

Achieving Excellence

Overview of Year 10 Curriculum: Autumn Term 2 (November – December 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 . 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
Support & Resources		RM Launch Pad (Log in via the school website)	Go to http://www.leftwichhigh.com/ 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: passwordreset@leftwichhigh 'First News' – newspaper for students, available on the website.
Year Leader	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.
Tutor Time	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.
Art & Photography	5	Google Classroom Group emails	Art: Students continue to look at the work of Sarah Graham and experiment with different media. Students are to shade 8 different sections developing their skills in pencil, colour pencil, pen, colour pens, water colour, acrylic paint, oil pastel and mixed media. The Y10 drawing exam continues along the Sarah Graham theme, is a 'still life set up' – pupils draw the packets they have set up,

		<p>Art <i>vtnycfd</i></p> <p>Photography <i>7kaskad</i></p>	<p>then shade them using a media of their chose to showcase their talent. All Students' work at different speeds; it is also a good indication of what pupils can achieve in 5 hours. The work and examples are on Google Classroom.</p> <p>Photography: Students are practising their Photoshop skills; experimenting with selection tools, brightness and contrast and dodge/burn tools to edit their Edward Weston images. This project includes online research and annotation. Students will then progress to a development of the Bird's eye/Worm's eye project which they completed during the summer term. The instructions and examples are on Google Classroom.</p>							
CC&M	5	<p>Google Classroom</p> <p>10a Gi1 <i>[kzit2as]</i></p> <p>10a Co1 <i>[t7gfd5p]</i></p> <p>10b Co1 <i>[3zfbedi]</i></p> <p>10a Me1 <i>[2jjh4rp]</i></p> <p>10b Me1 <i>[ppderl3]</i></p> <p>10c Me1 <i>[nbmbeep]</i></p>	<p>SENECA</p> <p>10a Co1: <i>rgus8ehnzc</i></p> <p>10b Co1: <i>Uw1n46ogv</i></p> <p>Computer Science – Programming and theory topics will be posted on GC and linked on SENECA. Developing programming skills, Data Representation, Algorithmic thinking, Cyber Security and Wider Issues with Computing.</p> <p>DIT – Support materials and assignment briefs students are completing will be posted on GC. Please use Office 365 through RM Unify to complete coursework. Developing work on GUI for a Stadium Help Kiosk.</p> <p>Media – Assignment briefs will be added to GC. Having the Adobe software would help in the development of projects, however, offline coursework can still be created using drawings for planning and the Office 365 package on RM unify. Students are looking at a Magazine Cover for Look-in, a remake of the Webpage for Space Jam and a recreation of Space Invaders.</p>							
D&T	2 lessons (5 hours)	<p>Google classroom</p> <p>10A <i>wjgrbqg</i></p> <p>10B <i>iaz4fw5</i></p>	<p>Students will work on a non-materials specialist unit this term about structures and mechanisms. This is worked on in 3 of the 5 lessons. Theory makes up the remainder of the lessons and this term focuses on Materials and their working properties and their specialist material area. All theory lessons are available on the Google Classroom after the lesson along with homeworks.</p>							
Food Preparation and Nutrition	2 lessons (5 hours)	<p>Google classroom</p> <p><i>nxkm7ip</i></p>	<p>Students will be working on two separate topics. In the Nutrients topic they will learn about Macronutrients and Micronutrients, looking in depth at Proteins, Carbohydrates, Fats and oils, Vitamins and Minerals. They will also study bacteria, moulds and yeasts linked with the topic of Food spoilage and contamination. Practical lessons to hone specific skills will continue.</p>							
EfL with RS	2	<p>Google classroom</p> <p>Drake: <i>urf4ofm</i></p> <p>Grylls: <i>ttomiwg</i></p> <p>Hudson: <i>yulqxxu</i></p> <p>Kingsley: <i>Lhqld</i></p> <p>Livingstone: <i>:jbxghv2</i></p> <p>MacArthur: <i>zpqsnxm</i></p> <p>Stark: <i>i3opavp</i></p>	<p>Theme: Relationships</p> <table border="1"> <tr> <td>L1. What is community cohesion and why is this important?</td> </tr> <tr> <td>L2. What are forced and arranged marriages and what do we need to know? RS</td> </tr> <tr> <td>L3. Types of relationships</td> </tr> <tr> <td>L4. Relationship break ups</td> </tr> <tr> <td>L5. Revenge Porn – what is this and how can we prevent ourselves from being victims?</td> </tr> <tr> <td>L6. Harassment and stalking – what are these things and what does the law say about it?</td> </tr> <tr> <td>L7. Consent, rape and abuse</td> </tr> </table>	L1. What is community cohesion and why is this important?	L2. What are forced and arranged marriages and what do we need to know? RS	L3. Types of relationships	L4. Relationship break ups	L5. Revenge Porn – what is this and how can we prevent ourselves from being victims?	L6. Harassment and stalking – what are these things and what does the law say about it?	L7. Consent, rape and abuse
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English	8	<p>Google Classroom</p> <p>[Y10]</p>	<p>Students will continue their English Literature GCSE by studying 'A Christmas Carol', with each lesson focused on reading and analysing the novella. Students will also begin studying 'Blood Brothers'. In addition, students will continue to</p>							

