sonata Pathetique</b></p> <ol style="list-style-type: none"> <li>This work is in Sonata Form, which is a three part structure made up of Exposition, Development and Recapitulation. Each section contains special keys and themes that we will explore in detail.</li> <li>This work is in C minor but it modulates to some very unusual keys, this is very challenging for audiences of the Classical period</li> <li>This Sonata adheres to many features of classical writing, including: An Alberti bass, strong themes which contrast with lyrical themes. But there are also some exciting new developments, including; Sturm and Drang mood (Storm and Stress), very virtuosic (flashy) piano writing and some shocking dissonance and chromaticism (clashes and tension points).</li> </ol>	<ol style="list-style-type: none"> <li><b>Locate which section of the Sonata</b> is playing in the extract allowing specific revision knowledge of that section to be accessed.</li> <li>Improve exam technique, by understanding why the set works were selected for the exam and understanding what knowledge is likely needed for the exam.</li> <li>Access knowledge, not just via revision knowledge but listening and appraising skills, adding further potential yield to obtaining a good exam result.</li> </ol>
2	<p><b>Beethoven: Harmonic and Thematic Analysis</b></p> <ol style="list-style-type: none"> <li>This work is functional harmonically. This means it is constructed around the Tonic (Chord 1) and the Dominant (Chord 5).</li> <li>There are lots of places where this is challenged (including the ambiguous chromatic scale at bar 10)</li> </ol>	<ol style="list-style-type: none"> <li>COMPLETE a successful harmonic analysis</li> <li>CONFIDENTLY discuss challenging harmonic concepts and</li> <li>DEMONSTRATE EXPERTISE when arguing how traditional harmony is challenged by Beethoven's musical language.</li> </ol>
3	<p><b>Component 3 Exam – AoS4</b></p> <ol style="list-style-type: none"> <li>How to answer a section A question on the Beethoven</li> <li>How to successfully complete a dictation exercise based on the Beethoven</li> <li>How to plan and complete an essay based on Beethoven and the Classical Style.</li> </ol>	<ol style="list-style-type: none"> <li>Respond to an exam style question.</li> <li>Demonstrate understanding of Ao3, Ao4 and dictation.</li> <li>Complete essay question based on the planning of one of the two essays provided.</li> </ol>
4	<ol style="list-style-type: none"> <li>The ensemble performance is worth 15% of the GCSE grade.</li> <li>To be classed as an ensemble you need to perform in a pair at least, but ideally in a larger group.</li> <li>Performance skills for GCSE Music include demonstrating good intonation, consistent tempo, good tone and so on.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate performance skills in an ensemble performance.</li> <li>Receive feedback in order to be able to improve.</li> </ol>
5	<p>Introduction to <b>Free Composition</b></p> <ol style="list-style-type: none"> <li>General areas to improve compositions based on cycle 2 composition feedback</li> <li>Developing your musical ideas means to repeat your ideas but change one or two things about each idea</li> <li>My final <b>free composition</b> is due at the end of cycle 3</li> </ol>	<ol style="list-style-type: none"> <li>Develop compositional skills based on feedback</li> <li>Use feedback to help improve new composition</li> <li>Develop my ideas successfully in my composition</li> </ol>

## Year 10 – Music Cycle 3

Week	I will need to know:	So that I can:
6	1. MIDPOINT CATCH UP 2. In Week 11 we will tackle a paper which will all the set works we have studied so far. These are: Beethoven, Bach, Defying Gravity, Star Wars, Killer Queen, Music for a While. 3. We will make a targeted revision plan to ensure you have covered these in details and are prepared. The next three weeks will be taught from the exam question standpoint and will feature all 6 works we have studied.	PREPARE for a successful Year 10 Mock Exam
7	Viable ways to answer melody questions include: 1. Ascending/descending conjunct/disjunct 2. Range 3. Melismatic/Syllabic (vocal music only) 4. Specific melodic intervals 5. Ornamentation	Write correct responses to melody exam questions (and not answering with irrelevant answers).
8	Viable ways to answer harmony questions include: 1. Functionality 2. Use of dissonance/chromaticism 3. Extended chords 4. Cadences 5. Pedals	Write correct responses to harmony exam questions (and not answering with irrelevant answers).
9	Viable ways to answer texture questions include: 1. Monophonic 2. Melody dominated homophony 3. Polyphonic 4. Antiphonic 5. Chordal 6. Contrapuntal 7. Fugal	Write correct responses to texture exam questions (and not answering with irrelevant answers).
10	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
11	<b>Week 1 of Mocks:</b> Students to prepare for upcoming mock through listening questions and set work and elements of music revision.	
12	<b>Super teaching week:</b> 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.	

## Music Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Sonata	A three part structure developed in the classical period.	Mozart, Beethoven and Haydn created great <b>sonatas</b> for instruments including the piano, cello, violin and flute.
2	Theme	The main tune or melodic section that is repeated and contrasted.	Classical <b>themes</b> are usually contrasted by dynamic and style.
3	Motif	A small melodic or rhythmic pattern	It is possible to see the organic development of Beethoven's Sonata Pathetique from a single <b>motif</b> .
4	Interval	The space between two notes.	The <b>interval</b> at the beginning of Greensleeves is a minor third.
5	Alberti Bass	A broken chord pattern.	The <b>alberti bass</b> is a very popular device used by composers of the classical period.
6	Functional Harmony	Chords based around the tonic I and dominant V.	Baroque and classical <b>harmony</b> is usually <b>functional</b> .
7	Chromaticism	Notes outside the key used to provide dissonance.	The dissonance in this work makes everything feel unpredictable and tonally ambiguous.
8	Sturm and Drang	Storm and Stress, a popular 'affect' in classical music of the early 18th century.	Beethoven often creates <b>sturm</b> and <b>drang</b> in his works.
9	Classical style	The term given to music featuring alberti bass, periodic phrasing and functional harmony.	<b>Classical style</b> had a preoccupation with balance, nobility and elegance.
10	Expressive dissonance	Carefully placed clashes to create emotional effects.	<b>Expressive dissonance</b> is masterfully employed by Purcell in his aria.

## Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Modulation	The change of key within a piece.	Mozart mainly uses related <b>modulation</b> to move to the dominant or subdominant key.
2	Periodic Phrasing	Balanced 4.4 phrasing.	Music of the classical period usually features <b>periodic phrasing</b> .
3	Dictation	The act of writing down music by ear.	My <b>dictation</b> has improved since I have used the gap filling tests on OSA's amazing music software.
4	Ensemble	The exam where you must play as part of a group of three or more. A piano duet is also acceptable.	I got an excellent mark for my <b>ensemble</b> , because I listened and reacted to the other musicians in my group during the performance.
5	Articulation	The way in which a note is struck. Staccato, legato or tenuto.	I observed all the <b>articulation</b> in my flute piece.
6	Structure	The form of a piece.	The <b>structure</b> of Star Wars is Ternary, then through composed.
7	Conjunct	Stepwise melody	The melody of the song was <b>conjunct</b> .
8	Pedal	A long held tonic or dominant note, usually in the bass.	A common harmonic device is a <b>pedal</b> note.
9	Melody dominated homophony	A texture, where the melody dominated block chordal movement in the accompaniment.	The texture of Star Wars is <b>melody dominated homophony</b> .
10	Dynamic gradation.	Gradual build of dynamics.	The dynamic gradation of Defying Gravity builds tension slowly.

## Year 10 GCSE Physical Education

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 Aerobic and Anaerobic exercise / Player conduct	<p><b>Aerobic</b> is the process of creating energy when using oxygen and is used for low/moderate intensity, long duration exercise. Anaerobic is the process of creating energy without using oxygen and is used for high intensity, short duration exercise.</p> <p>Definitions of the terms: <b>etiquette</b>, <b>sportsmanship</b>, <b>gamesmanship</b> and <b>contract to compete</b>. Sporting examples of each of the terms related to player conduct. The Impact of player conduct on the sport and supporters.</p>	<p><u>Analyse</u> activities to determine whether they are aerobic or anaerobic.</p> <p><u>Give</u> definitions and examples of etiquette, sportsmanship, gamesmanship and contract to compete in different sports.</p>
2 EPOC / Supporter conduct	<p><b>EPOC</b> stands for Post-Exercise Oxygen Consumption. Oxygen debt is the temporary oxygen shortage in the body due to strenuous exercise. Elevated breathing rates are maintained after exercise to repay the oxygen debt.</p> <p>The positive influences of spectators at matches/events include: creation of atmosphere &amp; home-field advantage. The negative influences of spectators at matches/events include: negative effect on performance as a result of increased pressure, potential crowd trouble, safety costs and negative effect on participation number amongst younger players.</p>	<p><u>Explain</u> why EPOC occurs and how the oxygen debt is repaid.</p> <p><u>Evaluate</u> the impact of supporters at matches/events.</p>
3 Recovery methods / Supporter conduct	<p><b>Recovery methods</b> after exercise are cool downs, diet manipulation (including rehydration), ice baths and massages. These are used to speed up recovery and reduce the negative effects on the body from exercise.</p> <p>Definition of hooliganism. The reasons why <b>hooliganism</b> occurs include: <b>rivalries</b>, hype, drugs/alcohol, gang culture, frustration and displays of masculinity.</p>	<p><u>Evaluate</u> the advantages and disadvantages of different recovery methods.</p> <p><u>Evaluate</u> the effectiveness of strategies to combat hooliganism.</p>
4 Immediate effects of exercise / Supporter conduct	<p><b>Immediate effects of exercise</b> occur during an exercise session, and are <b>Heart rate</b> and <b>stroke volume</b> increases, breathing rate and depth of breathing increases, and body temperature increases (shown by skin going red and sweating). All these changes allow extra oxygen to be delivered to working muscles enabling exercise to occur.</p> <p>Strategies used to combat <b>hooliganism</b> include: early kick-offs, all seater stadia, segregation of fans, improved security, alcohol restrictions, travel restrictions, banning orders, education/promotional campaigns and high profile endorsements.</p>	<p><u>Explain</u> why immediate effects of exercise occur and the effects they have on the body.</p> <p><u>Evaluate</u> the effectiveness of strategies to combat hooliganism.</p>
5 Short term effects of exercise / Prohibited substances	<p><b>Short term effects of exercise</b> occur up to 24-36 hours after exercise, and are fatigue, dizziness, nausea, Delayed onset muscle soreness (DOMS), and cramp. The recovery methods from week 3 can be used to reduce the impact that these effects have on the body.</p> <p>Categories of <b>prohibited</b> substances are: stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO) and diuretics. The basic positive effects and negative side effects of each category of <b>prohibited</b> substance.</p>	<p><u>Explain</u> why short term effects of exercise occur and the impact they have on the body.</p> <p><u>Describe</u> the effects of different <b>prohibited</b> substances. <u>Link</u> <b>prohibited</b> substances to the sports they may be most beneficial for.</p>

