

Art Y10 C1 – Portraiture

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

Week	I will need to know:	So that I can:
1 Specialisms & Timeline	- There are different specialisms related to Art. These include Drawing, Painting, Printmaking, Sculpture, Photography, Textiles and Graphics. - That different specialisms in Art relate to a variety of careers and pathways within the creative industries. - That Art (Portraiture) changes over time, depending on what has gone before, materials and technology, socio-economic and political circumstances, cultural and environmental shifts, and preferences and tastes.	- Present my knowledge about these specialisms, that will later be applied throughout my portfolio of Artwork. - Create a portraiture timeline that shows a brief chronology or Portraiture and how it has changed over time.
2 Proportions of the Face	- When drawing portraits artists use guidelines to improve realism, these are called the 'proportions of the face'. - The features of the face have symmetry and , how these are unique to each person, and how they change depending on perspective and expression.	- Create a drawing of a portrait, including all facial features, applying my understanding of these proportions. - Draw a range of facial features from observation, using mirrors and/or imagery. (Eyes & Mouth) in various media.
3 Facial Features	That features of the face are similar but not the same, how these are unique to each person, and how they change depending on perspective and expression.	Draw a range of facial features from observation, using mirrors and/or imagery. (Nose, Ears & Hair) in various media.
4 Grid Method	- That there are various approaches to drawing. The artist Chuck Close uses a grid method to ensure accuracy in his hyperreal large-scale portraits. - That artists use the grid method in different ways, depending on media and scale.	- Apply my knowledge of the grid method to enlarge facial features. - Analyse an artist's use of media and process, using the LEMMON structure.
5 Grid Method Self Portraits	- That the grid method is also useful for accurately changing the scale of an image. - That pencil pressure and density controls the variety of tones that can be achieved.	- Apply my knowledge of the grid method to enlarge a full self-portrait drawing. - Include a range of tones and marks on my portrait to represent light and dark and different textures.

Art Y10 C1 – Portraiture

Week	I will need to know:	So that I can:
6 Colour Theory – Mixing Skin Tones	1. That the primary colours can be used to create any colour. 2. That there are warm and cool colours, and also warm and cool tones within each primary colour. E.g Crimson red (cool) versus Cadmium red (warm).	1. Select different weightings of each primary colour to create a range of skin tones, ranging from dark to light. 2. Experiment with cool and warm tones to achieve a match to my own skin tone.
7 Analysing Painting Techniques	1. That artists applications of paint styles differ. 2. Some use flat smooth brush strokes, and other apply 'impasto' texture.	1. Analyse an artist's chosen use of paint and technique, using the LEMMON framework. 2. Demonstrate my understanding visually through pastiche outcomes.
8 Painting Experiments	1. That focusing on the key principles and prominent (most important) elements of my selected artist helps me develop my own theoretical and practical skills. 2. Either: Julian Opie, Mickalene Thomas, Gary Hume Amy Sherald or Lubaina Himid.	1. Apply my insight of selected artist to a self-portrait in their style.
9 Artist Analysis	1. That artists applications of paint styles differ and I can develop my own practical skills by working in a variety of ways, using different paints and painting techniques. 2. Some use flat smooth brush strokes, and other apply 'impasto' texture.	1. Analyse an artist's chosen use of paint and technique, using the LEMMON framework. 2. Demonstrate my understanding visually through pastiche outcomes.
10	Scholar's Prep: To prepare for your upcoming assessment, you should ensure bookwork is complete and your best quality; refining your work keeps you on the path to scholarship. Work hard and show your best!	
11 Painted Self Portraits	1. That focusing on the key principles and prominent (most important) elements of my selected artist helps me develop my own theoretical and practical skills. 2. Either: Lucien Freud or Lynette Yiadom-Boakye.	1. Apply my insight of selected artist to a self-portrait in their style.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Art Y10 C1 – Portraiture - Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Specialism	An Art Specialism explores a specific range of media, materials and techniques. For example: Drawing, Painting, Print making, Sculpture, Photography, Textiles and Graphics.	Ms Dix's Art specialism is Print-making.
2	Drawing	A visual art that uses an instrument to mark the paper. The instrument might be pencils, pens with ink, crayons, brushes with paint or digital drawings using computer styluses and graphic tablets.	She has always been good at drawing people
3	Photography	The art or practice of taking and processing photographs.	I have used photography to capture images of myself, friends and family to help me develop ideas towards my final portraiture outcome.
4	Portraiture	The process of making an artwork of a person is called portraiture.	The painting included a close study of a person, so can be described as portraiture .
5	Accurate	Correct in all details; exact.	The portrait drawing was an accurate representation, it really looked like him.
6	Expression	a look on someone's face that conveys a particular emotion.	The expression on her face was one of surprise.
7	Perspective	A way of showing distance in a drawing or painting.	The perspective in his landscape drawing made the mountains look really far away.
8	Proportions	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	The proportions of the face were incorrect. The eyes were too far up.
9	Features (Facial features)	Facial features are eyes, nose, mouth, ears	He had prominent facial features with dark eyes and a large nose.
10	Analytical	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork analytically to get a better understanding of meaning and concepts"
11	Critical	Expressing or involving an analysis of the merits and faults of a work.	She gave a critical evaluation of the artist's work.

Art Y10 C1 – Portraiture - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Grid method	Involves drawing a grid over your reference photo, and then drawing a grid of equal ratio on your work surface (paper, canvas, wood panel, etc). Then you draw the image on your canvas, focusing on one square at a time, until the entire image has been transferred.	The grid method allows me to copy transcribe images more accurately.
2	Painting	Painting is the practice of applying paint, pigment, color or other medium to a solid surface. The medium is commonly applied to the base with a brush, but other implements, such as knives, sponges, and airbrushes, can be used.	The artist Lubaina Himid is most well known for her paintings .
3	Print-making	A generic term for an image made with a printing plate (wood, metal, stone, lino, polystyrene) engraved, inked then transferred onto paper using pressure.	They used too much ink, so their print was not clear.
4	Sculpture	The art of making three-dimensional representative or abstract forms, most commonly by carving stone or wood, or by casting metal or plaster.	One of the most famous sculptures in the world is 'David' by Michelangelo.
5	Hyperreal	Hyperrealism, sometimes known as photorealism or superrealism describes artwork that looks incredibly lifelike and is often mistaken for the real thing. At a distance, it's easy to confuse a hyper realistic drawing or painting for an actual photograph.	Chuck Close's large scale drawings are hyperreal because they look like a photograph.
6	Minimalism	Minimalism is an extreme form of abstract art developed in the USA in the 1960s and typified by artworks composed of simple geometric shapes	Julian Opie's artworks are all rendered in a very minimalistic style, often using only a few basic shapes and thick, black lines.
7	Impasto	An Italian word for "mixture," used to describe a painting technique wherein paint is thickly laid on a surface, so that brushstrokes or palette knife marks are visible.	Lucien Freud uses facets of colours and an impasto painting technique for his portraits.
8	Pastiche	A pastiche is a work of visual art that imitates the style of the work. Unlike parody, pastiche pays homage to the work it imitates, rather than mocking it.	My pastiche outcome of Mickalene Thomas' art imitates their style by using bright background patterns, smooth brushstrokes and embellishing with rhinestones.
9	L – LINK E – ELEMENTS M – MEDIA M – MOOD O – OPINION N – NARRATIVE	LEMMON is the acronym for the writing framework we use in Art to analyse an artist's work and evaluate how it is relevant to our own. L – LINK – I am looking at Boakye's work because I am doing a project around Portraiture and she paints people. E – ELEMENTS – The most prominent (important) Formal Elements in Boakye's work is composition and colour, because..... M – MEDIA – The media Boakye has used to make the work is paint. M – MOOD – The mood and content within Yiadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – OPINION – I like Boakye's work because it reminds me of dreams. N – NARRATIVE - Lynette Yiadom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure. Her paintings often are presented in solo exhibitions.	

Year 10 Business Studies Cycle 1

Careers linked to topics we study this cycle are: An entrepreneur/Business owner, Business consultant, Financial analyst/advisor, Venture Capitalist, Supply Chain Manager, Accountant.

Week	I will need to know:	So that I can:
1 (1.1 The role of business enterprise & entrepreneurship)	1. An entrepreneur is a person who takes risks in starting and running an enterprise whereas an enterprise is a business that runs to make a profit 2. The risks involved in starting an enterprise include losing money and straining relationships 3. The rewards involved in starting an enterprise include being your own boss, independence and increased finances. 4. The characteristics an entrepreneur needs include risk taking, determination, confidence and creativity. 5. A business must consider the following when developing a product: Costs, Aesthetics, Function, Environment, Quality, Use and the Environment.	1. Define what an entrepreneur is 2. Differentiate between an entrepreneur and an enterprise 3. Compare the risks vs the rewards of starting up an enterprise 4. Distinguish what characteristics are needed to become a successful entrepreneur *ASPIRE, DT
2 (1.2 Business planning)	1. A business plan details how a business aims to achieve its objectives, written before the business starts 2. Market research is included in a Business plan that should be used to show that customers are/are not interested in the business 3. A business plan will include a break-down of a business's finances that shows where the money is coming from and what it will be spent on 4. If a business does not complete a business plan it may not identify the correct market or resources that it needs to succeed.	1. Identify the key components of a business plan 2. Understand and evaluate the importance and usefulness of a business plan 3. Analyse the advantages and disadvantages of producing a business plan
3 (1.2 (A) Revenue & Costs)	1. Revenue is all the money that a business makes from selling their products and services 2. The formula for revenue is Quantity sold X Selling price 3. Costs are the payments that a business makes to produce goods and services 4. Fixed costs are costs that do not change, regardless of the level of output 5. Variable costs are costs that change depending on the level of output	1. Calculate revenue for given business scenarios 2. Calculate costs for given business scenarios 3. Distinguish between the different types of business costs
4 (1.2 (A) Profit & Loss)	1. Profit is the money left over once deductions have been made 2. Gross profit is the money a business makes when you take your revenue and subtract the cost of sales 3. Net profit is the money a business makes when you take your operating profit and subtract the tax a business pays 4. $\text{Gross profit margin} = \frac{\text{Gross profit}}{\text{Revenue}} \times 100$ 5. $\text{Net profit margin} = \frac{\text{Net Profit}}{\text{Revenue}} \times 100$ 6. $\text{Average Rate of Return (ARR)} = \frac{\text{Average Annual Profit}}{\text{Investment}} \times 100$	1. Distinguish between revenue and profit 2. Define profit & distinguish between the different types of profit 3. Calculate gross & net profit for given business scenarios 4. Calculate gross and net profit margins & ARR
5 (1.3 Business ownership)	1. Sole traders are businesses that are owned by one person 2. Partnerships are businesses that are owned by 2 or more people 3. Sole traders and partnerships have unlimited liability 4. A person with unlimited liability is personally responsible for all of the debts of the business, no matter what the value.	1. Define what a sole trader is 2. Differentiate between a sole trader and a partnership 3. Explain the difference between limited and unlimited liability 4. Apply the understanding of business ownership to real life business situations

Year 10 Business Studies Cycle 1

Week	I will need to know:	So that I can:
6 (1.3 Business ownership & Mid Term assessment)	1. A person with limited liability is only responsible for business debts up to the value of their financial investment in the business 2. Private Ltd Companies are businesses that are owned by shareholders 3. Shareholders are people who invest into a business for a "share" or percentage of the business's profits. Shareholders are usually family or friends 4. Public Ltd Companies are businesses that are owned by shareholders. Shares of a PLC are sold on the stock market 5. MID TERM ASSESSMENT	1. Define what a private Ltd company is 2. Explain the features of a private Ltd company 3. Differentiate between a private and a public limited company 4. Understand and explain the concept of shareholders and how they can purchase shares in a company
7 (1.4 Business aims and objectives)	1. Aims are the overall/long term goals that a business sets out to achieve 2. Objectives are the smaller steps that a business takes to achieve their overall aim 3. Survival, growth and gaining market share are common Business goals 4. It is important for businesses to have aims and objectives to ensure they stay motivated and disciplined.	1. Provide examples of business aims 2. Explain the business objectives that contribute towards the overall aim 3. Analyse and evaluate different possible aims and objectives of a business in different situations and recommend which are more appropriate
8 (1.5 Stakeholders in Business)	1. A stakeholder is anyone who is affected by a business or has an interest or influence on how a business operates. 2. A shareholder is someone who owns stock in a company that becomes "part owner" who can also make decisions on how your business is run	1. Identify the different stakeholders in a business 2. Differentiate between a stakeholder and a shareholder 3. Evaluate the roles and objectives of different stakeholders and shareholders
9 (1.6 Business growth)	1. Organic growth occurs when a business decides to expand its own activities by launching new products and/or entering new markets. 2. A merger is a form of external growth where two businesses agree to join together to form one larger business 3. A take-over is a form of external growth where one larger business acquires a smaller one	1. Identify the methods by which a business might grow 2. Analyse and evaluate the methods of growth and recommend a particular method for a specific business situation
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 (Business Growth & Revision prep)	1. Vertical mergers occur between businesses on different levels of the supply chain 2. Horizontal mergers occurs between businesses on the same level of the supply chain	1. Analyse the difference between horizontal and vertical mergers and explain the features/use of both
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 10 Business Studies Curriculum Dictionary: Tier Two Words

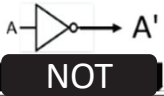
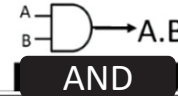
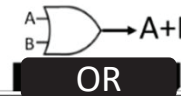
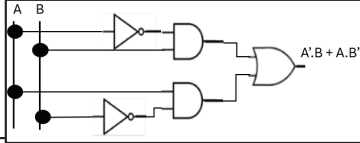
Week	Word	Definition	In a sentence:
1	Characteristic	"The specific qualities or features that make something or someone distinct or unique."	"Punctuality is an essential characteristic for a successful entrepreneur"
2	Growth	"Refers to the process of getting bigger or making progress"	"The company experienced significant growth in sales in the last year"
3	Profit	"Profit is the money a business makes after subtracting its expenses"	"The successful launch of their new product resulted in a significant increase in profit for the company"
4	Costs	"Cost refers to the amount of money or resources required to produce or acquire something"	"The cost of raw materials has risen, affecting the overall production expenses for the company"
5	Aims	"An aim is a desired or intended outcome or goal that someone or something strives to achieve."	"The aim of the company is to expand its market presence and increase its customer base"
6	Objectives	"A specific and measurable goal or target that is set to be achieved within a specific timeframe"	"The objective of the marketing campaign is to increase brand awareness and attract new customers"
7	Risk	"A possibility of harm, loss, or negative consequences that may arise from a certain action or decision"	"Expanding into a new market carries the risk of increased competition and uncertain customer demand"
8	Reward	"A reward is a positive outcome, benefit, or recognition"	"Employees who meet their sales targets will receive a financial reward as an incentive for their performance"
9	Customer	"A customer is a person or entity that purchases goods or services"	"The store provides excellent customer service to ensure a positive shopping experience for its customers"
10	Confidence	"Confidence is a feeling of self-assurance, belief in oneself, or trust in one's abilities and qualities"	"The company's strong financial performance has instilled confidence in its investors."

