

Achieving Excellence

**Overview of Year 10 Curriculum: Autumn Term 1 (September - October 2020)**

We have asked students to continue to follow their usual timetable, if they are working remotely from home. All lessons are available on Google Classroom, following the same curriculum that is taught in school. Homework is also set on Google Classroom. If students are stuck, their teachers will be able to help if they email. For support with remote learning and accessing Google Classroom please visit the school website [http://www.leftwichhigh.com/news/news\\_coronavirus\\_guidance\\_support\\_2020.html](http://www.leftwichhigh.com/news/news_coronavirus_guidance_support_2020.html) . It may be worth allocating some time to go through emails to check that students have joined all of the classes. Further assistance is available from the Learning Support Team. For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Lessons per fortnight	Where to find Lessons	Learning Focus and resources
<b>Support &amp; Resources</b>		RM Launch Pad  (Log in via the school website)	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a> 'First News' – newspaper for students, available on the website.
<b>Year Leader</b>	Weekly Assembly		Year leader's assembly every Tuesday, sharing of different themes each week, such as the skills learned during the Tutor Time Programme in order to develop their character.
<b>Tutor Time</b>	Daily Sessions	Google Classroom Drake: urf4ofm Grylls: ttomiwg Hudson: yulqxxu Kingsley: Lhqld Livingstone : jbxghv2 MacArthur: zpqsnxm Stark: i3opavp	Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication.  This term, students will learn about ways to be decisive, daring and how to make a difference to the paths they are taking. They will also explore topics such as, Growth Mind-set, Mind Training, Organisation and how students can use these skills in everyday life to develop their character.
<b>Art &amp; Photography</b>	5	Google Classroom Group emails	<b>Art:</b> Pupils have been looking at the work of Sarah Graham. They have drawn an A4 outline and 4 A6 outlines. The A4 sheet has been divided into 4, each pupil has chosen how they have done this. Each section is for a different media. Pupils are to shade all 8 sections developing their skills in pencil, colour pencil, pen,

		Art <i>vtnycfd</i>  Photography <i>7kaskad</i>	colour pens, water colour, acrylic paint, oil pastel and mixed media. The work and examples are on Google Classroom.  <b>Photography:</b> Pupils are working on a Macro project. Pupils have taken close up photographs and during lessons are using Photoshop to edit images. Pupils are learning all about this complex software package and experimenting with it. This Macro project includes online research and annotation. The instructions and examples are on Google Classroom 7kaskad
<b>CC&amp;M</b>	5	Google Classroom 10a Gi1 [kzit2as] 10a Co1 [t7gfd5p] 10b Co1 [3zfbedi] 10a Me1 [2jjh4rp] 10b Me1 [ppderl3] 10c Me1 [nmbmbeep]	SENECA 10a Co1: <i>rgus8ehnzc</i> 10b Co1: <i>Uw1n46ogv</i>  Computer Science – Programming and theory topics will be posted on GC and linked on SENECA  DIT – Support materials and assignment briefs students are completing will be posted on GC. Please use Office 365 through RM Unify to complete coursework.  Media – Assignment briefs will be added to GC. Having the Adobe software would help in the development of projects however off line coursework can still be created using drawings for planning and the Office 365 package on RM unify.
<b>D&amp;T</b>	2 lessons (5 hours)	Google classroom 10A wjgrbqg 10B iaz4fw5	All students are working on a practical project they have designed themselves over the summer and are now developing a range of skills and materials to enable them to realise a prototype of the product. This is worked on in 3 of the 5 lessons. Theory makes up the remainder of the lessons and this term focuses on Design history, industrial manufacture, industry and enterprise, future concepts, sustainability and the environment. All theory lessons are available on the Google Classroom after the lesson along with homeworks.
<b>Food Preparation and Nutrition</b>	2 lessons (5 hours)	Google classroom nxxm7ip	Students have completed their first topic from the GCSE Specification learning all about the principles of food safety including different types of food storage and good personal hygiene. They will study the science behind the cooking of food and heat transfer from equipment to food. Also, this term they will start a new topic on food spoilage and contamination focusing on how bacteria multiply and grow, microorganisms in food production and types of food poisoning bacteria. Practical to hone specific skills will continue.
<b>EfL with RS</b>	2	Google classroom Drake: urf4ofm Grylls: ttomiwg Hudson: yulqxxu Kingsley: Lhqqlld Livingstone : jbxghv2 MacArthur: zpqsnxm Stark: i3opavp	Topic: Living in the Wider World. Lessons have been set on their form Google Classroom. The below dates explain what they will be learning in each lesson. 5 <sup>th</sup> October- Know the dangers of Misconception 12 <sup>th</sup> October- Know the true meaning of Jihad, and raise awareness of common issues surrounding Islam 19 <sup>th</sup> October- Present learning
<b>English</b>	8	Google Classroom [Y10	Students will begin their English Literature GCSE by studying A Christmas Carol, with each lesson focused on reading and analysing the novella. Students will also study a selection of poems from the EDUQAS Poetry Anthology. In