## Year 10 GCSE Physical Education

Week	I will need to know:	So that I can:
6 Long term effects of exercise / Prohibited methods & Restricted drugs	<p><b>Long term effects of exercise</b> occur after months and years of training, and are reduction in weight, hypertrophy (increase in muscle size), improvements in components of fitness, cardiac hypertrophy (increase in size of heart muscle), and bradycardia (reduction in resting heart rate).</p> <p>Blood doping involves the removal of blood a few weeks prior to competition. The side effects of blood doing include: thickening of blood (<b>viscosity</b>), potential infection, potential for heart attack and <b>embolism</b>. Beta blockers are taken reduce heart rate, muscle tension and blood pressure, reduce the effects of adrenaline and improve fine control/preciseness. Side effects can lead to: nausea, weakness and heart problems.</p>	<p><u>Analyse</u> why long-term effects of exercise occur and the impact they can have on sports performance.</p> <p><u>Describe</u> the effects and dangers of blood doping and beta blockers. <u>Link prohibited</u> substances to the sports they may be most beneficial for.</p>
7 What is health and Fitness / Impact of doping	<p><b>Health is</b> 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. <b>Fitness is</b> 'the ability to meet/cope with the demands of the environment'. Relationship between the two. <b>Doping</b> - Advantages of <b>doping</b> for the performer are: increased chances of success, fame, wealth and level playing field. Disadvantages of <b>doping</b> for the performer are: cheating/immoral, associated health risks, fines, bans and reputational damage. Disadvantages of <b>doping</b> for the sport are: <b>reputation</b> and <b>credibility</b>.</p>	<p><u>Explain</u> the difference between Health and Fitness and the effect they have on each other.</p> <p><u>Evaluate</u> the impact of doping on performers and sports.</p>
8 Fitness Component / Revision	<p><b>Fitness Components</b> are speed, agility, balance, cardiovascular endurance, co-ordination, flexibility, muscular endurance, power, reaction time, strength (maximal, static, dynamic, and explosive). Definitions and application to sport.</p> <p>Ahead of your mocks we will spend this week revising the key content you need for your mocks.</p>	<p><u>Evaluate</u> the importance of different fitness components to different sports/sporting actions.</p>
9 Training methods (1) / Coursework prep	<p><b>Training methods</b> – circuit training (A series of exercises performed one after the other with a rest in between), can be used to improve many different components of fitness; and continuous training (Any activity that can be sustained without rest and repeated over and over), used to improve cardiovascular endurance.</p> <p>Methods of data collection for coursework. Key skills in different types of sports.</p>	<p><u>Analyse</u> the advantages and disadvantages of different training methods.</p> <p><u>Identify</u> key skills in chosen sport(s). <u>Collect</u> suitable data.</p>
10	<p><b>Scholar's Prep:</b> 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 Training methods (2) / Coursework prep	<p><b>Training methods</b> – fartlek training (means speed play, and involves changes in speed and or intensity), and Interval training (HIIT – High intensity interval training) involves periods of exercise followed by periods of rest.</p> <p>Methods of data collection for coursework. Key skills in different types of sports.</p>	<p><u>Analyse</u> the advantages and disadvantages of different training methods.</p> <p><u>Identify</u> key skills in chosen sport(s). <u>Collect</u> suitable data.</p>
12	<p><b>Super teaching week:</b> 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>	

**Physical Education Curriculum Dictionary: Tier Two Words**

Week	Word	Definition	In a sentence
1	<b>Aerobic Etiquette</b>	The production of energy in the presence of oxygen A convention or unwritten rule in an activity. It is not an enforceable rule but it is usually observed.	The marathon is an <b>aerobic</b> event Basketball players follow good <b>etiquette</b> when they are silent during an opponents free throw attempts.
2	<b>Oxygen debt Spectator</b>	A temporary shortage of oxygen in the body due to strenuous exercise A person who is watching.	The athlete had to take deep breaths to repay the <b>Oxygen debt</b> . Spectators can have an impact on an athletes performance.
3	<b>Recovery Rivalries</b>	The process of returning to a normal state of health, mind, or strength. Competition for the same objective or for superiority in the same sport/activity.	The athlete booked a massage to promote their <b>recovery</b> . Inter Milan and AC Milan have one of the biggest sporting <b>rivalries</b> in football.
4	<b>Heart rate Combat</b>	The number of times the Heart beats in a minute (bpm) To take action to reduce or prevent something bad or undesirable from happening	<b>Heart rate</b> increases when exercising. It is important that strategies are used to <b>combat</b> poor player or spectator behaviour.
5	<b>Fatigue Prohibited</b>	Extreme tiredness A substance or techniques that has been banned from use.	The footballer was suffering with <b>fatigue</b> during extra time. Players are <b>prohibited</b> from taking many additional substances that may improve their performance.
6	<b>Hypertrophy Viscosity</b>	The increase in the size of muscles after long term training Thickening of the blood.	The athlete's muscles underwent <b>hypertrophy</b> after months of weight training. Blood doping can lead to an increase in blood <b>viscosity</b> .
7	<b>Health Reputation</b>	A complete state of physical, mental and social well-being not merely the absence of disease or infirmity. The beliefs or opinions that are generally held about someone or something	The sportsperson was in good <b>health</b> prior to the competition. The <b>reputation</b> of women's football is really high at the moment after the Lionesses won Euro 2022.
8	<b>Speed Feedback</b>	The rate at which the body or body part moves (distance/time) Information about an athlete's performance that helps them to improve	The sprinter needs great <b>speed</b> to compete There are six different categories of <b>feedback</b> that can provide information to the athlete.
9	<b>Circuit training Quantitative data</b>	A series of exercises arranged in stations. Information that can be counted or measured numerically	The athlete used <b>circuit training</b> to improve their fitness. For your coursework you will use quantitative data to help identify and justify your weaknesses and strengths
11	<b>Interval training Classification</b>	Periods of high intensity exercise followed by periods of low intensity exercise The process of classifying a skill	The athlete used <b>interval training</b> to improve their fitness levels. There are eight different classification of skills.