Year 10 Business Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Enterprise	"An organization that is run to make a profit"	"The new enterprise focuses on providing eco-friendly cleaning products to customers"
2	Entrepreneur	"An entrepreneur is a person who starts and runs their own business"	"John is an entrepreneur who started his own bakery and manages it successfully"
3	Business plan	"A business plan is a written document that outlines the goals, strategies, and financial projections of a business"	"Before starting her bakery, Sarah created a detailed business plan to outline her goals"
4	Revenue	"Revenue is the total income or earnings generated by a business before any deductions are made"	"The company's revenue increased significantly after launching a popular new product"
5	Net Profit	"Net profit represents the total earnings of a business after deducting all expenses"	"After deducting all expenses, the company's net profit for the year was £100,000"
6	Sole Trader	"A sole trader is a person who runs their own business independently"	"John operates his own bakery as a sole trader , taking care of all aspects of the business on his own"
7	Dividends	"A portion of a company's profits that are distributed to its shareholders as financial return on their investment"	"The company shared its profits with the shareholders by giving them dividends "
8	Business Objectives	"Business objectives are specific goals or targets that a company sets to achieve within a given timeframe"	"The company's business objectives include increasing sales by 10% and expanding into new markets."
9	Stakeholders	"Stakeholders are individuals and groups that have an interest, involvement, or are affected by the activities of a business."	"The company held a meeting to address the concerns and feedback of its stakeholders "
10	Organic growth	"Organic growth refers to a business that grows naturally over time, using its own resources and efforts"	"The bakery experienced organic growth as more customers spread positive word-of-mouth, leading to increased sales"

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

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

Week		I will need to know: P1 Computer Systems & P2 Problem Solving	Key Learning Points:																																															
1	P1	Flowcharts are a subsection of Algorithms the display a problem or task visually. A task will always have actions, decisions and repeating processes. These structures also work well to explain inputs and outputs in a system. Their visual element can make a detailed problem look less complex.	- Flowcharts are contained within 'start' and 'stop' shapes. - A rectangle is used for actions and a diamond for decisions. - A parallelogram will represent input and output processes.																																															
	P2	The Logic Gates are NOT; AND; OR *0=On/True; *1=Off/False. *NOT has ONE input and "Flips" the input signal (0→1 ; 1→ 0) A' *AND has two or more inputs. Outputs 1 when ALL inputs are 1. Like times A.B *OR has two or more inputs. Outputs 0 when ALL inputs are 0. Like add A+B	Truth table rules: NOT flips the input AND pulls 0 through OR pulls 1 through  NOT  AND  OR Truth Tables : Show ALL possible outputs for ALL possible inputs.																																															
2	P1	The Operating System can be broken down into 3 sections. Memory Management, Hardware Management and Security. System software can come with different user interfaces: command line, menu systems and windows or GUI.	The operating system takes care of your security needs. This system software will also organise your memory when running a program. It's other main job is to maintain good running of your computer.																																															
	P2	BIDMAS for Boolean: The order of Boolean Logical Operations is BNAO Typically, NOT → AND → OR You must be able to build or interpret logic circuits involving several gates up to 3 inputs.	 A'B + A.B' <table><tr><th>A</th><th>B</th><th>Goal: A'.B + A.B'</th><th>Working A'</th><th>Working 'A.B</th><th>Working B'</th><th>Working 'A.B'</th><th>Term1 Or term2</th></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>0.1=0</td><td>1</td><td>0.1=0</td><td>0+0=0</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>1.1=1</td><td>0</td><td>0.0=0</td><td>1+0=1</td></tr><tr><td>1</td><td>0</td><td>1</td><td>0</td><td>0.0=0</td><td>1</td><td>1.1=1</td><td>0+1=1</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>1.0=0</td><td>0</td><td>1.0=0</td><td>0+0=0</td></tr><tr><td></td><td></td><td></td><td></td><td>term1</td><td></td><td>term2</td><td></td></tr></table>	A	B	Goal: A'.B + A.B'	Working A'	Working 'A.B	Working B'	Working 'A.B'	Term1 Or term2	0	0	0	1	0.1=0	1	0.1=0	0+0=0	0	1	1	1	1.1=1	0	0.0=0	1+0=1	1	0	1	0	0.0=0	1	1.1=1	0+1=1	1	1	0	0	1.0=0	0	1.0=0	0+0=0					term1		term2
A	B	Goal: A'.B + A.B'	Working A'	Working 'A.B	Working B'	Working 'A.B'	Term1 Or term2																																											
0	0	0	1	0.1=0	1	0.1=0	0+0=0																																											
0	1	1	1	1.1=1	0	0.0=0	1+0=1																																											
1	0	1	0	0.0=0	1	1.1=1	0+1=1																																											
1	1	0	0	1.0=0	0	1.0=0	0+0=0																																											
				term1		term2																																												
3	P1	CPU Performance factors: 1. Increase Cache Size; 2. Increase Clock Speed; or 3. Increase Cores Count.	* Clock Speed: The FDE Cycle is synchronised to the system clock, thus more FDE cycles in a time slice. *Cores: Each core is its own processing unit and runs its own FDE cycle. Parallel processing possible.																																															
	P2	Selection: Apply if then ; if then else instructions to problems. Simple comparison operators: == (is equal to); != (is not equal to); < (is less than); <= (is less than or equal to)	- Both the if and the else must end with a colon! - The : forces the next lines of code to be indented (Tabbed over)																																															
4	P1	- Storage is non-volatile long-term storage that has an access speed that is a factor of magnitude slower than RAM. - When RAM is full, virtual memory is used. - The use of Virtual Memory slows down the system performance (because storage has a slower access seed than RAM).	- Virtual Memory temporarily swaps RAM memory pages to disk - The swapped pages are loaded back from storage into Ram when required. - Virtual Memory slows performance down, but means no crash .																																															
	P2	Apply if then else and functions to calculate results based on a simple Boolean condition	<pre>3 ▾ if codeLang == "Python": 4 print("We use V3.0") 5 ▾ else: 6 print("Use Python") 7</pre>																																															

Year 10 Computer Science Cycle 1 – Paper1:Computer Systems & Paper 2: Programming & Problem Solving

Week		I will need to know:	Key Learning Points:
5	P1	Storage is larger capacity, slower than RAM non-volatile memory. Give example devices for the storage technologies.	* Storage is needed for persistent data/programs. *The storage technologies are [1] Magnetic, [2] Optical [3] Flash/solid state
	P2	*Complex multi-decision tests can be handled by: [a] nesting ifs [b] Chaining with elif [c] using the logical operators AND OR	- An inclusive range: if (10 <= x) and (x <= 99) - A disjointed region: if (x < 10) or (99 < x):
6	P1	Characteristics of different storage technologies: * Cost *Durability(How tough is it) *Reliability (How long will it last) *portability *Power use *Speed *Capacity *Noise	* Solid State means "no moving parts". *Optical means to do with light. * Magnetic has to do with N/S poles in metals.
	P2	* The for loop is the counting iteration instruction. * The for loop has a loop counter variable which is automatically increments and stops when the count is reached.	* The generator range(10) yields 0,1,2,3,...,7,8,9. * To start at a number not zero use range(10,20) = 10,11,...,16,17,18,19
7	P1	The Units of measurement (bit → nibble → byte → KB → MB → GB → TB → PB) and file size calculations. File Size = color depth x resolution / 8 OR = bit depth x duration x rate / 8	* Bit depth / colour depth is measured in bits. We divide by 8 so the answer into bytes. * 1Bit = binary digit, 4 bits = nibble, 8bits = bytes, 1000 bytes = KB and so on
	P2	* Conditional iteration using a while loop. * Condition is just like the if only it repeats until the test fails. *Do..until repeats until the test succeeds.	*While loop tests before iteration. Loop exits when test FAILS. * Do...Until loop does 1 iteration. Test at end of iteration. Exits when True
8	P1	* Application software is user focussed. System software is computer system focussed. * Utility software is system software that performs housekeeping tasks.	Utility software includes: *firewalls * disk defragmenters * Encryption software *anti-malware and *compression software. Applications includes *word processors, *browsers, *spreadsheets and *graphics editors.
	P2	* An array is a data structure that stores elements of the same data type in an index position order. * The size of array is given by A.length or len(A) *A while loop that iterates from 0 to A.length-1 or len(A)-1	Array Output: <pre> 3 primes = [2,3,5,7,11,13,17,19,23] 4 5 index = 0 6 7 while index < len(primes): 8 print(primes[index]) 9 index = index + 1 10 </pre> #dump entire array <pre>print(primes)</pre>
9	P2A	* Write simple programs reading data into an array and displaying it (see code opposite). Know in python can print the whole array out, thus print(data)	Array Input: <pre> 3 #list comprehension creates a size 10 array 4 data = [int() for index in range(10)] 5 6 index = 0 7 8 while index < len(data): 9 data[index] = int(input("Enter # "+str(index)+":")) 10 index = index + 1 </pre>

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

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

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

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

Year 10 Drama Cycle 1

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

Week	I will need to know:	So that I can:
1 Intro to Devising	1. What I will need to do for Component 1 of my GCSE. 2. A dramatic intention refers to the decisions, made by theatre makers, to communicate deeper meaning through their work.	1. Start to develop a piece of original drama. 2. Perform as a member of an ensemble in a piece of original drama.
2 Devising	1. A stimulus is a starting point for a piece of Drama. 2. A tableau is a still image, used to mark a key moment. 3. Thought-tracking is a technique that gives the audience into a character's inner emotions and feelings.	Use research to pick a stimuli for my devised piece with my group.
3 Devising	1. Hot-seating is when an actor spontaneously answers questions in character. 2. Proxemics is the use of distance between actors to communicate power or relationships.	Create meaning through the creative decisions I make in my theatre-making practice.
4 Epic Theatre	1. Epic Theatre is a style of Drama which encourages the audience to think about the political issues presented on stage. 2. The Fourth Wall is the imaginary wall between the actors and audience which keeps them as observers. It is broken in Epic theatre.	Create political theatre with a meaning, always thinking about the audience's reaction.
5 Brecht (midpoint)	1. Alienation is a technique which distances the audience from emotionally connecting to the plot of a play, so they can focus on the political messages which are being delivered. 2. Brecht used lots of techniques to alienate the audience from his plays.	Plan and discuss my dramatic intentions with my devising group.

Year 10 Drama Cycle 1

Week	I will need to know:	So that I can:
6 Physical Theatre	- Plays which don't represent reality are abstract in style. Physical Theatre is a form of theatre that puts emphasis on movement rather than dialogue, and communicates meaning in a stylised, abstract way.	Work with fellow theatre-makers to create unique movement-based Drama.
7 Frantic Assembly	Some well-known Frantic Assembly techniques of Physical Theatre choreography include Hymn Hands, Chair Duets and Round-By-Through.	Identify key performance techniques from other theatre companies and take inspiration from them for my own work.
8 Portfolio	- There are two areas I will be assessed on in my Devising Portfolio. - AO2: to apply theatrical skills to realise artistic intentions in live performance. - AO4: to analyse and evaluate your own work and the work of others.	- Provide written portfolio of evidence recording my contribution to the creative process. - Provide a written analysis of the final performance.
9 Analyse	To analyse something is to examine (something) methodically and in detail, typically in order to explain and interpret the deeper meaning behind it.	Explain the creative decisions that I made in my devising work and the reasons why I made them.
10	Scholar's Prep: 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 scholarship. Work hard and show your best!	
11 Evaluate	To evaluate something is to make a personal judgement about the performance using the available evidence and assess the successes and areas of development for future performances.	Become independent in forming my own ideas about the development of any devised work I create.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

DRAMA Y10 C1 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Devise	To create an idea for a performance from scratch, without a script.	We devised a piece of drama based on a group of friends who had fallen out.
2	Stimulus	A starting point for a creative idea.	I used a newspaper article as our stimulus to give me inspiration.
3	Practitioner	Someone actively engaged in developing new ways of presenting or exploring art.	We performed our devised piece in a Physical Theatre style .
4	Epic Theatre	A political style of theatre reflecting issues in society, encouraging the audience to solve them.	The story was presented through the Epic Theatre style.
5	Bertolt Brecht	The director who created the Epic Theatre style.	I took inspiration from Bertolt Brecht in my performance.
6	Physical Theatre	A style of theatre that focuses on communicating meaning mainly through movement.	We used Physical Theatre to show the relationship between two characters.
7	Frantic Assembly	A famous British theatre company who focus on creating unique and engaging Physical Theatre. They have created a lot of their devising techniques used around the world.	There were lots of Frantic Assembly techniques I researched.
8	Process	A series of actions or steps taken in order to achieve a particular end.	I am reflecting on my devising process to explain the decisions I made throughout.
9	Portfolio	A written log of the creative decisions, process, inspiration and success taken during the devising process.	I documented my ideas in my portfolio .
10	Reflect	To think deeply or carefully about something.	As a group, we reflected on our successes and areas for development.

DRAMA Y10 C1 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Ensemble	A group of performers who work together in a group and share ideas as a team.	The play was performed by an ensemble of 5 people.
2	Genre	The type of story being told, specifically the content of the story.	The protagonist died at the end of the play, making the genre a tragedy.
3	Style	The way the story is presented on stage, referring to design and acting techniques.	We performed our devised piece in a Physical Theatre style .
4	Alienation	The use of techniques designed to distance the audience from emotional involvement in the play and the characters, so they think more logically about the reality of the play rather than emotionally.	By all wearing black costumes, we alienated the audience from becoming emotionally connected to the characters.
5	Fourth Wall	The imaginary wall between the play (on stage) and real life (the audience watching it).	When the performer spoke to the audience, the fourth wall was broken.
6	Abstract	A style of art that does not attempt to represent reality and instead uses representation through colour, shapes and imagery.	I painted an abstract picture of a sunset.
7	Chair duet	Developed by Frantic Assembly, a sequence of movements which show a relationship between 2 or more characters, usually sitting side-by-side.	The argument was presented through a chair duet .
8	Dramatic intention	What you want the audience to think or feel after watching a performance.	Our dramatic intention was to raise awareness from the audience about the dangers of social media.
9	Analyse	To examine something to understand the deeper meaning.	I analysed my performance to understand the political message.
10	Evaluate	To assess the successes of something.	We evaluated our pantomime performance afterwards.