		English Hub: yhtbcfg]	addition, students will explore the Component 2 (Non-Fiction) exam for their English Language GCSE, with the guided completion of two Practice Papers and a selection of Transactional Writing activities. All lessons are available on the Year 10 Hub, each resourced with PowerPoints and supporting resources, and will also be made available on individual teacher classrooms. Students will hand in their work on their teacher's Google Classroom.												
<b>French</b>	5	Google Classroom	<p><b>Topics:</b>  <i>Week 1 –Knowing places in town</i>  <i>Week 2 – Using irregular verbs in the present tense</i>  <i>Week 3 – Using reflexive verbs and describing family</i>  <i>Week 4 – Giving your opinions using the future tense</i>  <i>Week 5 – Describing an event in the perfect tense</i>  <i>Week 6 – Using the imperfect tense to describe childhood</i>  <i>Week 7 – Using the perfect, imperfect and present tense together to describe role models</i>  <i>Week 8 – Using three time frames together, complete a 90-word writing task.</i></p> <table border="1"> <thead> <tr> <th>Class</th> <th>Teacher</th> <th>Google Classroom code</th> </tr> </thead> <tbody> <tr> <td>10s/FrLL</td> <td>Mrs Lemon</td> <td>msw3pnm</td> </tr> <tr> <td>10rFrDS</td> <td>Mr Smith</td> <td>dtq7526</td> </tr> <tr> <td>10sFrDS</td> <td>Mr Smith</td> <td>7yf74kc</td> </tr> </tbody> </table>	Class	Teacher	Google Classroom code	10s/FrLL	Mrs Lemon	msw3pnm	10rFrDS	Mr Smith	dtq7526	10sFrDS	Mr Smith	7yf74kc
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<b>Geography</b>	5	Google Classroom Resources posted as 'materials' prior to the lesson	<p>Students will be taught interleaved in alternate lessons between physical (paper 1) and human (paper 2) geography topics. As part of the physical geography topics students will study Weather Hazards. This topic explores the patterns of weather and climate around the world. Students will focus on tropical storms and study the causes, effects and responses to Typhoon Haiyan. Students will also learn about extreme weather events in the UK and investigate the impacts of the Somerset Level floods. As part of the human geography topics students will study The Changing Economic World. This topic explores the global variations in economic development as well as strategies to reduce the global development gap. Students will investigate real life examples of economic development by focusing on Malaysia and Tanzania.</p> <p>Google Classroom class codes  10rg1 – Miss Roach jhrxwnx, 10rg2 – Miss Phillips opiarhz,  10sg1 – Miss Phillips nn7iqwc, 10sg2 – Mr Burton y5fxeke,  10ag1 – Mr Burton a64m53e</p>												
<b>History</b>	5	Google Classroom Mr Lennon: 10R: djrlsoe  Mr Oldham: 10S: yh4ay4g 10B: fsj4hrf  Mr Williams: 10R: h44ewfe 10S: soixheg	<p>Y10 are studying the topic of 'Health and the People' in History.'  The lesson break-down is as follows:  <u>L1-5- Students will have studied the Medieval Period in school</u>  <b>Renaissance Medicine</b>  L6- Big 3 Renaissance Figures (Vesalius, Harvey and Pare)  L7- 17<sup>th</sup> and 18<sup>th</sup> Century Medicine  L8- The Great Plague  L9- Growth of Hospitals  L10- Jenner and Vaccination  <b>Industrial Period</b>  L11- Anaesthetics  L12- Germ Theory  L13- Lister and Antiseptics  L14- Robert Koch  L15- Pasteur, vaccination and Ehrlich  L16: Slums and Cholera  L17- Government's response to Public Health issues</p>												