## Physical Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence
1	<b>Contract to Compete</b>	An unwritten agreement among sports participants to follow all written and unwritten rules	A <b>contract to compete</b> does not involve signing a hard copy of a contract as it is not written.
2	<b>EPOC</b>	Excess Post-Exercise Oxygen Consumption is the continued elevated breathing level after exercise.	At the end of the race the athlete was experiencing <b>EPOC</b>
3	<b>Hooliganism</b>	The disorderly, aggressive or violent behaviour by spectators at a sporting event	At derby football matches, <b>hooliganism</b> often increases due to the rivalry between the two teams.
4	<b>Stroke Volume</b>	The amount of blood that is pumped out of the heart per beat.	<b>Stroke volume</b> increases when exercising.
5	<b>Narcotic Analgesics</b>	Pain relievers that work by blocking pain signals to the brain	Athletes are under a lot of pressure to compete so may use <b>Narcotic Analgesics</b> to numb the pain of an injury
6	<b>Bradycardia</b>	The reduction in resting heart rate.	The athlete's heart experienced <b>bradycardia</b> decreased after months of training.
7	<b>Blood Doping</b>	The misuse of techniques to increase one's red blood cell mass	Endurance sports often have a higher number of athletes illegally <b>blood doping</b> .
8	<b>Cardiovascular Endurance</b>	The ability of the heart and lungs to supply the working muscles with oxygen.	The marathon runner has high levels of <b>Cardiovascular Endurance</b> .
9	<b>Notational Analysis</b>	A systematic method in sport for objectively recording and analysing performance data	I have used <b>Notational Analysis</b> to analyse how many successful and unsuccessful passes I completed in a football match.
11	<b>Fartlek training</b>	Speed play, and involves changes in speed and or intensity	<b>Fartlek training</b> is useful method of training for games players

Photography Y10 C3 - Mix Tape! 25-26		
Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Ceramicist, Architect, Interior Designer, 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:
<b>1</b> Contextual Analysis 23/3/26	How to research relevant contextual references for Album artwork.  How to <b>compare and contrast</b> artists that work in similar ways in the realm of music photography.	Develop my research and selection skills and create a visual mind map using selected imagery and Techniques. Complete a critical study using a writing structure to analyse artist's use of media, composition and styles effectively. Respond to Mickalene Thomas, Brian Duffy, Andy Warhol and Sir Peter Blake.
<b>2</b> Photoshoot response 13/4/26	How to set up a studio photoshoot, how to collaborate with my peers to develop a series of photographs that respond to pop music photography. How to direct models and be directed.	Take series of photographs which can be used to develop my own ideas. Respond to compositional ideas of Mickalene Thomas, Brian Duffy, Andy Warhol and sir Peter Blake.
<b>3</b> Media Experiments 20/4/26	<b>Media Experimentation / Collage / Photomontage</b> How to respond to collage artists Mickalene Thomas and Sir Peter Blake. <b>Media refinement</b> Experiment with my own ideas responding to selected artists.	Use my research to experiment with media, techniques and processes and produce my own outcomes. Appropriately, select compositions and materials to express musical genres in 'Mix Tape!' through <b>photomontage</b> . Create a visual mind map using selected imagery. Refine my ideas and achieve my best outcomes.
<b>4</b> Media Experiments 27/4/26	<b>Media Experimentation / Digital</b> How to respond to collage artists Brian Duffy and Andy Wahol How to navigate digital editing suites: Photoshop and Photopea <b>Media refinement</b> Experiment with my own ideas responding to selected artists.	Use my research to experiment with digital media, techniques and processes and produce my own outcomes. Present Digital editing experiments. Refine my ideas and achieve my best outcomes.
<b>5</b> Media Refine 4/5/26	<b>MOCK PREP WEEK 1 – Initial Ideas</b> That I am working towards the final outcome for my 'Mix Tape!' project. What areas I need to cover to prepare effectively and successfully for my mock exam. How to research a selection of photographers and music artists and where to find relevant imagery to explore my initial ideas.	Have a bank of sources to work from and explore themes and styles that I wish to explore and find interesting. Complete a 'Statement of Intent' to explain the direction of my project / mock exam idea.

Photography Y10 C3 - Mix Tape! 25-26		
Week	I will need to know:	So that I can:
<b>6</b> Select 11/5/26	<b>MOCK PREP WEEK 2 – Artist/ Photographer research and response</b> An album design is made on a template, this can be 2 sided or 4 sided I will need to decide whether I will use a 2 or 4 sided template for my album artwork. How to take a refined photoshoot that links to musical influences	Take a refined photoshoot at home to use in my album design and respond to research practically. Allocate time for edits , photomontage, or digital designs. Complete research in my portfolio to signpost my own ideas throughout my project
<b>7</b> Final Design 18/5/26	<b>MOCK PREP WEEK 3 – Media Experimentation / Final Plan</b> How to use my research to explore ideas. How to work in a variety of media. How to plan my time for a 5 hour mock, What my design will be for my own album cover	Select an appropriate plan for my final design. Use digital pasting to apply design to an album template
<b>8</b> Mock prep 1/6/26	<b>MOCK EXAM WEEK 4 – Final Prep and refinement.</b> Making final practice piece / maquette allows an artist / photographer to troubleshoot, problem solve and refine skills.	Be prepared for the exam day and be able to produce my best work.
<b>9</b> Mock Exam 8/6/26	<b>MOCK EXAM (Wed 10<sup>th</sup> June)</b> Use DIRT to make improvements and fill in gaps in my Mock Exam Project	Be better prepared for the real exam and achieve my best outcomes. Create a meaningful response in the form of an album cover.
<b>10</b> Assessment Carousel 15/6/26	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!  <b>Mock Exam continued</b> - media carousel – Selecting the media for a desired outcome is possible after extensive exploration and experimentation.	
<b>11</b> Mock Evaluation 22/6/26	<b>MOCK EXAM EVALUATION</b> How to reflect on my work and my exam preparation.	Reflect on learning and development of the exam project.
<b>12</b> 29/6/26	<b>Super teaching week:</b> 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.	