Design and Technology: Y10 Clock Cycle 1

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 Isometric projection. Design periods.	1. Isometric drawing is a form of 3D drawing. All line going away from you are at an angle of 30 degrees. 2. Exploded drawing are used to show how all the parts of a product go together. 3. Coloured pencils can be used to great affect quickly to render a drawing and communicate specific materials. 4. Wooden joints are specifically designed to meet certain needs e.g. a mortise and tenon is used for carcass or frame construction. Dovetails are used in draw or cabinet construction. 5. Trends have an effect on design periods e.g. fashion, music, sport, film architecture etc. 6. Many of today's designs show characteristics of previous design periods e.g. colours, forms, symmetry, patterns etc.	1. Produce and isometric view of a dovetail joint and gain further understanding of the process. 2. Separate components on a isometric projection to show how components fit together. 3. Use coloured pencils to render materials and show depth. 4. Justify why and where a dovetail joint should be used. 5. Analyse the difference between design periods and identify characteristics which could influence further designs. 6. Identify current products which have been inspired by the work of others.
2 Initial ideas Working drawings	1. All designers study the works of past designers to improve the aesthetics products. 2. Elevations must have quality of line, dimensions, hidden and detail. 3. When calculating materials required you must allow for error and include surplus. 4. All working drawing must show the scale used e.g. 1:1 2:1 etc or Not to Scale 5. A working drawing should be produced to British Standards.	1. Use the works of other designers to inspire design possibilities for the clock. 2. Produce a working drawing of the 'A' frame structure required for the clock. 3. Produce a cutting list materials for the manufacture of the clock. 4. Include important standard information in a working drawing to enable manufacture by a third party. 5. Apply British Standards to ensure all details are communicated correctly.
3 Complex joint construction (Dovetails)	1. Dovetail templates are used to mark out dovetails. Softwood requires a steeper ratio compared to hardwood due to the grain being broader. 2. A dovetail saw, chisel and fret saw to remove waste in the production of four dovetails and two cogs. 3. A rebate plane or a router can be used to rebate a piece of wood..	1. Accurately mark out the top section of the clock which features 4 dovetails and 2 cogs. 2. Remove waste safely and accurately when producing the dovetails. 3. Rebate all back edges of the 'A' frame to allow the back to sit flush.
4 Complex joint construction (Sockets and Through Housing).	1. Previously cut dovetails are used to mark the corresponding sockets. 2. The sockets are angled on the end grain and should not be cut at 90 degrees. 3. Parring is when you remove small shavings of wood with a chisel.. 4. A tenon saw, mallet and chisel are used to create a stopped housing joint. It is finish to the correct depth with a hand router. 5. Dry fitting is a technique to check work first before you apply glue and clamps.	1. Ensure individual dovetails fit the corresponding sockets snugly. 2. Use a dovetail saw and a fret saw to remove the majority of the waste. 3. Pare the cheeks of the sockets with a chisel to allow dovetails to fit. 4. Mark out and cut a through housing for the shelf that forms the 'A' frame. 5. Check and make the necessary adjustments required to produce a tightly fitting frame.
5 Gluing, clamping and checking. Producing components to meet specific dimensions.	1. A sash clamp is used to clamp work when gluing if it is too large for the vice. 2. Cross checking is a technique to ensure there is 90 degrees in each corner. 3. A smoothing plane is used to remove small shaving from wood.. 4. Self-tapping screws cut their own thread.	1. Glue larger frames which do not fit in the vice. 2. Make sure there is 90 degrees in each corner and the frame is square. 3. Mark out and cut a face and plywood back. Plane two edges until the rectangles fit tightly 4. Use self-tapping screws to hold the back in place so that it can be

Design and Technology: Y10 Clock Cycle 1

Week	I will need to know:	So that I can:
6 Developing a design.	- The key areas of function, aesthetics, intended market, construction, size and materials are used to develop a solution. - How to select appropriate modelling materials and technics to develop a solution. - How to measure the success of a developed solution against a design specification.	- Develop a chosen design for the clock. - Produce a model of the clock face to check a solution. Evaluate the model of the clock face against design criteria.
7 CAD/CAM	- There are advantages and disadvantages of CAD/CAM in manufacturing e.g. producing identical components, reduced specialist labour, emailing files to manufacturing sites, expensive set up costs. - There are advantages and disadvantages of using a CNC machine against producing components by hand e.g. machine finished edges, maximum use of material, higher levels of production, higher quality assurance. Complex contoured images will need parts to be separated and redrawn when changing line colour. - The construction tool bar is used to dived objects accurately.. - The preferences of power, speed and focus on a laser cutter need to be set every time you use it..	- Where and when to apply CAD/CAM - Where and how to use a laser cutter to produce components for a design. Contour images and remove unwanted parts and prepare a drawing for laser cutting. Divide the clock face into 12 accurately and position numbers. - Set all print preferences to ensure work is efficiently laser cut.
8 Producing components to achieve a developed solution	- Work must be securely clamped when using a palm router. - A mitre square is used to mark out a mitre joint. The waste can be removed with a Tenon saw and finished with the angle set to 45 degrees on the band sander. - A veneer is added to a manufacture board to improve its aesthetics.	- Produce moldings around components for the clock - Produce a mitered plinth for the clock. - Add hardwood veneers, if required, to enhance the aesthetics.
9 Assembly	Quality control points ensure that a product meets all technical specifications at every step of the production process - Components must be finished before assemble because it will be difficult to finish them when assembled.. - Components can be fixed in place with PVA, contact adhesive and self-tapping screws, - How to fit bought in components (Clock motor and hands assembly)	- Aware and know why and where to place QC when manufacturing - Use abrasive paper and power tools to finish all parts. - Attach accurately all components. Assemble and fit a clock motor and hands.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Finishing and evaluation	- Methods to finish wood (oil, varnish, polish and paint) - The edges of a piece of acrylic can be finished by. 1) Draw filing the edges. 2) Different grades of wet and dry paper to remove file marks. 3) Finally using an acrylic polish to remove all fine scratches and make it shine. - Materials must be dust free before applying a finish. - Finishes can be applied with a cloth or a brush. Evaluation structure e.g. evaluation of Terms of reference, methodology, findings, conclusion and recommendations. - The design process does not stop at evaluation as more problems will have been identified.	- Apply a specific finish to different types of materials used on the clock. - Finish acrylic components. - Prepare all surfaces. - Choose the correct application method for the chosen finish. - Write a product evaluation Identify improvements to meet commercial demands.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Dovetail	To join together. A joint formed by one or more tapered projections (dovetails) on one piece which interlock with corresponding notches or recesses (sockets) in another. .	A dovetail joint is commonly used in traditional drawer construction because the direction of force applied, when opening the drawer,
2	Socket	Notches or reassess that a dovetail fits into.	The sockets are marked out by using the already cut dovetail as a template.
3	Pins	The upright parts of the socket a dovetail fits into.	The pins can be pared (remove small parts) to enable the dovetail to fit tightly.
4	Rebate	A recess or groove cut into the edge of a piece of machinable material	The rebate at the back of the clock allows the back to sit flush.
5	Cog	A piece of wood that protrudes from its end to cap a rebate when joining two pieces of material to form a 90 degree angle.	The cog , on the top of the clock, covers the exposed rebate on the sides.
6	Mitre	A joint made by two pieces of material that have both been cut at an angle of 45° at the joining ends	The beading used to frame the clock has a mitre in each corner like a picture frame.
7	Stopped Housing	The groove of a stopped housing is stopped short of the full width of the timber	The shelf fits into the stopped housing but from the front you will not be able to see how the two are fitted together.
8	Plinth	The part of an objects base which protrudes.	The plinth is a decorative feature to hide the base of the clock.
9	Pilot Hole	A small hole drilled ahead of a full-sized hole.	A pilot hole needs to be drilled to stop the wood splitting when a screw is inserted.
10	Contact Adhesive	A type of glue that is rubber or synthetic based and has flexible qualities which bonds on contact.	Clamps are not required to stick the plinth in place when contact adhesive is used.

Design and Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Veneer	A thin decorative covering of fine wood applied to a coarser wood or other materials to improve its aesthetics.	A veneer was stuck to the surface of a manufactured board to make it appear expensive.
2	Art Deco Art Nouveau	Art Deco - A decorative art style of the 1920s and 1930s, characterized by precise and boldly delineated geometric shapes and strong colours. Art Nouveau - A style of decorative art, architecture, and design period from about 1890 until the First World War. Characterized by intricate linear designs and flowing curves based on natural forms.	An Art Deco style was created through using a geometric symmetrical pattern of black and white shapes. A good example of Art Nouveau is the coloured glass lamp shade which features a mosquito and other natural shapes.
3	Self Tapping	A screw which is able to cut a thread in the material into which it is inserted.	A self tapping screw can be used in some occasions without a pilot hole as it cuts its own thread.
4	Aesthetics	A set of principles concerned with the nature and appreciation of beauty	The design was aesthetically pleasing to the eye.
5	Iteration	Repetition of a process.	Design iteration means learning from failure. Reacting to feedback and making further improvements, or iterations, before putting a product in front of users
6	Annotation	A note added by way of comment or explanation	The designs were annotated describing key points against the specification.
7	Specification	A comprehensive, in-depth document that describes each technological process required to create a product.	A design specification will include the following points; Title, performance, function, quality, aesthetics, intended markets, size, ergonomics, maintenance, cost, scale of production and production methods.
8	Routing	Routing is a shaping process that produces finished edges and shapes.	Routing was required to improve the base of the clock with a beaded moulding.
9	Prototyping	The activity of making basic models or designs for a machine or other industrial product.	A prototype of the proposed design was presented to the client for feedback.
10	Bespoke	Specially made for a particular person, organization, or purpose.	A made to measure suit is bespoke .

FRENCH Y10 – CYCLE 1 – Year 10 EDEXCEL GCSE

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

Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Fêtes et jeux Ma vie en ligne	1. J'adore le basket. Je n'aime pas l'athlétisme. 2. J'adore jouer au basket. Je n'aime pas faire de l'athlétisme. 3. A mon avis, c'est une bonne idée/une mauvaise idée. 4. Je regarde des clips sur TikTok, je partage des photos, je télécharge des chansons et j'envoie des messages à mes copains. 5. Je fais ça tous le temps/souvent/parfois/de temps en temps 6. C'est génial/amusant/inquiétant/mauvais pour la santé.	Talk about events in the francophone world 1. Using <i>aimer</i> + a noun 2. Using <i>aimer</i> + an infinitive 3. Express opinions Talk about what I do online 1. Using the present tense of regular –er verbs 2. Using time frequency expressions 3. Using <i>C'est</i> + an adjective
2 Tu as une vie active?	We will continue to study the week 1 topic of 'Ma vie en ligne' 1. Je vais au centre sportif et je fais du vélo. 2. On mange, on joue, on va. 3. Je joue au basket et je joue de la guitare. Je vais au théâtre et à la plage. 4. Je ne suis pas très sportif, je ne fais rien.	Say what I do to stay active 1. Using the present tense of irregular verbs 2. Using <i>on</i> to mean 'we' 3. Using <i>au/à la</i> after <i>jouer</i> + sport or <i>aller</i> + place 4. Using negatives <i>ne...pas</i> , <i>ne...rien</i> , <i>ne...jamais</i>
3 Qu'est-ce que tu regardes? Qu'est-ce qu'on va faire?	1. Qu'est-ce que tu aimes regarder? Quel type de vidéos est-ce que tu préfères regarder? 2. J'aime regarder des émissions de sport. Je regarde des vidéos amusantes d'animaux. 3. Le film finit à dix heures. 4. Aujourd'hui, je vais prendre le bus, cet après-midi je vais faire les magasins et ce soir je vais voir un spectacle de musique. 5. A neuf heures, à six heures et demie, à dix heures heures moins dix.	Talk about what I watch 1. Forming questions using <i>quel, quelle, quels, quelles</i> 2. Answering questions 3. Using regular –ir verbs Make plans to go out 1. Using the near future tense – <i>aller</i> + infinitive, Be able to tell the time
4 Qu'est-ce que tu as fait?	We will continue to study the week 3 topic of 'Qu'est-ce qu'on va faire?' 1. D'abord, j'ai joué au tennis, ensuite j'ai bu du café, puis j'ai pris le bus et je suis allé(e) à un concert avec mes copains et nous avons vu mon groupe préféré. 2. Je n'ai pas dansé et je n'ai rien mangé. 3. C'était passionnant.	Say what I did last weekend 1. Using the perfect tense (past) 2. Using negatives in the perfect tense (past) 3. Using <i>c'était/il y avait</i> (imperfect) to say what it was like.
5 J'ai participé aux Jeux de la Francophonie.	1. Qu'est-ce que tu fais comme activité? A quel âge as-tu commencé à pratiquer ça? Quand as-tu participé aux Jeux? 2. Je fais du vélo. J'ai commencé à l'âge de (dix) ans. J'ai participé aux Jeux l'année dernière.	Take part in an interview 1. Asking questions in the present and past tenses 2. Answering using 2 tenses – present and past Midcycle assessment: Speaking – picture task

FRENCH Y10 – CYCLE 1 – Year 10 EDEXCEL GCSE

Week	I will need to know:	So that I can:
6 Libre d'être moi. Un weekend en famille.	1. Ce qui fait mon identité, c'est ma langue et ma personnalité et mes amies. 2. Dans ma famille il y a (4) personnes, moi, mon père, ma belle-mère et ma demi-soeur. 3. Le samedi matin je me lève tard, je me repose, je m'amuse et je me couche vers onze heures. 4. On s'entraîne, on mange, nous nous levons	Talk about my identity 1. Using possessive adjectives <i>mon, ma mes</i> Talk about my family and my weekend routine 1. Describe my family 2. Using reflexive verbs (present tense) 3. Using <i>nous</i> and <i>on</i> for 'we'
7 L'amitié est la clé du bonheur.	We will continue to study the week 6 topic of 'Un weekend en famille' 1. La plupart du temps je m'entends bien avec mon ami parce qu'on s'amuse bien ensemble. Mais quelquefois on se dispute. 2. Il est patient, elle est patiente 3. Pour moi, un bon ami est quelqu'un qui apprécie les mêmes choses que moi.	Discuss friends and friendship. 1. Using more reflexive verbs 2. Making adjectives agree 3. Talking about friendship
8 Couleur famille. La place des idoles	1. Ma tante est de taille Moyenne et elle a les cheveux courts et roux. 2. Ils portent des lunettes de soleil. 3. Sur la photo il y a des enfants, ils sont dans un parc. 4. J'admire ... parce qu'il est créatif, positif et travailleur. 5. Je l'admire parce qu'il inspire les autres. 6. Il a gagné sa popularité grâce à son courage et il encourage les gens à lutter contre l'injustice.	Talk about what people look like 1. Putting adjectives in the right place 2. Being aware that I use the present tense in French to express "I wear" and "I am wearing" 3. Being able to describe a photograph Talk about positive role models. 1. Say who I admire and why 2. Using direct object pronouns 3. Using past and present tenses
9 Révisions	Fluency training and revision of the previous 8 weeks of work	
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Famille, amour, gâteau.	1. Normalement, pour mon anniversaire on va au cinéma. L'année dernière on est allés au restaurant on a mangé un grand repas. L'année prochaine, je vais inviter mes copains. 2. Traditionnellement, évidemment, probablement, extrêmement.	Talk about celebrations 1. Using past, present and future 2. Being able to recognise adverbs
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

French Curriculum Dictionary

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.

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).

Pronouns are words that we use in place of nouns to prevent our writing from sounding repetitive. Compare: 'Noémie se fâchait avec le frère cadet de Noémie parce que le frère cadet de Noémie avait mangé tout le pain' with: 'Noémie se fâchait avec **son** frère cadet parce qu'**il** avait mangé tout le pain' (Noémie was cross with her little brother because he had eaten all the bread). Common pronouns: Je, tu, il, elle, on, nous, vous, ils, elles.

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'.

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).

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.

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

Image credits: Pen © sergign, Apple © tomjoze, Boy throwing ball © bikeriderlondon, all Shutterstock

French Curriculum Dictionary

Word class	Definition
Verb	A word that describes an action. The original form is called the infinitive . We need to conjugate verbs (change the verb) depending on the subject of the verb. We can use a verb in the first person (to talk about ourselves) or the third person (to talk about others).
Proper noun	Naming word for particular places, people or things.
Common noun	Naming words for people, places, animals, things or ideas. They can be masculine, feminine or plural (or neuter-German only).
Adjective	A word which describes a noun.
Adverb	A word which describes a verb (how/when/how often/how much).
Pronoun	A word used in place of a noun.
Connective/conjunction	A word used to join a sentence or clause (part of a sentence) together.
Preposition	A word which shows us a relationship between 2 nouns. Often used to show locations.
Tense	Tells us when an action takes place (past/present/future).
Article	The word 'the' or 'a/an'. Can be masculine, feminine or plural (or neuter- German only).
Cognate	A word that is similar to English and has the same meaning.
False friend	A word that is similar to English but does not have the same meaning.

Year 10 Geography Cycle 1: Weeks 1-5 Development Dynamics (Topic 2), Week 6-10 UK Human Landscape (Topic 4)

Careers linked to weeks 1-6 include things like diplomat, consultant, charity worker, retail sector, business, finance, lawyer as I will be developing my understanding of the how the world is developing. Careers linked to weeks 7-10 include geologist, environmental manager, landscape architect and travel agent.