<p style="text-align: center;"><b>Maths</b></p>	<p style="text-align: center;">8</p>	<p>MathsWatch h Google Classrooms</p> <p><b>DB</b> kxp44vj <b>PW</b> p25kfnv <b>MKi</b> nevvcdt <b>RF</b> xortiw7 <b>EG</b> hc63l3v <b>TA</b> az4vhhz <b>CM</b> xmm3ehx <b>SW</b> bspfosr</p>	<p>Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch. Username: First2initialssurname@leftwichhigh (e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich</p> <p><b>Higher</b> Week 1 Basic algebra skills including brackets Week 2 Factorising quadratics Week 3 Surds Week 4 Transformations Week 5 Comparing ratio Week 6 Linear graphs Week 7 Percentages Week 8 Probability</p> <p><b>Foundation</b> Week 1 Number including HCF and LCM Week 2 Transformations Week 3 Substitution into formula and solving equations Week 4 Fractions and mixed numbers Week 5 Probability and Relative Frequency Week 6 Fractions, decimals and percentages Week 7 Sequences Week 8 Angles in polygons</p>										
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;">5</p>	<p>Google Classroom</p> <p>G2us76d</p>	<p><b>Conventions of Pop</b> Students will study a range of popular music from the 1950s to the present day, focussing on Rock 'n' Roll, Rock Anthems of the 1970s and 80s, Pop Ballads of the 1970s, 80s and 90s and solo artists from 1990 to the present day. In addition to studying the history of these decades, students will also perform typical songs and write music themselves parodying styles and techniques. PowerPoints will be uploaded weekly onto Google Classroom and there will be an expectation that instrumental practice will continue at home.</p> <ol style="list-style-type: none"> <li>1. Content and language for learning (5 lessons)</li> <li>2. Deliberate listening and exam technique (5 lessons)</li> <li>3. Performing and composing (10 lessons)</li> </ol>										
<p style="text-align: center;"><b>PE</b></p>	<p style="text-align: center;">5</p>	<p>Google Classroom</p>	<p>Lesson resources can be found for both courses on Google Classroom.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>GCSE PE Year 10</b></th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Teacher</td> <td>JT</td> </tr> <tr> <td>Class Code</td> <td>ngi7zxv</td> </tr> <tr> <td><b>Unit 6: Socio-cultural influences</b></td> <td> <ul style="list-style-type: none"> <li>• Ethical conduct by performers</li> <li>• Spectator behaviour</li> </ul> </td> </tr> <tr> <td><b>Unit 1: Anatomy and Physiology</b></td> <td> <ul style="list-style-type: none"> <li>• Pathway of air</li> <li>• Gaseous exchange</li> <li>• Blood vessels</li> <li>• Structure of the heart.</li> <li>• The cardiac cycle and the pathway of the blood.</li> <li>• Exam</li> <li>• Cardiac output and stroke volume.</li> <li>• Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing.</li> </ul> </td> </tr> </tbody> </table>	<b>GCSE PE Year 10</b>		Teacher	JT	Class Code	ngi7zxv	<b>Unit 6: Socio-cultural influences</b>	<ul style="list-style-type: none"> <li>• Ethical conduct by performers</li> <li>• Spectator behaviour</li> </ul>	<b>Unit 1: Anatomy and Physiology</b>	<ul style="list-style-type: none"> <li>• Pathway of air</li> <li>• Gaseous exchange</li> <li>• Blood vessels</li> <li>• Structure of the heart.</li> <li>• The cardiac cycle and the pathway of the blood.</li> <li>• Exam</li> <li>• Cardiac output and stroke volume.</li> <li>• Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing.</li> </ul>
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		<b>Cambridge National Sports Studies Year 10</b>	
		Teacher	MT
		Class Code	4rksqsl
		<b>R052 Developing Sports Skills (Coursework)</b>	<ul style="list-style-type: none"> <li>Strengths analysis of skills relevant to the chosen sport.</li> <li>Weakness analysis of skills relevant to the chosen sport.</li> <li>6-week training program to develop the two identified skill weaknesses.</li> </ul> <p>(See Google Classroom for further guidance and LO objectives)</p>
		<b>R051 Contemporary issues in Sport (Exam)</b>	<ul style="list-style-type: none"> <li>Sporting Trends</li> <li>The values that are achieved through sport</li> <li>The importance of hosting major sporting events.</li> <li>The role of National Governing Bodies</li> </ul> <p>(See Google Classroom for further guidance and exam questions)</p>
<b>RS</b>	5	Google Classroom  Central Hub (undah6t)  10a ESM (pys4mvd)  10b ESM (72ltvok)  10a EJ (r7vnruc)  10b EJ (mnolp6z)	<p>Students are starting the GCSE course studying Christian beliefs and teachings this half term. Within this topic, students will cover; Nature of God; Creation; Jesus birth, life, death and resurrection; salvation and the afterlife. This will give the students a chance to explore Christianity on a deeper level than they have before and consider the impact of these beliefs on individual believers today. Whilst studying the course, students will be set a workbook to complete at home. They will have their own copy of the workbook, but it is also on the central hub GC. They will complete these alongside studying the course. The Christianity beliefs and teachings workbook are due in for 10a on Wednesday 21<sup>st</sup> October and for 10b on Friday 23<sup>rd</sup> October.</p> <p>All lessons will be posted on the GC central hub. The individual Google Classroom will be used for specific instructions or resources from their subject teacher. Please ensure that students join both the central hub and their individual class to ensure they don't miss anything they need.</p>
<b>Science</b>	9 (3 per science)	Google Classroom, Seneca & SAM learning. [qesejz]	<p>Biology:</p> <ul style="list-style-type: none"> <li>Microscopy required practical (1-2 lesson)</li> <li>Mitosis and the Cell Cycle (1-2 lessons)</li> <li>Homeostasis (1 lesson)</li> <li>Glucose levels and Diabetes (3-4 lessons)</li> <li>Thyroxine and adrenaline (1 lesson)</li> </ul> <p>Organs and Organ systems in Humans</p> <ul style="list-style-type: none"> <li>The Heart (4-5 lessons)</li> <li>The Digestive system (1-2 lessons)</li> <li>The respiratory system (1 lesson)</li> <li>Aerobic and Anaerobic Respiration (3-4 lessons)</li> <li>Metabolism (1 lesson)</li> </ul> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>Size of the atom (1 – 3 lessons)</li> <li>Groups of the periodic table (4 -5 lessons)</li> <li>Ionic &amp; covalent bonding (3 – 4 lessons)</li> </ul>