## Photography Y10 C3 - Mix Tape! Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Compare &amp; Contrast</b>	Comparison in writing discusses elements that are similar, while contrast in writing discusses elements that are different.	He <b>compared</b> them by saying both photographers have used extreme lighting, but in <b>contrast</b> they have applied it in very different ways.
2	<b>Critical</b>	Looking closely at art to understand, judge, and talk about what works well or what could be better.	She gave a <b>critical</b> look at her photograph to decide how she could improve her composition.
3	<b>Process</b>	The steps or actions taken to create an artwork, from planning to the final piece.	The <b>process</b> of a photoshoot is to consider narrative, concept, lighting, location, subject, composition and technical aspects.
4	<b>Set up</b>	The way materials and tools are arranged before starting an art project	We need to <b>set up</b> our photoshoot before starting the art project.
5	<b>Evaluation</b>	Thinking about and judging an artwork to see what is good, what could improve, and how it makes you feel.	After finishing his photoshoot, he did an <b>evaluation</b> to see what he liked and what he could improve
6	<b>Theme</b>	The main idea or message of an artwork, like nature, love, or adventure.	The <b>theme</b> of her artwork was all about space, with rockets, planets, and stars
7	<b>Observation</b>	Carefully looking at something to notice all the details, which helps when drawing or creating art.	Good <b>observation</b> skills helped him pick out the interesting elements in the landscape.
8	<b>Response</b>	The way you react or feel about a piece of art, and the way you are able to create your own art inspired by it.	My <b>response</b> to Slinkachu's work was to create a series of stories in my photos.
9	<b>Exploration</b>	Trying new ideas, materials, or techniques in art to see what you can create.	<b>Exploration</b> of different types of approaches to photography helped him find the best one for his subject.
10	<b>Opinion</b>	What you personally think or feel about an artwork, whether you like it or not, and why	Her <b>opinion</b> was that black and white photography looked more dramatic than colour.

**Photography Y10 C3 - Mix Tape!- Curriculum Dictionary: Tier Three Words**

Week1	Word	Definition	In a sentence:
1	<b>Photomontage</b>	The process and the result of making a composite image by cutting, gluing, rearranging and overlapping two or more photographs into a new image. This can also be done digitally.	She layered her photos of buildings over her interior photos to create an unreal photomontage of her hometown.
2	<b>Experimentation</b>	The action or process of trying out new media, materials, ideas, methods, or activities.	It was a period of innovation and <b>experimentation</b> with new decorative techniques.
3	<b>Photoshoot</b>	A photography session in which a photographer takes photographs of someone, something or somewhere.	The <b>Photoshoot</b> took place in the studio.
4	<b>Moodboard</b>	A moodboard is a visual tool that helps you communicate your design concepts and ideas. It's a curated collection of images, materials, colour palettes, text, and other elements that are arranged to evoke a particular style or feeling.	Her <b>moodboard</b> was full of ideas around the theme of architecture.
5	<b>Digital</b>	Digital photography is the process of taking pictures using a digital camera or a camera on a digital device.	The camera uses a light-sensitive sensor to capture light and convert it into a <b>digital</b> image
6	<b>Statement of Intent</b>	A Statement of Artistic Intent is a statement for an artwork. It describes "the what," "the why," and "the how" behind the intention to make an artwork.	His <b>Statement of Intent</b> clearly set out what he intended to do in his project.
7	<b>Collage</b>	The technique in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface	She used her photographs to form a <b>collage</b>
8	<b>L – LINK</b> <b>E – ELEMENTS</b> <b>M – MEDIA</b> <b>M – MOOD</b> <b>O – OPINION</b> <b>N – NARRATIVE</b>	<b>LEMMON</b> 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.	<b>L – LINK</b> – I am looking at Slinkachu's work because I am doing a project on street photography and they capture street scenes. <b>E – ELEMENTS</b> – The most prominent (important) Formal Elements in Slinkachu's work is composition and scale , because..... <b>M – MEDIA</b> – The media Slinkachu has used to make the work are mini figures, hand made props and the environment. <b>M – MOOD</b> – The mood and content within Slinkachu's photography is about imaginary figures and social issues. His photographs are both fun and sad. <b>O – OPINION</b> – I like Slinkachu's work because I might encounter it one day. <b>N – NARRATIVE</b> - Slinkachu is a British born artist (1998) who creates miniature scenes with figures. He is a visual artist and sculpter. His photography has been published in books and sold many copies world wide.