Week	I will need to know:	So that I can:
Development dynamics 1 Measuring development	Development can be categorised by social, economic, political and sustainable development. All countries can be classified into developing (low-income), emerging (middle income) and developed countries (high income). Development indicators include GDP (Gross Domestic Product) per capita which is the total value of goods and services earned by a country divided by the population, PPP (Purchasing Power Parity) which shows how much \$1 is worth in a country, HDI (Human Development Index) which measures life expectancy, literacy rate and income, and Corruption Perception Index which measures how dishonest a government is. - Developing countries generally have a high birth rate, higher death rate, younger population and higher maternal and infant mortality rates.	- Explain how development is measured and compare the different indicators. - Understand the causes of different population structures.
2 Causes of inequality	- Causes of global inequality include physical factors (e.g. poor climate which makes it harder to grow crops and whether it is landlocked which makes harder to trade), historical factors (e.g. colonisation and neo-colonialism) and economic/political factors (e.g. poor trade links which results in less trade and poor systems of governance). Inequality has devastating consequences such as poor healthcare, education and job opportunities. - Rostov's model explains that countries develop from traditional farming societies to a high mass consumption society through industrialisation e.g. Japan. Whereas Frank's Dependency Theory suggests that developed countries treat developing countries unfairly and exploit them, which makes it harder for their economy to improve e.g. Malawi.	- Assess the causes of global inequality. - Explain Rostov's and Frank's dependency model.
3 India	- India is located in South East Asia and is surrounded by the Arabian Sea to the west and the Bay of Bengal to the east. It is bordered by China, Pakistan, Bhutan, Myanmar, Afghanistan, Nepal and Bangladesh to the north. India has a growing level of connectivity through well-developed transportation infrastructure (e.g. roads, railways, airports, ports) and growing digital connectivity. - India has global significance due to its large population of 1.4bn, expanding economy, greenhouse gas emissions (3rd largest in the world), geopolitical influence, and cultural diversity (1500 languages are spoken). - Since 1990, India's GDP in PPP has increased from \$1.2trillion to \$13trillion in 2023, with the export and import value increasing significantly and unemployment decreasing from 20% in 1990 to 8% in 2023. Globalisation has helped India develop as it has increased job opportunities through TNCs, improved communication and resulted in outsourcing especially in urban areas.	- Identify the significance of India's size, situation and connectivity. - Describe how India's economy has changed since 1990. - Assess the role of globalization in India's development.
4 Causes and consequences of rapid development	Economic liberalisation (reducing government rules and making it easier to trade with other countries) in India has led to the development of industry. Foreign Direct Investment (when a company or person from another country invests money in a different country e.g. India) has brought in new technologies and skills, created job opportunities, and improved infrastructure. Infrastructure, educational developments and aid has improved the quality of life of many in India. - This rapid development has reduced fertility rates and death rates, increased rural-urban migration of young people and generally improved the quality of life of skilled workers, the middle class and those living in cities. Rapid development in India has resulted in a significant development gap between urban areas (e.g. Maharashtra) and rural areas (e.g. Bihar). In Bihar, only 33% of the population can read and write and only 59% have access to electricity in their homes, whereas in Maharashtra the port, Bollywood industry and IT industry means that infrastructure is much better. Rapid development is causing significant water, air and land pollution.	- Explain how government policy, aid and infrastructure development has aided India's development. - Explain how rapid development has impacted different demographic groups.
5 Solutions to development gap	Top-down strategies are government led projects that aim to improve quality of life such as the Sardar Sarovar Dam. The Dam attempts to improve access to water for irrigation (watering crops) to counter the impacts of uneven distribution of monsoon rainfall, however it has caused significant negatives such as flooding villages and causing earthquakes. Bottom-up strategies are smaller scale projects led by charities. These projects address issues locals experience (e.g. lack of access to toilets, poor education for girls) and improve quality of life, but do not address country wide issues. ASTRA Biogas project is an example of an intermediate technology that provides fuel for rural families and enables girls to get an education. Rapid development has increased India's geopolitical influence as it is now part of the G20, has more power through trade (India exports to over 190 countries) and has nuclear weapons. However, India still faces significant challenges as 25% of the rapidly growing population has no electricity, poverty is widespread, and pollution has resulted in poor environmental quality.	- Evaluate the impact of top down and bottom-up projects. - Understand what the future holds for India.

Year 10 Geography Cycle 1: Weeks 1-5 Development Dynamics (Topic 2), Week 6-10 UK Physical Landscape (Topic 4)

Week	I will need to know:	So that I can:
UK Physical Landscape 6 UK Geology	Relief is the height and shape of the land. It is impacted by geology, tectonics and glaciation in the UK. - Upland (mountainous areas) are found in Scotland and N. England as the geology is mostly resistant metamorphic and igneous rocks whereas lowland areas are found in the south of the UK as it is primarily sedimentary rocks so is more easily eroded. - In the Pennines, the relief of the land is also determined by tectonic uplift (tectonic plates collided and lifted up the land). 10,000 years ago the north of the UK was covered in ice, which created erosional landforms (U-Shaped valleys, aretes and cirques) and depositional landforms (drumlins, erratics and boulder clay dominated landscapes). - Mechanical, biological and chemical weathering and mass movement shape the landscape on a local level.	Assess the role of different factors in the variation of relief across the UK.
7 Land use / Types of coastline	- Upland areas are used for livestock grazing, forestry, recreation, tourism, water catchment and conservation whereas lowland areas are used for agriculture (farming), industry, urban areas, recreation, tourism and nature conservation. - A discordant coastline is where different rock types are oriented perpendicular to the sea, resulting in alternating headlands and bays. Overtime, a crack in a headland can be eroded to form a cave, which when eroded further becomes an arch, then stack and then stump. A concordant coastline is where the rock types are parallel to the sea, resulting in the formation of coves.	- Explain the land use of upland and lowland areas. - Using a diagram, explain the difference between discordant and concordant coastlines. Using a diagram, explain how a stump is formed.
8 Erosion, deposition and transportation	- Constructive waves are smaller, flatter, less frequent waves that are most common in summer. The swash is stronger than the backwash so the beach is built up. Destructive waves are frequent strong, tall, stormy waves that are most common in winter. The backwash is strongest so the beach sediment is removed. Destructive waves cause cliffs to retreat through hydraulic action, abrasion, attrition and solution. - Sub-aerial processes (processes that happen on the cliff) cause retreat through landslides, rotational slip and mass movement. - Longshore drift moves sediment along a beach in the direction of the prevailing wind (most common wind direction). If there is a change in the direction of the coastline, a spit can form. When longshore drift occurs across a bay, a bar can form.	- Explain how wave type, the UK climate and sub-aerial processes cause cliff retreat. - Describe the difference between a spit and a bar, and how they are formed.
9 Coastal management	- Residential and industrial development can directly impact the coast as it can harm the environment, make the coast more vulnerable to erosion and flooding, and put a strain on resources. Agriculture can affect the coast by chemicals used in farming reach the coast, harming marine life and causing pollution. - Coastlines are becoming increasingly vulnerable to flooding due to sea level rise and increased frequency of storm surges. If sea level rises by 2m, over 100,000 properties are at risk of flooding in SE England alone. The Holderness Coast is eroding at 2m a year due to the soft boulder clay. The cost of protecting the entire coastline is enormous, so only coastal towns are being protected. - The coast can be managed through hard and soft engineering. Hard engineering works against the coast e.g. sea walls, groynes. Soft engineering works with the coast e.g. managed retreat, slope stabilisation. More sustainable approaches include 'do nothing' and 'strategic realignment'.	- Assess the impact of human activities on the coast. - Evaluate the success of different coastal management strategies.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best	
11 Rivers	- A drainage basin is an area of land where water from rain or snow melt drains downhill into a body of water such as a river, lake, wetland or ocean. In the upper course of a river the velocity is low, channel is thin and shallow, and the bedload is large and angular. Here erosional processes (hydraulic action, abrasion, attrition and solution) create V-shaped valleys, waterfalls and interlocking spurs. - As you go further down the river towards the middle and lower course, the channel gets wider, smoother and deeper, the velocity and volume of discharge of the water increase, and the bedrock gets smoother and smaller. Material is transported by traction, saltation, solution and suspension. Where the river reaches the sea is called the mouth.	- Explain how a river changes from source to mouth. - Explain how waterfalls, V-Shaped valleys and interlocking spurs are for.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Indicator	A sign that shows you what something is like or how a situation is changing.	The number of people who can read and write is an indicator of the quality of education.
2	Physical Historical Economic	To with nature and natural resources. To do with events that have happened in the past. To do with trade, money and industry.	A country's level of development is influenced by physical, historical and economic factors.
3	Significance	The importance of something.	India is globally significant as its large population means there is a very big workforce.
4	Rapid development	When something improves very quickly.	India has experienced rapid development as it has made big improvements in its economy, society, and infrastructure in a short time.
5	Quality of life	The wellbeing of individuals or groups of people. Instead of measuring the amount of money that people have, it refers to where people live and whether they are healthy and happy.	Charities aim to improve local people's quality of life .
6	Resistant	Difficult to break down.	Igneous rocks are very resistant .
7	Perpendicular / Parallel	Perpendicular means two lines, objects, or surfaces that meet or intersect at a right angle, forming a 90-degree angle. Parallel means two or more lines, objects, or ideas that are always the same distance apart and never intersect.	The layers of rock at a discordant coast are perpendicular to the sea, but parallel at a concordant coastline.
8	Frequent	How often something happens.	The higher the frequency , the more often it happens.
9	Vulnerable	At risk.	Some people and areas are more vulnerable than others.
10	Velocity	The speed at which the water in the river is flowing, measures in metres per second.	The velocity of a river increases as you go downstream as there is less friction.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Development	The process of improving the economic, social, and environmental conditions of a country or region over time.	Recently, India has developed very quickly.
2	Colonialism / Neo-colonialism	Colonialism is when one country takes over another poorer country. Neo-colonialism means when rich countries have power over poorer countries in a new way. They do this by controlling the economy, using big companies, and international groups, which can keep unequal relationships and unfair treatment going.	Colonialism refers to the historical period when powerful countries directly controlled other lands, while neo-colonialism represents a modern form of indirect control and influence exerted by developed countries over developing nations.
3	Globalisation	The increasing interconnectedness of the world.	Due to globalisation , it is easy to order clothes that are made in another country.
4	Economic liberalisation	Economic liberalisation means when governments reduce rules and restrictions on businesses and trade. They do this to help the economy grow, attract investment, and make things more efficient.	In the 1990s India went through a process of economic liberalisation .
5	Development gap	The widening difference in levels of development between the world's richest and poorest.	The development gap is growing in India.
6	Intermediate technology	Simple and practical technological solutions that are appropriate and affordable for developing countries or communities.	ASTRA biogas is an example of an intermediate technology .
7	Geology	The study of the Earth's structure, rocks, and how landforms are created.	Understanding the UK's geology is important as it influences the shape of the land.
8	Erosion	The process where rocks are broken down by natural forces such as wind or water	Sedimentary rocks are easily eroded .
9	Swash / Backwash	Swash is the movement of water up the beach. Backwash is movement of water down the beach.	All waves have a swash and backwash .
10	Hard engineering Soft engineering	A hard engineering approach involves building structures, such as groynes, sea walls or rock armour, to protect the coastal area. A soft engineering approach works with natural processes.	Hard engineering and soft engineering are used in coastal and river management.

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:
1 Meine Schule, deine Schule	1. Ich habe Bücher und Kulis. Ich brauche Hefte. 2. Ich habe ein Buch und einen Kuli. Ich brauche ein Heft. 3. Ich kaufe fünf Kulis und eine Wasserflasche. 4. Ich habe einen Computer gekauft.	Understand the school system in the UK and in the German-speaking world 1. Use definite and indefinite articles in the nominative and accusative. 2. Use plural nouns
2 Wie ist dein Stundenplan dieses Jahr? Was trägst du in der Schule?	We will continue to study the week 1 topic Meine Schule, deine Schule 1. Am Montag in der ersten Stunde habe ich Geschichte. 2. Ich habe Mathe einmal pro Woche. 3. Ich finde es einfach / ermüdend / nützlich / schwierig. 4. Mein Lieblingsfach ist Deutsch. 5. In der Pause spreche ich oft mit Freunden/Freundinnen. 6. Mathe finde ich (sehr/ein bisschen/total) ... einfach, ermüdend, fantastisch, gut 7. Ich trage einen roten Rock, aber sie trägt eine gelbe Jacke. 8. Ich finde Schuluniformen sehr praktisch. 9. Auf der anderen Seite sind sie teuer. 10. Auf dem Foto sieht man drei Jugendliche und sie sind in der Schule 11. Sie sprechen und lachen.	Talk about your timetable 1. Use present tense: lernen, finden, haben and sein 2. Personal pronouns / regular verbs (lernen) / verbs with stem ending in -d or -t (finden) / haben and sein Word order: Verb = second idea Conjunctions (example of weil) send the verb to the end talk about school uniforms 1. Use adjectives used before nouns 2. Use irregular verbs + vowel change: tragen, fahren 3. describe photos
3 Sind Schulregeln wirklich nötig?	1. Man muss im Klassenzimmer ruhig sein und man darf im Unterricht nicht essen. 2. Man soll im Gang langsam gehen. 3. Ich glaube, dass diese Regel notwendig ist, weil es in der Kantine nicht genug Platz gibt.	talk about school rules 1. Use modal verbs: müssen, sollen, dürfen 2. Use opinion phrases with the subordinate connective dass - sending the verb to the end of the clause
4 Schultage: die beste Zeit deines Lebens?	We will continue to study the week 3 topic Schulregeln 1. Ich habe Musik gehört, aber mein Bruder hat Tennis gespielt. 2. Ich bin mit dem Bus gefahren und meine Schwester ist zu Fuß gegangen. 3. Das Wetter war super und wir waren froh, denn es gab eine Achterbahn.	Talk about special events at school 1. Use the Perfect Tense: verbs with sein and haben 2. Use imperfect tense phrases with war, hatte and es gab
5 Austausch geht auch online!	1. Ich gehe in eine ziemlich große Gesamtschule und wir haben gerade Deutsch. 2. Wir haben jeden Tag 5 Stunden und drei Pausen und eine Stunde dauert 60 Minuten. 3. In der Schule muss ich eine schwarze Hose tragen, aber ich finde es zu langweilig. 4. Gestern nach der Schule habe ich Pizza in der Kantine gegessen	Describe school life 1. consolidate key language and grammar points 2. Practice the 80–90 word exam question MID-CYCLE ASSESSMENT SPEAKING: Picture task

GERMAN Y10 – CYCLE 1 – Year 10 EDEXCEL GCSE

Week	I will need to know:	So that I can:
6 Kennst du diese Musiker?	1. Ich liebe die Musik von Mozart, denn es ist ganz spannend. 2. Ich mag Tanzmusik, denn es ist extrem modern, aber ich mag Metal nicht. 3. Ich hasse Rap, denn es ist zu schnell. 4. Meine Lieblingsmusik ist klassische Musik.	Learn about German speaking musicians 1. Give opinions 2. Add intensifiers
7 Was machst du gern in deiner Freizeit? Was machst du online?	1. Mein Lieblingshobby/Meine Lieblingsfreizeitaktivität ist Schwimmen. 2. Ich interessiere mich sehr für Lesen. 3. Ich lese ziemlich gern, aber ich sehe lieber fern. 4. Am liebsten höre ich Musik. 5. Ich gehe fast nie ins Kino, aber manchmal sehe ich Netflix. 6. Ich benutze einen Computer, aber ich habe keinen Laptop. 7. Ich lade häufig Apps herunter und ich nehme manchmal Videos auf. 8. Ich folge immer berühmte Persönlichkeiten. 9. Man kann Computerviren bekommen und falsche Informationen lesen.	Talk about your free time and express preferences 1. Use present tense to talk about what we do/like to do regularly 2. Use frequency phrases with correct word order Discuss how you spend time online 1. Use separable verbs in the present tense 2. Express advantages and disadvantages of life online 3. use of können
8 Kommst du mit?	1. Möchtest du ... sehen? 2. Willst du ... sehen? 3. Es tut mir (wirklich) Leid. 4. Ich habe keine Lust.	Invite people out and buying tickets 1. Ask questions with möchten and wollen + infinitive 2. Practice the role-play section of the exam
9 Revision	Fluency training and revision of the previous 8 weeks of work	
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Wie war der Film? Worauf freust du dich?	We will continue to study the week 8 topic on role plays 1. Das ist ein Krimi. 2. Im Film ging es um eine Familie. 3. Die Schauspieler waren besonders schwach. 4. Ich habe den Film völlig kompliziert gefunden. 5. Ich werde heute nachmittag mit meinem Freund im Park Basketball spielen. 6. Wir werden am Wochenende mit meinen Freunden im Kino einen Film sehen. 7. Ich werde das wirklich fantastisch finden, weil ich es liebe. 8. Zuerst werde ich Musik hören und danach werde ich ein Buch lesen	Express preferences about films and TV shows 1. Use the imperfect and perfect tenses together 2. Add qualifiers in writing task Use the future tense to describe plans for the weekend 1. future tense using werden + infinitive 2. word order: time-manner-place rule 3. Use sequencers and time phrases
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

GERMAN - CYCLE 1 – Year 10 EDEXCEL GCSE

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

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

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

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

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

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

Adverbs tell us more about verbs. They tell us:

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

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

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

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

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





Image credits: Green sweater © Elnur, Boy kicking ball © manzrussali, Laptop © zentilia, all Shutterstock.