			<ul style="list-style-type: none"> <li>• Giant covalent structures (1 – 2 lessons)</li> <li>• Graphene &amp; fullerenes (1 lesson)</li> <li>• Metallic bonding &amp; alloys (1 lesson)</li> <li>• Nanoparticles (1 lesson)</li> <li>• Energy changes during a reaction – exothermic &amp; endothermic (1 lesson)</li> <li>• Reversible reactions (1 lesson)</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>• Speed, distance-time graphs, acceleration and braking/braking stopping distances (7 lessons)</li> <li>• Friction, forces, <math>F=Ma</math> (3 lessons)</li> <li>• Forces on falling objects and terminal velocity (2 lessons)</li> <li>• Falling objects and required practical – Force, mass and acceleration (3 lessons)</li> </ul>
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<b>Spanish</b>	5	Google Classroom	<p><b>Topics:</b></p> <p><i>Week 1 – Describing people and adjectival agreements</i></p> <p><i>Week 2 – Discussing social networks</i></p> <p><i>Week 3 – Making arrangements using the present continuous</i></p> <p><i>Week 4 – Communicating reading preferences</i></p> <p><i>Week 5 – Discussing relationships</i></p> <p><i>Week 6 – Discussing holiday destinations and weather</i></p> <p><i>Week 7 – Say what you usually do in summer using the present tense</i></p> <p><i>Week 8 – Communicating holiday preferences and the likes of others</i></p>																					
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