## Year 10 GCSE Religious Studies Eduqas Route A: Cycle 3

Careers linked to topics we study this cycle are social workers, teachers, lawyers, politicians, journalists

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>Adam was the first man and prophet - he taught about the work of Iblis and how to protect yourself from jinn.</li> <li>Ibrahim is the father of the prophets who showed his faith and loyalty and willingness to sacrifice for Allah</li> </ol>	<ol style="list-style-type: none"> <li>Explain beliefs about prophethood, including Adam, using sources</li> <li>Explain the significance of Ibrahim</li> </ol>
2	<ol style="list-style-type: none"> <li>Muhammad is the founder of Islam and role model for Muslims. He received the final revelation from God (Quran)</li> <li>Pre-destination (Al-Qadr) is the belief that Allah knows and has decreed everything that will happen yet humans still possess free will and are accountable for their choices</li> <li>Muslims believe in life after death (Aakhirah) where Allah decide on the Day of Judgement whether Muslims go to Heaven (Jannah) or Hell (Jahannam )</li> </ol>	<ol style="list-style-type: none"> <li>Explain the historical roots of Islam and the role of Muhammad as the messenger of Allah</li> <li>Explain the significance of Al-Qadr</li> <li>Evaluate the importance of belief in Akhirah and Judgement day</li> </ol>
3	<ol style="list-style-type: none"> <li>The Qur'an is the Holy book of Islam and believed to be the direct word of Allah. Other holy books include the Hadith, Tawrut (Torah), Zabur (Psalms) , Injil (Gospels) and scrolls of Ibrahim.</li> <li>Knowledge about Islamic Beliefs required by the specification, including sources of authority and wisdom.</li> </ol>	<ol style="list-style-type: none"> <li>Explain concepts of authority in Islam, and how the Qur'an is the highest authority as the direct word of Allah</li> <li>Recall knowledge about Islamic Beliefs</li> </ol>
4	<ol style="list-style-type: none"> <li>Shahadah is the statement of belief in Islam and the 5 pillars are duties of all Muslims and 10 Obligatory are duties for Shia Muslims</li> <li>Sunni Muslims pray 5 times a day and Shia Muslims pray 3 times a day</li> <li>Muslims wash before prayer (wudu) and use pray in Rakahs (specific movements)</li> </ol>	<ol style="list-style-type: none"> <li>Explain the importance of the Shahadah</li> <li>Explain why Muslims pray</li> <li>Explain how Muslims pray and its significance</li> </ol>
5	<ol style="list-style-type: none"> <li>Zakat means to purify wealth and Muslims give 2.5% of their savings to those who need it</li> <li>Sawm means fasting and occurs during the month of Ramadan</li> <li>Hajj is a pilgrimage to Mecca which is a duty for all Muslims once in a lifetime.</li> </ol>	<ol style="list-style-type: none"> <li>Explain why zakat is important</li> <li>Explain the importance of sawm</li> <li>Explain the features of the hajj pilgrimage and their significance</li> </ol>

### Year 10 GCSE Religious Studies Eduqas Route A: Cycle 3

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>How to use PEEL to structure my arguments and include judgments.</li> <li>Lesser Jihad is an outward struggle and Greater Jihad which is a personal inner struggle</li> <li>The 10 obligatory acts are followed by Shi'a Muslims. The final 4 acts differ from Sunni Muslims and include, for example Tabarra - not associating with God's enemies</li> </ol>	<ol style="list-style-type: none"> <li>Structure a 15-mark answer using the thesis statement structure</li> <li>Explain how an understanding of Jihad can affect a Muslim's life</li> <li>Explain how the 10 obligatory acts are an extension of the 5 pillars and the impact on Shia Muslims in their daily practice</li> </ol>
7	<ol style="list-style-type: none"> <li>Knowledge about Islamic Practices required by the specification, including sources of authority and wisdom.</li> <li>Id-u-Adha is the festival of sacrifice at the end of Hajj. Id-ul-Fitr is the festival of fast-breaking following Ramadan</li> <li>Ashura is The Day of Remembrance in Shi'a Islam and is the commemoration of the martyrdom of Husayn, Ali's son and a grandson of the Prophet Muhammad</li> </ol>	<ol style="list-style-type: none"> <li>Recall knowledge about Islamic Practices</li> <li>Explain how festivals in Islam are celebrated and their significance</li> <li>Explain the significance of Ashura for Shia Muslims</li> </ol>
8	Knowledge and understanding of Component 2: Christian Beliefs and Practices	Recall knowledge and apply to exam questions
9	Knowledge and understanding of Component 3: Islam Beliefs and Practices	Recall knowledge and apply to exam questions
10	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should create revision notes on Islam Beliefs and Practices, self quiz and practice exam questions - revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	There are a variety of different sources of wisdom and authority that influence religious and secular beliefs.	Use sources confidently to show understanding and support arguments
12	<b>Super teaching week:</b> 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 Christianity and Islam (Component 2 and 3) and cover any gaps in knowledge.	

**Religious Studies Curriculum Dictionary: Islam Beliefs**

Week	Word	Definition	In a sentence:
1	<b>Tawhid</b>	Tawhid is the Islamic belief in the oneness and unity of Allah.	<b>Tawhid</b> is central to the Islamic faith, emphasising that there is no god but Allah.
2	<b>Risalah and Malaikah</b>	Risalah refers to the belief in prophets as messengers of God, while Malaikah refers to angels in Islamic theology.	Muslims believe in <b>Risalah</b> , with Muhammad as the final prophet, and <b>Malaikah</b> , such as Jibril who delivered the Qur'an.
3	<b>Sunni and Shi'a</b>	Sunni and Shi'a are the two main branches of Islam, differing primarily in leadership succession after Prophet Muhammad.	<b>Sunni</b> Muslims regard Abu Bakr as the first rightful caliph, while <b>Shi'a</b> Muslims believe Ali was the rightful successor
4	<b>Kitab</b>	Kitab refers to the holy books in Islam, such as the Qur'an, and other scriptures revealed to previous prophets.	The Qur'an is the most important <b>Kitab</b> in Islam, believed to be the final revelation from Allah.
5	<b>Jannah and Jahannam</b>	Jannah and Jahannam are the Islamic terms for heaven and hell, representing reward and punishment in the afterlife	Muslims strive to live righteously to attain <b>Jannah</b> and avoid <b>Jahannam</b> in the hereafter.
6	<b>Ummah</b>	Arabic word meaning 'community'	The <b>Ummah</b> is the worldwide Islamic community
7	<b>Adam</b>	Adam is a figure in Abrahamic religions, regarded as the first human created by God.	<b>Adam</b> was given knowledge of all things.
8	<b>Ibrahim</b>	Ibrahim is a prophet who showed great loyalty to God	<b>Ibrahim</b> was willing to sacrifice his son for God.
9	<b>Muhammad</b>	Muhammad was the last prophet in Islam	<i>There is no God but Allah, <b>Muhammad</b> is the messenger of Allah.'</i>