GERMAN - CYCLE 1 – Year 10 EDEXCEL GCSE

Word class	Definition
Verb	A word that describes an action. The original form is called the infinitive . We need to conjugate verbs (change the verb) depending on the subject of the verb. We can use a verb in the first person (to talk about ourselves) or the third person (to talk about others).
Proper noun	Naming word for particular places, people or things.
Common noun	Naming words for people, places, animals, things or ideas. They can be masculine, feminine or plural (or neuter- German only).
Adjective	A word which describes a noun.
Adverb	A word which describes a verb (how/when/how often/how much).
Pronoun	A word used in place of a noun.
Connective/conjunction	A word used to join a sentence or clause (part of a sentence) together.
Preposition	A word which shows us a relationship between 2 nouns. Often used to show locations.
Tense	Tells us when an action takes place (past/present/future).
Article	The word 'the' or 'a/an'. Can be masculine, feminine or plural (or neuter- German only).
Cognate	A word that is similar to English and has the same meaning.
False friend	A word that is similar to English but does not have the same meaning.

Year 10 Hospitality and Catering Unit 1 LO4: Know how food can cause ill health

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 Food-related causes of ill health	- Course introduction: Content for unit 1 and unit 2; Distribution of exam marks. - Food-related causes of ill health – microbes. They include bacteria, moulds and yeasts which can cause food spoilage and contaminate food by growing in it. - The six conditions required for microbes to multiply are food, acidity, time, temperature, oxygen and moisture (FAT TOM).	NO practical lesson in the first week. - In future practical lessons, bring ingredients, a container, and a fork. Store them in the food room BEFORE tutor time. Remove coats and jewellery, put aprons on, and tie long hair before cooking.	Understand the expectations of the course. Analyse potential hazards that cause food poisoning by applying the six conditions.
2 Bacteria and food poisoning	Common types of food poisoning caused by bacteria and their characteristics – Salmonella, Listeria and E.coli. Salmonella can be found in undercooked chicken and eggs. Listeria can be found in undercooked food or pate and can cause miscarriage of unborn babies.	<u>Knife skills & Chicken Chow Mein</u> - Practice knife skills (baton, chiffonade, dicing, slicing, brunoise, julienne, mincing) with vegetables. - Debone chicken thigh.	Describe food poisoning types and related symptoms.
3 Moulds and yeasts	- Mould will grow where there is warm temperature and a lot of moisture, e.g. inside an airtight plastic food box or a poorly ventilated cupboard (bread). It can still grow slowly in refrigerators (cheese). - Yeasts grow and multiply on sugars in food, e.g. fresh fruits, fruit yogurt.	<u>Tortilla wrap & Chicken Quesadilla</u> - Practice measuring and dough kneading skills. - Further practice debone chicken thigh.	Distinguish bacteria, molds and yeasts.
4 Chemicals and metals	Chemicals like pesticides, fertilizer, packaging and cleaning products can get into food. Metals from equipment or concentrated from food chain can also contaminate food.	<u>Eilo pastry & Samosa</u> - Practice measuring and dough kneading skills. - Learn how to make mashed potato and balance spices.	Understand contamination sources comprehensively.
5 Allergies	- There are 14 types of common allergens, including gluten, peanuts, tree nuts, celery, mustard, eggs, milk, sesame and fish. Allergy symptoms can be visible (hives rash on skin/ swelling lips and eyelid) or invisible (swelling tongue and throat so the person cannot breathe or speak).	Catch up with bookwork & Recipes consolidation	Be aware of the possible allergens used in meals.

Year 10 Hospitality and Catering Unit 1 LO4: Know how food can cause ill health

Week	I will need to know:	Practical:	So that I can:
6 Intolerances	Food intolerances symptoms are less severe. They include pain and bloating in the abdomen, nausea and diarrhoea. People who have lactose intolerance cannot digest the natural sugar in milk.	<u>Chicken Schnitzel Burger</u> 1. Make perfect round-shaped burger buns. 2. Debone and tenderise chicken.	Distinguish between food allergies and intolerances.
7 Food regulations I	1. Food safety Act 1990: Food businesses must ensure the food sold is safe to eat and not misleading. 2. Food Labelling Regulations: Information that must appear on food labels include ingredient list, allergen information, storage conditions, name and address of manufacturer.	<u>Ricotta Ravioli</u> 1. Learn how to make a pasta dough from scratch and use a pasta machine to roll out pasta sheets.	Know consumers are protected by requiring information under the two regulations.
8 Food regulations II	1. HACCP (H azard A nalysis C ritical C ontrol P oints) is a system to minimize the risk of food hazards. 2. Potential hazards and control measures should be listed in these operation stages: purchase of food, storage of food, food preparation, cooking, serving, cleaning, disposal of waste, and care of the kitchen.	<u>Chicken Alfredo pasta</u> 1. Further practice with pasta-making skills. This time students will roll them in linguine or spaghetti.	Use HACCP to analyze potential hazards in various food premises.
9 EHO roles I	1. Environmental Health Officers inspect businesses for food safety standards. They will check the cleanliness of equipment, storage and evidence for pest control. 2. They have powers of giving notice to premises to improve, or even closing dirty premises at no notice.	<u>Wrappers & Dumplings</u> 1. Knead the dough and use the pasta machine to roll out thin dumpling wrappers. 2. Learn different ways to pleat dumplings.	Describe the job roles of EHOs and give examples.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!		
11 EHO roles II	Other EHO responsibilities include following up on complaints and submitting reports, investigating outbreaks of food poisoning, and issuing a Food Hygiene Rating, etc.	Catch up with bookwork, revision for assessment week & recipes consolidation	Explain EHOs' responsibilities in detail.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 10 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Contaminated	Making a food unsafe to eat by allowing it to contact with microbes that will grow and multiply in it	If a cook uses a cutting board to cut raw chicken and then uses the same cutting board to slice tomatoes, the tomatoes can be contaminated by germs from the chicken.
2	Bacteria	Microscopic, single-celled living organisms, some of which cause food poisoning	If food is left on a counter for a long time in warm weather, it can reach temperatures that allow bacteria to grow.
3	Moulds	Tiny organisms, related to mushrooms	If you store bread in a moist, warm environment, the bread can go mouldy before its expiration date.
4	Pesticide	A chemical substance used to kill harmful insects, small animals, wild plants	Spraying crops with pesticides , or using pesticides in the soil, can leave some residue on produce.
5	Food allergy	A condition where the body's immune system reacts unusually to specific foods and causes a range of mild to severe symptoms.	People often mix up food allergies and food poisoning. Food allergies only affect individuals but is safe for everyone else to eat. It occurs every time even though the food is not contaminated with harmful bacteria.
6	Food intolerance	A long-term condition where certain foods cause someone to feel unwell and have a range of symptoms; it is usually not life-threatening	A food intolerance doesn't involve the immune system. For example, lactose intolerance is caused by not having enough of the enzyme lactase to break down lactose (natural sugar in milk). Milk allergy is our immune system overreacting to the protein in milk.
7	Regulation	An official rule or the act of controlling something	Many people think washing hands frequently is only a food safety common sense but not a regulation , but The Workplace (Health, Safety and Welfare) Regulations 1992 covers it.
8	Hazard	Something dangerous and likely to cause damage	There are four primary categories of food safety hazards to consider: biological, chemical, physical, and allergenic.
9	Inspect	To look at something or someone carefully to discover information, especially about their quality or condition	An official from the Department of Health will be inspecting the restaurant this afternoon.
10	Food handler	People who directly touch open food as part of their work	Chefs, cafeteria workers, lunch or dinner aides, and cafeteria assistants are all examples of food handlers .

Year 10 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Microbes	It is short for "micro-organism", which means a tiny living plant or animal that are only visible under a microscope.	While some microbes can cause food poisoning, some are not harmful and can be used to produce cheese and yogurt.
2	Symptom	Any feeling of illness that is caused by a particular disease.	The most common symptoms of food poisoning are diarrhoea, stomach pain, nausea and vomiting.
3	Yeasts	Microscopic, single-celled fungi that ferment foods containing sugar.	Active dry yeast is great for bread making.
4	Fertilizer	It supplies nutrients to the plants	Fertilizers are mildly poisonous if small amounts are swallowed, however, larger amounts can be harmful to children.
5	Anaphylaxis	A severe and potentially life-threatening allergic reaction, which affects body systems such as breathing, the heart and circulation	EpiPen can help someone with anaphylactic reaction to control their symptoms while they are being taken to hospital.
6	Abdomen	The belly area contains the stomach, intestines, liver, gallbladder, and other organs.	The difference between the stomach and the abdomen is the stomach is a part of the abdomen .
7	Food label	Any tag written on the container of food product that provides consumers with information.	If your product contains any of the main 14 allergens as an ingredient or processing aid, it must be included on the food label .
8	Control/ control measures	Actions that can be taken to prevent or reduce the potential of exposure to the hazard.	Regularly checking refrigerator and freezer temperatures are control measures to prevent putting foods at risk of bacterial growth.
9	Premise	Any place where food or drink is prepared/ offered for sale	A food premise is a location where a food business is carried out.
10	Outbreak	A time when something suddenly begins, especially a disease or something dangerous.	The Salmonella outbreak linked to eggs last year has affected 200 children.

Year 10 History Cycle 1

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	1. The Anglo-Saxons relied on the village to maintain law and order, not the government. 2. The major causes of crime in Medieval Britain were; Famine, Disease, Taxation, and Warfare. 3. The Anglo-Saxons created groups of 10 men (Tithings) to maintain law and order. 4. The Anglo-Saxons used religion to decide the outcome of trials. 5. Trial by Ordeal were <u>NOT</u> a form of punishment.	1. Understand the nature on continuity in law and order across our period. 2. Begin to explain how causes of crime have changed over time. 3. Argue about the importance the Church and religion have played in British law and order.
2	1. The most common form of punishment in Anglo-Saxon England were fines and humiliation (i.e. the Stocks or Pillory). 2. The main aim of punishment in Anglo-Saxon England was to deter others committing crime. 3. William the Conqueror centralised the nature of Law and Order in England by introducing the Feudal System.	1. Understand how to write a thesis statement. 2. Create a comparison between punishments historically and in the modern world. 3. Formulate an understanding of how class and power play a role in crime and punishment throughout British History.
3	1. The Statute of Labourers made it illegal to ask for a wage increase following 1351. 2. Heresy laws made it illegal to challenge the Church after 1382, and made it punishable with death following 1401. 3. The role of law enforcement gradually moved into official hands during the late medieval period (i.e. Justice of the Peace, Justice in Eyre) 4. The local community still played an important role in law enforcement (i.e. Nightwatchmen, Town Constables)	1. Explain how laws/policing changed to protect the monarch and the nobility in medieval England. 2. Show the continuity of the role of the community in law enforcement. 3. Demonstrate knowledge of how formal policing has developed in Britain.
4	1. New crimes such as Witchcraft and Smuggling appeared in the Early Modern Period. 2. the Dissolution of the Monasteries and the Enclosure of land led to an increase in crime as people were driven into poverty. 3. The role of the Justice of the Peace became more established and important as the population grew.	1. Understand how the change in religion from Catholic to Protestant played a major role in the changing nature of crime in the Early Modern period. 2. Explain how poverty led to an increase in crime, and helped push the industrialisation of Britain. 3. Continue to research the centralisation of law and order with the government/monarch.
5	1. The Bloody Code was developed in order to deter criminals and protect the wealthy. 2. Transportation was introduced as an alternative to executions. 3. The development of Britain economically, socially and politically in the Industrial revolution led to crimes like Highway Robbery, and the return of Smuggling.	1. Explain the continuity/change seen in who laws were protecting between the Anglo-Saxon and Early Modern Period. 2. Explain how societal attitudes towards punishment changed in the Early Modern era. 3. Complete a mid term assessment on the changes seen in Crime and Punishment up to 1700.

Year 10 History Cycle 1

Week	I will need to know that:	So that I can:
6	1. The British government became increasingly harsh on crime due to fear of revolution spreading from France. 2. Major crimes were centred around poverty and working rights, i.e. the Luddites, the Swing Riots, the Chartists and the Tolpuddle Martyrs. 3. The Bloody Code and Public execution ended due to the role of public opinion and key individuals. 4. Transportation changed from the USA To Australia.	1. Identify the role the Government played in creating fear of crime in the Industrial period. 2. Explain the effect that public attitudes and behaviour had upon law and order in Britain. 3. Conclude what factors were the most influential in changing punishment between 1700-1900.
7	1. The Metropolitan Police were inspired by the Bow Street Runners. 2. The Police were initially distrusted by the public. 3. Prisons were developed due to the role of key individuals like Elizabeth Fry, John Howard and Sir George O Paul. 4. The introduction of the Silent and Separate systems in Prisons fundamentally changed the nature of life in Prisons in the Victorian period.	1. Summarise the role of key individuals in the changing nature of the Police and the Prison system 1700-1900. 2. Evaluate the influence of Robert Peel specifically in law and order. 3. Compare prisons in the 1700-1900 period to those that came before, and would come after.
8	1. Technology has played an integral role in the development in crimes in Modern Britain. 2. Crime has become more organised in the modern day, i.e. The IRA, ISIS, Al-Qaeda etc. 3. The role of the police has changed significantly In the last 100 years, with new technology, and techniques being used to apprehend criminals. 4. Modern police techniques are focused on crime prevention.	1. <i>Identify how crimes have changed and stayed the same over the last 120 years.</i> 2. <i>Explain how technology has changed the nature of policing and crimes in the UK.</i> 3. <i>Compare the effectiveness of the police today against the police in the Victorian era.</i>
9	1. The Police have created specialist units to help tackle crime, i.e. the Dog handling unit, the Cyber crimes unit etc. 2. Organisations like the Neighbourhood Watch are a form of modern Collective responsibility. 3. The executions of Ruth Ellis, Derek Bentley and Timothy Evans played a major role in ending the death penalty in this country.	1. Explain how the perception and role of the police has changed. 2. Identify how policing has stayed the same over the past 1500 years. 3. Conclude why the death penalty was ended in the UK.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. Prisons have changed focus in the last 120 years to be more about rehabilitation than punishment. 2. The treatment of young offenders has become different to that of adult offenders.	1. Explain how treatment of young offenders has changed over the last 120 years. 2. Identify how the role of prisons has changed since 1900.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Economic	Relating to the economy or economics	One of the main causes of crime throughout history has been poverty. Those who live in economic hardship are more likely to commit crimes.
2	Social	Relating to society or its organisations	Attitudes towards crime continue to change even today. The role of social pressure on the government to decriminalise homosexuality has been massive.
3	Political	Relating to politics or the government	The political changes brought about by William the Conqueror cannot be overstated. His introduction of the Feudal system was a major turning point.
4	Punishment	The infliction of a penalty.	In the UK, the death penalty is a punishment for murder.
5	Dissolution	The action of formally ending or dismissing an assembly, partnership or official body.	Henry VIII's dissolution of the monasteries led to large scale poverty, and the rise of vagabonds in England.
6	Catholic	Roman Catholic – Belonging to the Universal Christian Church	In Anglo-Saxon England the Catholic church played an integral role in law and order.
7	Protestant	Those who protested the teachings of the Catholic church i.e. The Church of England.	Queen Elizabeth I returned England to being a Protestant nation, and placed herself in opposition to Rome, and the Catholic Church.
8	Thesis	A statement of intent, put forward to be proven later.	At the start of your essay you should provide a thesis to outline your argument.
9	Ordeal	An unpleasant or prolonged experience.	Trial by Ordeal was a central part of the law and order of Medieval Britain until its end in 1215.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Feudal System	a social system that existed in Europe during the Middle Ages in which people worked and fought for nobles who gave them protection and the use of land in return.	William the Conqueror introduced the Feudal system in order to better control the Anglo-Saxon people.
2	Tithing	A group of 10 men over the age of 12 who were responsible for each others behaviour.	The most important law enforcement in the village during the Anglo-Saxon period was the Tithing .
3	Justice of the Peace	A magistrate appointed to hear minor cases in court.	The first Justices of the Peace travelled the country hearing cases in court. They would visit each county 4 times a year.
4	Justice in Eyre	A magistrate appointed by the king who heard major cases in court.	Henry II introduced the Justice in Eyre to hear more serious crimes. They would visit each county twice a year.
5	Nightwatchmen	A man whose job it was to patrol his village at night and keep order.	The 1285 statute of Winchester stated that every village must have a nightwatchman . He must be equipped with a bell, or a rattle, a stick and a lantern.
6	Bloody Code	An informal system where punishments were made much harsher for crimes in order to deter crime.	BY 1810, 225 crimes were punishable with the death penalty. This was the height of the Bloody Code .
7	Transportation	A punishment which involved being sent to the America/Australia for 7-14 years.	Some criminals were sentenced to transportation to the Australia, where they were expected to do hard labour.
8	Robert Peel	A prominent politician and father of the Police force in the UK.	It is arguable that Robert Peel was the most influential figure in crime and punishment during the Industrial period.
9	Neighbourhood Watch	An organisation set up in 1982 that keeps an eye out for crime in their community and contacts the police to deal with social crimes.	The Neighbourhood watch is an excellent example of how collective responsibility exists even today in Modern Britain.
10	Collective Responsibility	The idea that everyone in society is responsible for others behaviour.	The Tithing and the Hue and Cry are excellent examples of how collective responsibility worked in Anglo-Saxon England.

Y10 Media Studies, Cycle 1, Component 1

Careers linked to these topics can include Film producer, marketing executive, graphic designer, journalist, video editor, game designer, social media manager and magazine editor

Week	I will need to know:	So that I can:
1	- The film industry operates through a structured process including production, distribution, and exhibition, showing how films are created, marketed, and shown to global audiences. <i>No Time to Die</i> is produced by EON Productions and distributed internationally by major companies such as Universal Pictures and United Artists Releasing, demonstrating the role of large media organisations in controlling production and release. Industry factors such as high budgets, ownership, and global distribution shape the film's content, scale, and marketing to appeal to a mass audience.	So that I can understand how the film industry operates , explain industry roles, and apply this knowledge to set texts like <i>No Time to Die</i> .
2	<i>No Time to Die</i> targets a broad mainstream audience, including long-term Bond fans and newer viewers, using the action/spy genre to appeal to a wide demographic. - The film uses star power, iconic branding, and familiar genre conventions such as action sequences and exotic locations to meet audience expectations. Uses and Gratifications theory suggests audiences engage with the film for entertainment, escapism, and personal identity, particularly through the character of Bond	So that I can identify target audiences , explain how media products appeal to them, and apply Uses and Gratifications theory in my answers.
3	- The Bond franchise has evolved to reflect changing social contexts, including more complex representations of masculinity and more independent female characters. Media language such as colour, imagery, costume, and iconography creates meaning and reinforces the conventions of the action/thriller genre. - Media language creates meaning through denotation (what is shown) and connotation (what is implied), shaping how audiences interpret the text.	So that I can analyse media language and explain how meaning is created through denotation and connotation in media texts.
4	- Media language reflects industry decisions, targets specific audiences through genre conventions, and responds to social and cultural context. - Successful writing includes clear points, relevant evidence, and developed explanations using accurate subject terminology. In Media Studies, we write our paragraphs using TEA: Topic sentences, Evidence and Analysis. - A strong response is clearly structured, applies knowledge of media language, audience, and context, and uses evidence to support analysis.	So that I can write clear, structured exam responses using TEA paragraphs , linking media language to audience, industry, and context.
5	- Mid-point assessment testing knowledge on Cycle 1 for Section A and B. Section C you will answer exam questions for Component 1. - The Man with the Golden Gun poster reflects 1970s social values, including traditional masculinity, sexualised representations of women, and global issues such as the energy crisis.	So that I can demonstrate my knowledge in an assessment and explain how historical context influences representation in media texts.
6	- The poster uses illustration, montage layout, and iconography such as guns, explosions, and exotic locations to communicate the action/thriller genre and attract audiences. - Representation can be compared by analysing similarities and differences in how media language constructs meaning, such as the more sexualised representations in 1974 compared to more independent and active roles in modern films. - The media language you can compare in two media texts includes headlines, fonts, colour, images, tone, and language style, as well as codes and conventions for the genre like layout and mode of address. An unseen text is a media product you have not studied before, given in the exam for analysis using your knowledge of media language and theory.	So that I can compare representation across media texts, using accurate terminology and analysing similarities and differences.

Y10 Media Studies, Cycle 1, Component 1

Week	I will need to know:	So that I can:
7	- Magazine covers follow established codes and conventions such as mastheads, cover lines, main images, and structured layouts, which are designed to attract audiences and communicate meaning quickly. - GQ targets ABC1 men aged 20–44 interested in fashion, lifestyle, and culture, while Vogue targets ABC1 women interested in fashion, identity, and current issues, showing how magazines use demographics and lifestyle interests to define audiences.	So that I can identify codes and conventions of magazine covers and explain how media products target specific audiences using demographics.
8	- GQ uses media language such as a limited colour palette, star power, and luxury connotations to construct an aspirational and sophisticated masculine identity. - Vogue uses a distinctive house style, including serif typography, bold central imagery, and a refined colour palette, to create a sense of authority, sophistication, and high-end status. - Magazines construct representations through media language, presenting ideas about gender, identity, and lifestyle, reflecting both traditional and modern social values.	So that I can analyse how magazines use media language to construct representations of gender and identity.
9	- A strong comparison identifies similarities and differences in representation, using evidence and subject terminology to explain how meaning is constructed. An unseen text should be analysed by identifying key elements such as media language, genre, audience, and representation, and applying knowledge of conventions. - A high-level response presents a clear argument, applies knowledge across multiple texts, and uses analysis, comparison, and evaluation supported by evidence.	So that I can confidently analyse an unseen text and write extended responses using comparison, analysis, and evaluation.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! - Fortnite is a free-to-play, multiplayer video game produced by Epic Games, distributed digitally across multiple platforms, and developed using advanced game engines and technology.	
11	- Fortnite uses a Games as a Service model, generating revenue through microtransactions, battle passes, and ongoing content updates to maintain player engagement. - Fortnite appeals to a broad and diverse audience through accessible gameplay, social interaction, and cross-platform availability. - A successful response clearly explains industry, audience, and regulation, using precise examples and accurate subject terminology	So that I can explain how media products generate revenue , target audiences, and are regulated, using Fortnite as a case study.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Media Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Audience	The group of people who consume or engage with a media product.	The audience for <i>No Time to Die</i> includes both long-term Bond fans and new viewers.
2	Genre	A category of media products that share similar conventions and characteristics.	The spy/action genre uses conventions such as action, danger, and a heroic protagonist.
3	Representation	The way people, groups, or ideas are presented in media texts.	The representation of women in modern Bond films shows greater independence than in the past.
4	Genre Conventions	The typical features and elements that audiences expect to see in a specific genre.	Explosions and weapons are key genre conventions of action films.
5	Masculinity	The qualities, behaviours, and expectations associated with men in society.	James Bond is often used to represent traditional ideas of masculinity such as strength and confidence.
6	Theory	A set of ideas used to explain how media texts are created or understood by audiences.	Uses and Gratifications is a theory that explains why audiences engage with media.
7	Demographics	Statistical information about a group, such as age, gender, or income.	Magazines use demographics to target specific audiences like ABC1 readers.
8	Construct	To create or build meaning through the use of media language.	Media texts construct representations through images, layout, and language.
9	Evaluation	Judging the value or effectiveness of a media product using evidence.	In my answer, I included an evaluation of how effectively the poster targets its audience.
10	Revenue	The money generated by a media product or company.	Fortnite generates revenue through microtransactions and in-game purchases.

Media Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Industry	The organisations, companies, and processes involved in producing, distributing, and selling media products.	The film industry includes production companies, distributors, and exhibitors who work together to release a film.
2	Uses and Gratifications theory	A theory that explains why audiences actively choose and use media to satisfy specific needs, these are: [PIES] Personal identity, Education and Information, Entertainment and escapism, Social Interaction.	Uses and Gratifications theory explains that audiences watch films like <i>No Time to Die</i> for entertainment and escapism.
3	Media language	The system of signs, codes, and conventions used to create meaning in media products, these include: colour, lighting, camera angles, mise-en-scène, typography, layout/ composition, iconography, facial expression and body language.	The poster uses media language such as colour and imagery to suggest danger and action.
4	Social and cultural context.	The social, historical, and cultural conditions in which a media product is created and consumed.	The social and cultural context of the 1970s influenced how women were represented in Bond posters at the time.
5	Sexualised	When a person is represented in a way that emphasises their physical appearance or sexuality.	Female characters in older films are often sexualised to attract audience attention.
6	Mode of address	The way a media text communicates with or speaks directly to its audience.	Direct eye contact on magazine covers creates a personal mode of address for the audience.
7	Codes and conventions	The recognised symbols, signs, and typical features used in media products to create meaning.	Magazine covers use codes and conventions such as mastheads and cover lines to attract readers.
8	Connotations	The implied or suggested meanings behind an image, word, or symbol.	The colour gold has connotations of wealth, power, and luxury.
9	Unseen text	A media product that students have not studied before and must analyse in an exam.	In the exam, I analysed an unseen text using my knowledge of media language and representation.
10	Regulation	The rules and organisations that control and monitor media content to ensure it is appropriate for audiences.	The regulation of video games through PEGI ensures they are suitable for different age groups.

Year 10 Music Cycle 1: *Introducing GCSE Music: Note that composition is taught separately and this Scholar's Guide refers to Set works and Performance*

Careers linked to Music include 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	<u>Course requirements and expectations for independent study</u> 1. Three hours independent study a week is expected for students aiming for top marks. 2. At least one hour a day should be devoted to practicing your instrument or singing. 3. Unit 1. Performance 30% 4. Unit 2. Composition 30% 5. Unit 3, Listening paper dictation questions, unfamiliar listening and an essay question. 40%	1. Context of course and logistics 2. Prepare performances and appropriate repertoire 3. Understand exactly how my compositions and performances will be assessed 4. Understand what is expected of me for the 5. exam and how my knowledge and skills will be assessed.
2	Star Wars: Leitmotif is a particular theme created to characterise a main player in the story. The role of the orchestra is vital to the success of this work. John Williams is a prolific and extremely famous film composer, known for his groundbreaking scores which utilise a sizeable Symphony Orchestra.	1. Identify the main fingerprints of the work and discuss it context confidently. 2. Critique film scores and compare particular techniques used by composers.
3	Star Wars: In depth analysis using DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Tempo/Texture/Timbre and Harmony) . We will link this work to Mars by Gustav Holst from <i>The Planets</i>.	1. Analyse a film score and form a cohesive critical argument when approaching Section A and Section B questions in the exam.
4	Killer Queen: In depth analysis using DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Tempo/Texture/Timbre and Harmony) . We will link this work to other works in the Glam Rock genre and make a study of unusual features such as technological processes including multi -tracking and overdubbing, vocal effects (portamento, falsetto) and instrumental techniques.	1. Identify the main fingerprints of the work and discuss its context confidently. 2. Evaluate unusual song techniques and discuss their use by Queen.
5	This midpoint assessment will focus on your prior knowledge of the Elements of Music and your developing knowledge of theory and musical analysis. You should review what you know of DR SMITH and how to identify different elements and compositional devices using high level musical vocabulary.	Evaluate my current foundation of musical knowledge and take steps to address gaps in my knowledge through independent study.

Year 10 Cycle 1: Introduction to GCSE Music

Week	I will need to know:	So that I can:
6	Unpacking Section A – Responding to specific questions on the Set Works Section A is made up of short questions of up to 6 marks which require specific knowledge of set works. Some of these may be multiple choice and could include: Cadences: Perfect, Imperfect, Plagal and Interrupted. Intervals- The names given to spaces between notes.	1. RESPOND ACCURATELY to specific questions about a piece of music I have studied 2. BE COMFORTABLE with answering the longer questions and justifying my musical arguments.
7	Unfamiliar Listening – Answering questions on an unfamiliar piece of music This week's lesson will teach you to approach the Unfamiliar Listening question. To succeed you should have a good knowledge of the following musical periods and the stylistic fingerprints of each. You will need to study Baroque, Classical, Romantic and Contemporary Music	1. EXPLORE music histories and the lives of the great composers 2. DISCOVER new music that enriches your creative output 3. LINK stylistic fingerprints with unfamiliar works
8	Dictation – Writing down a small section of rhythm and melody This week's lessons will teach you to approach the Dictation question. To succeed you should have a good knowledge of reading the Treble clef and Bass Clef. You can use Focus on Sound musictheory.net to help you.	1. READ musical notation confidently and identify pitches and rhythmic motifs by ear. 2. HONE aural skills for use in my own playing
9	Prepare your knowledge of Killer Queen and Star Wars	1. ACHIEVE A positive result for my assessment 2. APPLY my new techniques to a high level examination.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	The Essay – Writing a comparison Essay between a set work you have studied and an unfamiliar related piece. To succeed you should have an excellent knowledge of the set works and a good working knowledge of foundation musical analysis using DR SMITH. Use your knowledge of essay structure from English and History to help you craft a good essay.	1. REVISE essay writing craft and apply it to music 2. ANALYSE music at sight and sound 3. CREATE critical arguments.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Music Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Performance	Playing an instrument/acting often to an audience.	For GCSE music, you will need two performances for your component 1 coursework.
2	Pattern	A repeating idea.	A repeating pattern (or ostinato) is used in several set works including Release.
3	Interval	A space between two notes.	A scale is made up from intervals of tones and semitones.
4	Structure	The arrangement of and relations between the parts or elements of something complex.	Sonata Pathetique has a Sonata Form structure .
5	Loop	Form (something) into a loop or loops; encircle.	Loops can be used in certain genres of music.
6	Feature	A particular characteristic or quality that happens in a specific genre or era.	A feature of the Baroque Era is ornamentation.
7	Pulse	The main beat of the music	The pulse was always very clear in the Classical Era.
8	Composer	The person who creates and writes things e.g. music.	The composer of Star Wars is John Williams, who also wrote the soundtrack for Jaws and Harry Potter.
9	Expression	A stimulus used to convey an idea.	Sonata Pathétique is an expressive piece, which is achieved through usage of different musical elements.
10	Era	A long and distinct period of history with an associated set of characteristics	The Brandenburg Concerto is in the Baroque Era .

Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Appraisal	To evaluate or analyse music.	In the GCSE Music exam, we must show appraisal skills by analysis set works and unfamiliar pieces.
2	Metre	The amount of beats we count per bar.	The most common metre (or time signature) is 4/4 - 4 crotchet beats per bar.
3	Scale	An order of notes made up from tones and semitones	The instruments often plays scales or scalar passages (parts of the scale) in Brandenburg Concerto.
4	Dynamics	The volume of the music.	The dynamics in the romantic era are dramatic and extreme.
5	Tempo	The speed of the music.	The tempo of the music does not often change in the Baroque era.
6	Cadence	A chord progression of at least 2 chords that ends a phrase or section of a piece of music.	The Baroque era uses lots of cadences to reinforce the harmony and key of the music.
7	Articulation	The markings and notations that determine how notes and phrases are supposed to be played.	The Classical Era frequently uses articulations such as legato, staccato and accented notes to make the music more expressive.
8	Rubato	Stretching the tempo (slowing down and speeding up) for expressive effect.	Composers in the romantic era would often use rubato in their pieces for expression.
9	Clef	The symbol placed at the beginning of a musical staff to indicate the pitch of the notes.	As a cellist, he was used to playing in tenor clef .
10	Comparison Essay	To compare two pieces of music within an essay using a strong structure.	I aced my comparison essay because I used a strong structure and gave bar numbers as evidence for all my points.

Year 10 GCSE Physical Education Cycle 1

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 Skeletal System / Skills & Ability	That the functions of the skeleton are • support • protection of vital organs by flat bones • movement • structural shape and points for attachment • mineral storage • blood cell production . Definitions of skill, ability and continuum That sporting skills are on a continuum, within the four skill classification categories of: basic/ complex , self-paced/externally-paced , open/closed, fine/gross .	<u>Understand</u> the role of the skeleton in performing physical activity. <u>Classify</u> sporting skills into categories with valid justification.
2 Skeletal System / Skills	The bones at the following locations: • head/neck – cranium and vertebrae • shoulder – scapula and humerus • chest – ribs and sternum • elbow – humerus , radius and ulna • hip – pelvis and femur • knee – femur and tibia (students should also know that the patella sits in front of the knee joint) • ankle – tibia , fibula and talus The characteristics of skills within the skill classification categories of: basic/ complex , self-paced/externally-paced , open/closed, fine/gross .	<u>Identify</u> bones by their locations and relate to sporting movements. <u>Classify</u> sporting skills into categories with valid justification.
3 Skeletal System / Skills	Types of Bones • Long bones (humerus, ulna, radius, femur, tibia, fibula) enable gross movement, • Short bones (talus) enable finer controlled movements • Flat bones (cranium, scapula, ribs, sternum, pelvis) protection of organs. The characteristics of skills within the classification categories of: basic/complex, self-paced/externally-paced , open/closed, fine/gross . Skill examples from a range of sport on different stages of the continuum .	<u>Classify</u> bones into their types and link to their functions for performing physical activity. <u>Classify</u> sporting skills into categories with valid justification.
4 Skeletal System / Goals	Identification of the following structures of a synovial joint and how they help to prevent injury: • synovial membrane (produces synovial fluid) • synovial fluid (lubricates the joint) • joint capsule (stabilises the joint) • bursae (reduces friction) • cartilage (shock absorbs) • ligaments (join bone to bone). Definitions of performance and outcome goals and why they are used. The benefits of using performance and outcome goals and which type of performer would usually use each one.	<u>Identify</u> the components of a synovial joint and their <u>importance</u> to physical activity. Give appropriate sporting examples of performance goals and outcome goals. <u>Evaluate</u> the setting of performance and outcome goals in sporting examples.
5 Skeletal System / SMART targets	Types of synovial joints in the body and their locations. Identification of the types of joints with reference to the following: • Hinge joint; elbow, knee and ankle • Ball and Socket : hip and shoulder Definitions for the acronym SMART targets. The importance of using SMART targets for different levels of performer.	<u>Relate</u> sporting movements to the type of joint that performs them Recognise, write and <u>evaluate</u> SMART targets for different sporting situations.

Year 10 GCSE Physical Education Cycle 1

Week	I will need to know:	So that I can:
6 Skeletal System / BIPM	The types of movements available at each type of synovial joint. • flexion/extension at the shoulder, elbow, hip and knee • abduction/adduction at the shoulder • rotation of the shoulder • circumduction of the shoulder • plantar flexion/dorsiflexion at the ankle. That the basic information processing model is how performers use environmental information to choose appropriate skills. The role of each stage of the basic information processing model in performance of skills.	<u>Analyse</u> the types of movement occurring at different joints during different sporting movements. <u>Apply</u> the basic information processing model to skills from sporting examples, being able to give <u>explanations</u> and example for each stage.
7 Muscular System / Guidance	Anatomical names and the locations of the major muscles in the Muscular System. latissimus dorsi, deltoid, rotator cuffs, pectorals, biceps, triceps, abdominals, hip flexors, gluteals, hamstrings, quadriceps, gastrocnemius, tibialis anterior. The different forms of guidance – visual, manual, mathematical and verbal. The characteristics of each type of guidance.	<u>Relate</u> muscles to sporting movements <u>Choose</u> and <u>justify</u> which types of guidance are appropriate for beginners and/or elite level performers and include examples of how the guidance can be given.
8 Muscular System / Feedback	How the major muscles and muscle groups of the body work in pairs to create movement. Elbow (bicep and tricep), hip (hip flexors and gluteals), knee (hamstrings and quadriceps) and ankle (gastrocnemius and tibialis anterior) • the action of agonists (muscle that initiates the movement) / antagonists (muscle that relaxes to allow movement to happen). The difference forms of feedback – positive/negative, knowledge of results/knowledge of performance and extrinsic/intrinsic . The characteristics of each type of feedback .	<u>Analyse</u> the role of specific muscles at specific joints in sporting movements. <u>Choose</u> and <u>justify</u> which types of feedback are appropriate for beginners and/or elite level performers and include examples of how the guidance can be given.
9 Muscular System / Guidance & Feedback	Types of muscular contractions and when they occur in physical activity movements. How these muscle groups work isometrically and isotonically (concentric/ eccentric) . The difference between concentric and eccentric (isotonic) contractions. The benefits and drawbacks of each type of feedback and guidance . The most appropriate method(s) of feedback and guidance for each level of performer.	<u>Analyse</u> the muscular contractions occurring during different physical movements <u>Choose</u> and <u>justify</u> which types of feedback are appropriate for beginners and/or elite level performers and include examples of how the guidance can be given.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Musculo-skeletal System / Arousal	How the two systems work together to produce movement in different physical activities. This should include but not be limited to the following sporting actions: • elbow action in push-ups/football throw in • hip, knee and ankle action in running, kicking, standing vertical jump, basic squats • shoulder action during cricket bowling. Definition of arousal . The characteristics of the inverted-U theory of arousal vs performance and how the levels of arousal needed may be different for skills and sports.	<u>Analyse</u> how the skeletal and muscular systems work together to produce sporting movements. Draw and <u>describe</u> the inverted U theory graph to link performance and arousal. <u>Link</u> appropriate arousal level (high/low) to gross/fine skills in sporting action and specific skills within sport to arousal level required.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Physical Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence
1	Function Skill	An activity that is natural to or the purpose of a person or thing A learned action/learned behaviour with the intention of bringing about pre- determined results, with maximum certainty and minimum outlay of time and energy.	One function of the skeleton is protection of vital organs The athlete showed high levels of skill in their performance
2	Cranium Skill classification	Anatomical name for the skull How skills are grouped based on their characteristics	The cranium protects the brain from impact Skill classification involves placing skills on a continuum
3	Flat bones Complex Skill	Bones in the human body that perform the function of protection A skill which requires a lot of decision making	The sternum is a flat bone which protects the heart from impact Serving in tennis is an example of a complex skill
4	Cartilage Performance goals	Covers end of bone to prevent friction/bones rubbing together A goal where personal standards are to be achieved. There is no comparison with others	The cartilage in the knee stops the femur rubbing against the tibia The athlete set themselves a performance goal
5	Hinge joint SMART targets	A type of synovial joint that only allows movement in two directions A method of setting goals to enhance motivation	The elbow and knee are examples of a hinge joint The athlete set themselves a SMART target for the season
6	Extension Information processing	Increasing the angle between bones at a joint The process of taking in and using information to perform a skill	When straightening the arm, the elbow performs extension Information processing enables a performer to make decisions
7	Biceps Guidance	The muscle on the front of the upper arm used when bending the elbow A method to convey information to a performer	The biceps are used when performing a bicep curl The coach used visual guidance to improve an athlete's performance
8	Agonist Feedback	The muscle that controls the movement Information a performer receives about their performance	In a bicep curl the bicep is the agonist muscle The performer was given feedback after their performance
9	Isotonic contraction Intrinsic feedback	When a muscle changes in length to bring about movement Feedback received via receptors in the muscles	The triceps perform an isotonic contraction to extend the elbow The athlete used intrinsic feedback to correct their performance
10	Isometric Arousal	A type of contraction where the muscle does not change in length A state of alertness/readiness, varying from deep sleep to intense excitement/alertness	An isometric contraction occurs in the abdominals when doing a plank The performer experienced high levels of arousal when taking a penalty

Physical Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence
1	Continuum	a series of similar items in which each is almost the same as the ones next to it but the last is very different from the first	Skills are classified on a continuum based on their characteristics.
2	Fine skill	Small and precise movement, showing high levels of accuracy and coordination	Throwing a dart is an example of a fine skill
3	Externally paced skill	The skill that is started because of an external factor	Returning a serve in tennis is an externally paced skill
4	Synovial joint	An area of the body where two or more bones meet (articulate) to allow a range of movements.	The knee and elbow are examples of a synovial joint
5	Ball and Socket joint	A type of synovial joint that allows movement in many directions	The hip and shoulder are example of a ball and socket joint
6	Plantar flexion	Movement of the ankle which involves pointing the toes	The long jumper performer plantar flexion to push off the ground
7	Latissimus dorsi	The big muscle found on the back of a human body	The swimmer had highly developed latissimus dorsi muscles
8	Extrinsic feedback	Received from outside of the performer, eg from a coach	The athlete used extrinsic feedback to correct their performance
9	Eccentric contraction	An isotonic contraction where the muscle lengthens under tension	The triceps perform an eccentric contraction to lower the body during a press-up
10	Respiratory	A body system that consists of the airways and lungs	The Respiratory system beings in oxygen rich air and send out carbon dioxide rich air.

PHOTOGRAPHY Y10 C1 – The Formal Elements of Photography

Careers linked to topics we study this cycle are.... Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, 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:
1 Intro to Photography Setting up a digital portfolio	- That I will be using expensive specialist equipment that requires care and practice - A digital SLR camera has many different components and settings that help us take a range of different photographs. - That GCSE Photography is a coursework subject and is presented on a digital portfolio. - That I can create templates for my portfolio that will make documentation more efficient, clear and coherent.	- Locate different component parts of a camera and the settings - Take photographs on the Manual Setting showing focus, Obstructed views, shadows, underexposure and over exposure. - Share equipment and model for my partner. - Create an effective template slide(s) for my digital portfolio.
2 Camera handling	- That good photographers observe and capture the world around them. - How to handle a camera and use the shutter and lens effectively. - That I will be working with others on photoshoots. - That we manage our work and files digitally - That work is presented on a power point - That we use different equipment software and packages	- Take photographs following scavenger hunt <i>photo safari</i> around the school site Transfer images from one place to another(from SD card to OneDrive) - Be responsible for my own work and saving photographic data.
3 Focus & Light & Line	Abstract Photography is a genre of photography. - The Creative Cycle is the process by which I will explore photographers and make connections to my own photography work. - The formal elements of Photography are the consideration we make when taking a photograph. They are: Focus. Light & Line.	- Carry out research of abstract photography - Take photographs exploring focus and Light, line. - Present and document the creative cycle of taking photographs in my online portfolio.
4 Repetition, Shape & Space	The formal elements of Photography are the consideration we make when taking a photograph. They are: Line, Repetition, Shape & Space.	- Take photographs exploring repetition, shape, space. - Show, through documentation and annotation an awareness of how the Formal Elements in Photography work together.
5 Form & Texture	The formal elements of Photography are the consideration we make when taking a photograph. They are: Form & Texture	- Take photographs exploring form and texture. - Upload photographs to Onedrive, create an annotated contact sheet. Present multiple images in my online portfolio.

PHOTOGRAPHY Y10 C1 – The Formal Elements of Photography

Week	I will need to know:	So that I can:
6 Written Reflection	- How to use a written reflection structure to analyse my own work. - That GCSE Photography covers 4 Assessment Objectives. They are: AO1: ideas, AO2 Experiment and refine, AO3: Record, AO4: Present meaningful outcome - That a Zine is a structure in which I can present selected outcomes	- Identify strengths and improvements in my own work - Understand and fulfil the Assessment Objectives in order to present project development effectively. - Demonstrate my knowledge of the formal elements in the form of an illustrated photographic zine
7 Refinement - Image Manipulation	- That refining photography can be done by digital editing and physical manipulation - Abigail Reynolds is a photographer and artist who folds cuts and layers to create 3d imagery. - That Contrasting monochrome and coloured imagery communicates time passing.	Use my own photography to make art inspired by Abigail Reynolds.
8 Shutter Speed & Aperture	- That taking part in workshops can deepen knowledge and allow practical application of my knowledge. - That taking part in workshops allows me to collaborate, work in a sustained way and work with outside specialists. Exposure is the amount of time a shutter is left open for a photograph. Aperture is the opening through which the light travels into the camera. That research into artists is important in the development of my ideas. - We can follow writing structures to analyse the work of artists / photographers	- Take part in a practical workshop (drop-down day) and apply theoretical knowledge to practical outcomes. - Adjust shutter speed and aperture to capture light and time, and movement. Make connections to the Formal Elements of photography and identify creative techniques.
9 Capturing Movement	- That I can adjust my shutter speed, ISO and aperture to experiment with my own photography. - A tripod is used to stabilise a camera.	Take unique photographs showing movement of people, objects and light.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Building a Digital Portfolio	Presentation of my work needs to include development of ideas (AO1) Refining of skills AO2) and techniques recording my experiments (AO3) Presenting and selecting a successful outcome (AO4)	Produce a clear power point slides that explains and reflects on the Creative Cycle
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

PHOTOGRAPHY Y10 C1 – The Formal Elements of Photography - Curriculum Dictionary: Tier Two Words

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

PHOTOGRAPHY Y10 C1 – The Formal Elements of Photography - Curriculum Dictionary: Tier Three Words

TOPIC	Word	Definition	In a sentence:
1	Viewfinder	The Viewfinder is the eyepiece on a camera that you hold close to your eye, to allow you to see what's being photographed.	I look through the viewfinder to take my photograph.
2	Focus	Focus is the process of making adjustments to the lens to find the maximum resolution, sharpness.	They adjusted the lens to focus on the rabbit.
3	Exposure	Exposure is the amount of light that reaches your camera's sensor, creating visual data over a period of time.	This photograph is over exposed , it looks too light and washed out.
4	Framing	Framing refers to the technique of drawing focus to the subject in the photo by blocking other using objects or the edge of the image.	The doorway frames the figure of a man, which has made the man appear important
5	Landscape	Landscape focuses on capturing natural landscapes found in the great outdoors.	Oxford is a good city to take interesting landscape photographs, with a focus on the hills and the spires.
6	Portrait	A picture/painting of a person mainly emphasises the face, facial features, and shoulders. A representation of anything such as a person	I like to take portrait of my family.
7	Orientation	How the camera is held when taking the photo. Landscape orientation is when the camera is held horizontally, while portrait orientation is when the camera is held vertically.	Portrait orientation is best, when taking a photograph of a narrow object such as person standing. Landscape orientation is used when taking pictures of a field and the river.
8	Shutter speed	The speed at which the shutter of the camera closes. A fast shutter speed creates a shorter exposure — the amount of light the camera takes in —while a slow shutter speed gives the photographer a longer exposure.	Change the shutter speed if you want to capture movement
9	Aperture	Aperture is the adjustable lens opening that controls the amount of light allowed into the camera.	The F stop settings adjust the aperture when you want to change the focus in manual mode
10	Contact sheet	Contact sheets allow a photographer to view all the frames from a photoshoot. Contact sheets are a great way to review and record your images.	It's good to present a whole contact sheet of 24 photos, that way I can review your photoshoot.