Religious Studies Curriculum Dictionary: Islam Practices			
Week	Word	Definition	In a sentence:
1	<b>Zakat</b>	Muslims perform zakat by paying 2.5% of their savings to the poor and needy.	<b>Zakat</b> can be paid to charities.
2	<b>Ramadan</b>	The ninth month of the Muslim calendar when Muslims fast.	Muslims throughout the world observe <b>Ramadan</b> .
3	<b>Hajj</b>	A pilgrimage that Muslims make to the holy city of Mecca.	Many Muslims aim to complete <b>hajj</b> at least once in their lifetime
4	<b>Jihad</b>	The spiritual struggle within oneself against sin.	There is both a greater and lesser <b>jihad</b> .
5	<b>Tabarra</b>	Not associating with God's enemies	For Shi'a Muslims, <b>Tabarra</b> is one of the 10 obligatory acts.
6	<b>Khums</b>	20% annual tax	For Shi'a Muslims, <b>Khums</b> is paid on any profit earned by Shi'a Muslims
7	<b>Amr-bil-Marooif</b>	Encouraging people to do what is good	An example of <b>Amr-bil-Marooif</b> might be encouraging someone to be kind to another person
8	<b>Nahil Anril Munkar</b>	Forbidding evil by discouraging people from doing what is wrong	<b>Nahil Anril Munkar</b> could include discouraging others from harmful actions, such as bribery and corruption.
9	<b>Tawalla</b>	Showing love	Shi'a Muslims believe that practicing <b>Tawalla</b> can include showing love for both God and love for those who follow him.
10	<b>Haram (permitted)</b>	Permitted in Islam	Alcohol is <b>haram</b> in Islam
11	<b>Halal (forbidden)</b>	Forbidden in Islam	Animals have to be killed in a certain way in order to be <b>halal</b> in Islam.
12	<b>Greater Jihad</b>	Inner personal struggle	Fasting for a month each year is challenging and an example of <b>Greater Jihad</b> .

## SPANISH- CYCLE 3 – 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:
<b>1</b> ¡A clase! La vida escolar en España	<ol style="list-style-type: none"> <li>Llevo un jersey <b>incomodísimo</b></li> <li>En mi insti hay <b>una biblioteca</b> moderna. <b>La comida</b> de mi insti es <b>rica</b>.</li> </ol>	Learn about schools in Spain. <ol style="list-style-type: none"> <li>Use absolute superlatives – ísimo/a/os/as</li> <li>Adjective agreement</li> </ol>
<b>1&amp;2</b> Un día en el insti	<ol style="list-style-type: none"> <li>Salgo al patio, <b>donde</b> juego al fútbol. Voy al insti con un amigo <b>que</b> se llama Alex</li> <li>Llevo tres meses asistiendo a clases de baile. Llevo una semana jugando al fútbol</li> <li><b>Salgo</b> de la casa a las siete y <b>traigo</b> un bocadillo de la casa.</li> </ol>	Talk about a typical day at school. <ol style="list-style-type: none"> <li>Use relative pronouns – que, donde, cuando</li> <li>Use complex structure – llevar + time period + present participle to talk about extracurricular activities.</li> <li>Use irregular present 'I' form verbs – hago, vengo, tengo...</li> </ol>
<b>2</b> ¿Qué tal tus estudios?	<ol style="list-style-type: none"> <li><b>Lo que</b> más me gustan son las ciencias por que son prácticas.</li> <li>A mi amiga Raquel <b>le gusta</b> mucho la religion.</li> <li>Lo que menos me gusta es la geografía porque es aburrida.</li> </ol>	Talk about your studies <ol style="list-style-type: none"> <li>Use relative pronoun 'lo que'</li> <li>Talk about opinions of others – gustar, encantar, interesar</li> <li>CaRoLiNa spelling rule</li> </ol>
<b>3</b> ¿Cómo cambiarías tu instituto?	<ol style="list-style-type: none"> <li><b>Organizaría</b> una campaña para luchar contra el acoso y <b>pondría</b> una piscina</li> <li>En mi insti <b>hay que</b> llegar a tiempo y <b>se debe</b> mantener limpio el patio</li> </ol>	Talk about how you would change your school. <ol style="list-style-type: none"> <li>Form and use the conditional</li> <li>Impersonal verbs + infinitive – hay que, no se debe...</li> </ol>
<b>3&amp;4</b> La gente de mi insti	<ol style="list-style-type: none"> <li><b>No</b> llevo <b>ni</b> cuadernos <b>ni</b> bolígrafos. Nunca llego a tiempo. <b>No</b> hago <b>nada</b>.</li> <li><b>¿Aprendes mucho en clase?</b></li> <li>En mi opinión, un alumno perfecto nunca <b>llegaría</b> tarde a clase y <b>haría</b> esfuerzos</li> </ol>	Talk about students and teachers in school <ol style="list-style-type: none"> <li>Use negatives – nada, nadie, ni...ni, ninguno, tampoco..</li> <li>Form questions – 'yes/no' questions</li> <li>Conditional to say what something would be like</li> </ol>
<b>4</b> El viaje de fin de curso	<ol style="list-style-type: none"> <li><b>Finalmente</b>, el último día fuimos al parque temático y fue una experiencia <b>verdaderamente</b> única</li> <li>El <b>primer</b> día visitamos un parque nacional. No hay <b>ningún</b> lugar más hermoso</li> <li>El único problema es que es un lugar único. Una gran persona / un museo grande</li> <li><b>Fuimos</b> a Valencia y la ciudad <b>era</b> preciosa</li> </ol>	Describe a school trip in the past <ol style="list-style-type: none"> <li>Form adverbs by adding -mente to feminine adjectives</li> <li>Adjectives that shorten before masc sing nouns – algún..</li> <li>Adjectives that change meaning depending on position</li> <li>Preterite vs imperfect</li> </ol>