Eduqas GCSE Religious Studies Y10 Cycle 1

Careers linked to topics we study this cycle are biology, physics, medicine (including medical ethics), veterinary sciences and sociology

Week	I will need to know:	So that I can:
1	1. The expectations for RS lessons, homework and the GCSE specification 2. That scientists and religious believers have different explanations for the origins of the world 3. A creationist is a Christian who believes the story in Genesis is literally true and a Non-literalist is a Christian who believes this story contains truth through metaphor e.g., 7 days represent 7 stages of creation	1. Plan for assessments and structure my independent work 2. Explain the Genesis Creation story and the Big Bang 3. Explain creationist and non-literalist interpretations of Genesis
2	1. Religious and non-religious (e.g. Humanist) views about the earth 2. Evolution by natural selection means that humans evolved from animals by random genetic changes and was by Charles Darwin and challenges faith in a creator God 3. Religious and non-religious views about human and animal life	1. Compare Christian and Humanist arguments about protecting the environment 2. Explain the theory of evolution by natural selection and its impact on Christian faith 3. Explain the concept of sanctity of life and St Francis of Assisi and Peter Singer's views
3	1. Knowledge about Life and Death required by the specification, including sources of authority and wisdom. 2. Pro-life arguments against abortion and pro-choice arguments for a woman's right to choose 3. Ethical issues related to euthanasia e.g., the quality-of-life argument	1. Recall knowledge about Life and Death 2. Evaluate pro-life and pro-choice arguments in relation to abortion 3. Evaluate religious and non-religious arguments surrounding euthanasia
4	1. How to use PEEL to structure my arguments and include judgments. 2. Religious beliefs and teachings about life after death 3. Diverse beliefs about life after death such as bodily vs spiritual resurrection	1. Structure a 15-mark answer using the thesis statement structure 2. Explain religious teachings about heaven, hell, judgement and the soul 3. Explain diverse beliefs about life after death using sources
5	1. The key features of religious and Humanist funerals in Britain 2. Knowledge about Life and Death required by the specification, including sources of authority and wisdom.	1. Explain how the features of funerals links to belief and supports those grieving 2. Recall knowledge about Life and Death

Eduqas GCSE Religious Studies Y10 Cycle 1

Week	I will need to know:	So that I can:
6	- How God is described in Christianity through understanding Biblical passages - That Christians believe in one God in three persons known as the Trinity - The story of Creation found in Genesis 1-3	- Explain the nature of God using terms such as omnipotent, omnibenevolent and omniscient - Explain the concept of the Trinity and the relationship between the three persons: God, Son and Holy Spirit - Explain literal and non-literal interpretations of Creation
7	- The problem of evil and suffering for belief in the God of Classical Theism presented by Epicurus, David Hume and J.L. Mackie - The incarnation refers to the birth of Jesus (marked by the Christmas festival) - The events surrounding the death of Jesus on the cross	- Explain how evil and suffering make people question God's nature and/or existence and the Christian response - Explain the significance for Christians that Jesus is believed to be both fully God and fully human - Explain the impact of the Crucifixion on Christians and its link to atonement and salvation
8	- The events surrounding the resurrection of Jesus three days after the crucifixion - Knowledge about Christian beliefs required by the specification, including sources of authority and wisdom. - The events surrounding the ascension of Jesus whereby he left his disciples and ascended into heaven	- Explain the impact of the resurrection on Christians and its link to salvation and the afterlife - Recall knowledge about Christian Beliefs - Explain the impact of the ascension on Christians and its link to the Great Commission
9	- The concept of sin as falling short of God's will and the belief in Original Sin - How to use PEEL to structure my arguments and include judgments. - Understand that Christians believe that salvation comes through following religious law, through the Holy Spirit and by grace through faith	- Explain the different understandings of the Fall - Structure a 15-mark answer using the thesis statement structure - Explain that Christians differ in their beliefs about how they can be saved from sin
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	- Christian eschatological beliefs according to Biblical teaching - Christian beliefs about The Day of Judgement and the idea that the destination in the afterlife is impacted by life on earth - That Christians believe in the resurrection of the body and soul after death	- Explain the Christian beliefs about Heaven and Hell using Bible passages - Explain the Parable of the Sheep and the Goats and the Parable of the Rich Man and Lazarus - Explain the passage in 1 Corinthians 15 and the impact this has on Christians
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Metaphor	A special way of comparing two things that are different from each other, but have something in common	Non-literalists might believe that Adam and Eve are used in the story of Genesis as a metaphor for the first humans
2	Diverse	An adjective describing things that are very different or unlike each other	In an 8-mark question, students must explain how religious believers have diverse views surrounding a topic
3	Viable	capable of working successfully, being put into practice, or surviving under given conditions.	UK law considers 24 weeks to be the point at which a foetus is viable
4	Sanctify	When something is special and holy and you treat it with respect	Christians believe in the sanctity of human life
5	Bereaved	The people who have lost someone they care about	Funerals are carried out to support the bereaved come to terms with their sadness when someone has died
6	Monotheistic	Belief in one God	Christianity is a monotheistic religion
7	Moral	Relates to the principles of right and wrong in human behaviour.	Moral evil is evil believed to be caused by humans
8	Commission	a formal, authoritative order or charge given to a person or group to perform a specific task.	Before Jesus ascended into heaven he commissioned his disciples to spread the Gospel (Good News)
9	Origin	The starting point, source, or cause of something	Original Sin is the belief that humans are born with sin due to the actions of Adam and Eve in The Fall.
11	Eternity	A time without beginning or end—a state of infinite existence (lasting forever)	The afterlife is for eternity

Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Genesis	Literally 'birth' or beginning; the first book of the Bible	The creation story is contained in the book of Genesis
2	Evolution	The theory that animals evolved to suit their environment by random genetic mutation	The theory of evolution by natural selection suggests that animals were not created in their current state, but have adapted to suit their environments
3	Pro-life	The argument that a foetus' life should always be protected	One pro-life argument is that all human life is special, whether it is alive inside or outside the womb
4	Dignity in Dying	A Humanist movement aimed at legalising euthanasia	The group Dignity in Dying are a pressure group who aim to legalise euthanasia
5	Eulogy	a special speech or tribute that people give to remember someone who has died	The eulogy spoken during the funeral reminded the family of the wonderful life their grandmother had lived
6	Trinity	The Christian belief that God has 3 parts – Father, Son and Holy Spirit	Christianity is set apart from other religions due to the Trinity and this is explained in the Nicene Creed.
7	Incarnation	Becoming flesh	God took on flesh and became human in the incarnation
8	Ascension	the act or process of moving upward, rising to a higher level, or ascending to a position of power and importance	40 days after the resurrection, Christians believe that Jesus ascended into heaven
9	Salvation	the act of being saved or protected from harm, danger, or destruction.	Jesus death on the cross enabled salvation as humans are saved from the consequences of sin.
11	Eschatology	the branch of theology and philosophy concerned with the end of the world, death, and the ultimate destiny of humankind and the universe	Eschatological beliefs includes all beliefs about the afterlife: heaven, hell, judgement

SPANISH- CYCLE 1 – Year 10 EDEXCEL GCSE

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 **Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!**

Week	I will need to know:	So that I can:
1 El mundo hispanohablante Mi vida digital	1. Rafa nadal es una persona tranquila y práctica. Es español. 2. Lamine Yamal es marroquí y es trabajador y futbolista en el equipo Barcelona FC 3. De vez en cuando utilizo las redes sociales 4. A menudo mis amigos y yo jugamos mucho a los videojuegos 5. El fin de semana prefiero ver documentales en Netflix.	1. Talk about Spanish –speaking sports stars, what they do, where they come from and personal details such as name/age. 2. Talk about Spanish speaking stars using adjectives Talk about what I do online 1. Use the present tense of regular verbs 2. Use time frequency expressions 3. Use stem changing verbs
2 ¡Disfrutamos al máximo!	We will continue to study the week 1 topic of 'Mi vida digital' 1. Me gusta ver mis películas favoritas porque son emocionantes 2. En mi tiempo libre salgo con mis amigos ya que es guay. 3. Me apasiona hacer ciclismo. Soy miembro de un club. 4. Si tengo tiempo me mola leer novelas de aventura.	Talk about sports and free time activities 1. Use gustar, encantar and interesar to express an opinion 2. Use an irregular verb in the present tense 3. Using opinion verbs and expressions 4. Use opinion verb + infinitive
3 Nos juntamos El fin de semana pasado	1. Este fin de semana voy a ir de compras con mi familia 2. ¿Quieres venir conmigo al cine? Ponen una peli de comedia 3. No puedo porque tengo que hacer los deberes 4. El fin de semana pasado compré una entrada para un partido de fútbol 5. Hace una semana mi familia y yo fuimos a la piscina.	Arrange to go out 1. Use the near future tense 2. Planning a cinema visit using a + el = al 3. Using tener que + infinitive Say what you did at the weekend using time phrases 1. Use the preterite tense regular form 2. Use the preterite tense irregular form (and use hace + time)
4 ¡Un día fatal!	We will continue to study the week 3 topic of 'El fin de semana pasado' 1. Tuve un día terrible porque perdí el móvil. 2. Lo perdí en el cine pero luego lo encontré 3. Normalmente no me gusta ir a conciertos pero el fin de semana pasado fui a uno de música pop y el sábado próximo voy a ver una peli de terror	Talk about days that went wrong 1. Express a day that went wrong in the preterite tense 2. Use direct object pronouns (lo/la/los/las) 3. Recognise and use three tenses
5	Present / past/ future verbs 1. Mando mensajes / veo películas / saco fotos 2. Juego al fútbol / quiero ir al cine / soy miembro de un club 3. Fui al parque y jugamos al baloncesto. Este fin de semana voy a ir al cine.	1. Revisit present tense regular verbs 2. Revisit stem changing verbs and irregular present tense verbs 3. Revisit regular/irregular preterite tense and near future tense verbs MID-CYCLE ASSESSMENT SPEAKING: Picture task

SPANISH – CYCLE 1 – Year 10 EDEXCEL GCSE

Week	I will need to know:	So that I can:
6 ¡Descubre Andalucía! En ruta	1. En la foto hace sol y a la izquierda hay un bosque y vistas bonitas 2. Me gustaría visitar Sevilla porque me gusta la historia 3. Me gustaría ir de vacaciones a la costa en verano con mi familia 4. Me gustaría ir de vacaciones a Asia porque se puede apreciar el paisaje 5. Quisiera viajar en avión porque es más rápido que el tren.	Use complex structured opinions and describe a photo 1. Use key vocabulary to describe a photo 2. Use me gustaría/me gusta + infinitive Discussing travel plans 1. Say where, when and with who you would like to go on holiday with 2. Use se puede + infinitive 3. Use comparatives (más/menos + adj + que/ tan + adj + como)
7 La cultura en la calle	We will continue to study the week 6 topic of 'En ruta' 1. Si te gustan los desfiles, hay que ir al Carnaval de Cádiz. 2. La mejor feria de toda España es la Feria de Abril en Sevilla. 3. Es la más popular por sus bailes y los vestidos que llevan.	Talking about festivals in the Hispanic world 1. Using si clauses to talk about Hispanic festivals/celebrations 2. Use superlatives (el/la mejor, peor, menor) 3. Use superlatives to describe festivals. (el más/ la más)
8 Mis últimas vacaciones Alojamientos	1. Acabo de regresar de nuestras vacaciones en Tenerife 2. Pasamos quince días allí y nos encantó ya que fue estupendo. 3. Por la mañana nadé en el mar y luego fui de compras al mercado 4. Lo mejor fue cuando visitamos el Castillo y lo peor fue cuando perdí mi móvil 5. Me alojé en un apartamento cerca de la playa 6. Lo bueno es que tenía una piscina grande y mucho espacio. 7. Sin embargo, no tenía ni wifi ni ascensor, tampoco había restaurante	Talk about past holiday 1. Use acabar de + infinitive 2. Use opinion verbs in the past 3. Use time phrases to describe your day in the past tense 4. Use complex structures to describe a day in the past tense Describe where you stayed 1. Say where you stayed using the preterite 2. Use the imperfect tense to describe the accommodation 3. Use the imperfect tense and complex structures (ni...ni/ tampoco)
9 Revision	Fluency training and revision of the previous 9 weeks of work	
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship Work hard and show your best!	
11 Mi aventura por Latinoamérica	We will continue to study the week 8 topic of 'Alojamientos' 1. En verano suelo ir al parque con mis amigos y jugar al fútbol 2. El verano pasado fui a Peru de vacaciones. Lo mejor fue cuando vi un partido de fútbol 3. Este verano voy a pasar dos semanas en un camping con mi familia. Va a ser guay.	Talk about holidays using different tenses 1. Use soler + infinitive to talk about plans (present) 2. Use preterite to describe past holidays (past) 3. Use near future to describe future holidays (future)
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

SPANISH - CYCLE 1 – Year 10 EDEXCEL GCSE

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.

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

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, el, 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).

Image credits: Boy throwing ball © bikeriderlondon, Apple © tomjoze, both Shutterstock.

SPANISH - CYCLE 1 – Year 10 EDEXCEL GCSE

Word class	Definition
Verb	A word that describes an action. The original form is called the infinitive . We need to conjugate verbs (change the verb) depending on the subject of the verb. We can use a verb in the first person (to talk about ourselves) or the third person (to talk about others).
Proper noun	Naming word for particular places, people or things.
Common noun	Naming words for people, places, animals, things or ideas. They can be masculine, feminine or plural (or neuter- German only).
Adjective	A word which describes a noun.
Adverb	A word which describes a verb (how/when/how often/how much).
Pronoun	A word used in place of a noun.
Connective/conjunction	A word used to join a sentence or clause (part of a sentence) together.
Preposition	A word which shows us a relationship between 2 nouns. Often used to show locations.
Tense	Tells us when an action takes place (past/present/future).
Article	The word 'the' or 'a/an'. Can be masculine, feminine or plural (or neuter- German only).
Cognate	A word that is similar to English and has the same meaning.
False friend	A word that is similar to English but does not have the same meaning.