## SPANISH – CYCLE 3 – Year 10

Week	I will need to know:	So that I can:
5	<ol style="list-style-type: none"> <li>1. Fluency training and revision of the previous weeks of work</li> <li>2. Practising key sounds [í] [ía] [io] [ió]</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform best in my read aloud</li> </ol>
		<b>MID-CYCLE ASSESSMENT</b> SPEAKING: Read aloud
6 Mi barrio y yo En Colombia todo es posible	<ol style="list-style-type: none"> <li>1. <b>Estas</b> playas hermosas se encuentran en el norte del país</li> <li>2. <b>Esta</b> región, en el sur, es perfecta para animales como jaguares,</li> </ol>	<p>Find out about Colombia.</p> <ol style="list-style-type: none"> <li>1. Use demonstrative adjectives – este, esta, estos, estas.</li> </ol>
6&7 Medellín, ciudad inteligente	<ol style="list-style-type: none"> <li>1. <b>He visitado</b> el parque Famoso y <b>he visto</b> el arte callejero</li> <li>2. El centro commercial está <b>detrás de</b> la escuela.</li> <li>3. <b>Todavía no he probado</b> un plato tradicional pero <b>ya hemos ido</b> al museo</li> </ol>	<p>Describe cities.</p> <ol style="list-style-type: none"> <li>1. Use the perfect tense</li> <li>2. Use estar + prepositions of place – delante, detrás, al lado..</li> <li>3. Use ya and todavía with the perfect tense</li> </ol>
7 Medellín ahora y antes	<ol style="list-style-type: none"> <li>1. <b>Aquellos</b> edificios de mi ciudad son muy bonitos. <b>Ese</b> castillo es antiguo</li> <li>2. <b>Antes</b> mi barrio <b>era</b> peligroso <b>pero ahora es</b> más seguro. Mi barrio ha cambiado.</li> <li>3. Antes había <b>tanta</b> basura que generaba una atmósfera sucia.</li> </ol>	<p>Describe how a city or town has changed by using:</p> <ol style="list-style-type: none"> <li>1. Demonstrative adjectives</li> <li>2. Imperfect tense to compare city in the past vs now.</li> <li>3. Use tan, tanto/a, tantos/as</li> </ol>
8 ¡A comprar!	<ol style="list-style-type: none"> <li>1. Ayer compré <b>este</b> traje y quiero devolverlo porque es de mala calidad.</li> <li>2. Ayer compré <b>esta</b> falda y quiero cambiarla porque no me gusta el color</li> </ol>	<p>Describe shopping preferences</p> <ol style="list-style-type: none"> <li>1. Demonstrative adjectives and direct object pronouns noun agreement revision</li> </ol>
8&9 ¿Dónde prefieres vivir?	<ol style="list-style-type: none"> <li>1. Prefiero vivir en la ciudad porque es <b>más bonita que el campo</b>.. Sin embargo, <b>hay menos contaminación que</b> en la ciudad.</li> <li>2. <b>Cuando sea</b> mayor me encantaría vivir en el campo.</li> <li>3. En mi ciudad <b>mejoraría</b> el transporte público</li> </ol>	<p>Give preferences about where you live</p> <ol style="list-style-type: none"> <li>1. Compare and contrast – más/menos + adjective/noun + que, tan + adjective + como, tanto/a(s) + noun + como</li> <li>2. Form the present subjunctive and use it with cuando</li> <li>3. Review the conditional tense</li> </ol>
9 Un intercambio cultural	<ol style="list-style-type: none"> <li>1. La semana pasada mis amigos y yo <b>fuimos</b> a un concierto pero no <b>pude</b> ir a la playa.</li> <li>2. Primero <b>voy a ir</b> a la playa y luego <b>me gustaría</b> ir al cine.</li> </ol>	<p>Talk about your area</p> <ol style="list-style-type: none"> <li>1. Use the preterite tense with irregular stems – tener, hacer..</li> <li>2. Describe future events – near future, future, conditional</li> </ol>


SPANISH - CYCLE 3 – Year 10

Week	I will need to know:	So that I can:
<b>10</b> Assessment	<b>Scholar's Prep:</b> 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!	
<b>11</b> Grammar	<ol style="list-style-type: none"> <li>1. Cuando era joven <b>me gustaba</b> mucho bailar pero ahora prefiero tocar la guitarra.</li> <li>2. El año pasado <b>fui</b> a España y <b>comí</b> mucha comida típica pero lo mejor fue cuando <b>visité</b> el estadio del FC Barcelona.</li> </ol>	Revisem practice and know the differences between the imperfect and preterite tenses and when and how to use them correctly.
<b>12</b>	<b>Super teaching week:</b> 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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