		English Hub: yhtbcfg]	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.												
French	5	Google Classroom	<p>Topics: <i>Week 1 – Use three time-frames to revise TV and films</i> <i>Week 2 – Use depuis + present tense, describe a sports person</i> <i>Week 3 – Discuss how you use technology, using comparatives</i> <i>Week 4 – Exams – Revise key vocabulary and grammar points to help improve exam skills</i> <i>Week 5 – Exams – Revise key vocabulary and grammar points to help improve exam skills</i> <i>Week 6 – Using the imperfect tense to describe reading habits</i> <i>Week 7 – Using direct object pronouns and communicating opinions about TV programs</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>mshw3pnm</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	mshw3pnm	10rFrDS	Mr Smith	dtq7526	10sFrDS	Mr Smith	7yf74kc
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Geography	5	Google Classroom Resources posted as 'assignments' prior to the lesson	<p>Students will be taught Physical Geography (paper 1) interleaved with Human Geography (paper 2.) Lessons and topics will alternate.</p> <p>As part of the Physical Geography topics students will study Climate Change. This topic explores internal and external factors that influence our climate as well as the impact that humans have had on the climate.</p> <p>As part of the Human topics, students will study The Changing Economic World, focusing primarily on the rapid economic development of Malaysia and the impacts that this has had on the country and the people who live there.</p> <p>Students will also sit and receive feedback on their ST1 exams which will assess students' understanding of all aspects of the GCSE course studied so far. Revision materials will be provided to the students as well as all resources being available via Google Classroom.</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>												
History	5	Google Classroom <u>Mr Lennon:</u> 10R: djrlsoe <u>Mr Oldham:</u> 10S: yh4ay4g 10B: fsj4hrf <u>Mr Williams:</u>	Y10 continue their study of 'Health and the People' in History.' All resources can be found on Google Classroom. The lesson break-down is as follows: <ul style="list-style-type: none"> • Review Pts 1-3 • Pt 4 – <u>Modern Medicine</u> (c.9 lessons) <ul style="list-style-type: none"> • Penicillin x1 • Impact of War & Technology WW1 & WW2 x2 • Modern Treatments since 1950 x1 • Alternative Medicines x1 • 20thC Public Health – Liberal Reforms, Welfare State and NHS x2 • Revision of Exam technique x1 • Review of Modern Medicine x1 • Review of whole Medicine x1 • ST1 Exam Feedback x1 Interleave between new topics Germany 1890-1945 & Elizabethan England 1588-1603												

		10R: h44ewfe 10S: soixheg	P1 – Germany <u>Pt1 – Kaiser’s Germany</u> <ul style="list-style-type: none"> • The Kaiser and his government x 1 • Problems of ruling x1 	P2 - Elizabeth <u>Pt 1 – Elizabeth’s court and Parliament</u> <ul style="list-style-type: none"> • Elizabeth becomes Queen/background • Life at court x1 														
Maths	8	MathsWatch Google Classrooms DB kxp44vj PW p25kfnv MKi nevcdt RF xortiw7 EG hc63l3v TA az4vhhz CM xmm3ehx SW bspf0sr	Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch. Username: First2intialssurname@leftwichhigh (e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich Higher Week 1 – HCF/LCM & sequences Week 2 – Indices & Standard form Week 3 – Solve quadratic equations using graphs Week 4 – Revision for ST1 Week 5 – Revision for ST1 Week 6 – Exam feedback/Recall Week 7 – Averages and Range Foundation Week 1 – Linear graphs Week 2 – Representing data Week 3 - Percentages Week 4 – Revision for ST1 Week 5 – Revision for ST1 Week 6 – Exam feedback/Recall Week 7 – Averages from tables															
Music	5	Google Classroom G2us76d	AOS2 – The Concerto through Time Students will study the Concerto and its development from the 1650 to 1910, through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto. 1. Content and language for learning (5 lessons) 2. Deliberate listening and exam technique (4 lessons) 3. Performing and composing (6 lessons) 4. ST1 exam (3 lessons)															
PE	5	Google Classroom	Lesson resources can be found for both courses on Google Classroom. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">GCSE PE Year 10</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>Unit 1: Anatomy and Physiology</td> <td> <ul style="list-style-type: none"> • Structure of the heart. • The cardiac cycle and the pathway of the blood. • Exam • Cardiac output and stroke volume. • Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing. </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Cambridge National Sports Studies Year 10</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Teacher</td> <td>MT</td> </tr> <tr> <td>Class Code</td> <td>4rksqsl</td> </tr> </tbody> </table>		GCSE PE Year 10		Teacher	JT	Class Code	ngi7zxv	Unit 1: Anatomy and Physiology	<ul style="list-style-type: none"> • Structure of the heart. • The cardiac cycle and the pathway of the blood. • Exam • Cardiac output and stroke volume. • Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing. 	Cambridge National Sports Studies Year 10		Teacher	MT	Class Code	4rksqsl
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			<p>R052 Developing Sports Skills (Coursework)</p> <ul style="list-style-type: none"> Respond to feedback on the completed strengths and weaknesses. 6-week training program to develop the two identified skill weaknesses. <p>(See Google Classroom for further guidance and LO objectives)</p>
			<p>R051 Contemporary issues in Sport (Exam)</p> <ul style="list-style-type: none"> Olympic Games Sporting etiquette Performance enhancing drugs The importance of hosting major sporting events. The role of National Governing Bodies <p>(See Google Classroom for further guidance and exam questions)</p>
RS	5	<p>Google Classroom</p> <p>Central Hub (undah6t)</p> <p>10a ESM (pys4mvd)</p> <p>10b ESM (72ltvok)</p> <p>10a EJ (r7vnruc)</p> <p>10b EJ (mnolp6z)</p>	<p>Students are starting the GCSE course studying Christian Practices this half-term. Within this topic, students will cover: Different types of worship; different types of prayer; pilgrimage; celebrating Christmas and Easter; Sacraments; The role of the local and worldwide church. This will give the students a chance to explore Christianity on a deeper level than they have before and consider the impact of these practices on individual believers today.</p> <p>This half-term, students will also take part in their ST1 exam.</p> <p>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 practices workbook are due in for 10a on Wednesday 16th December and for 10b on Friday 18th December.</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>
Science	9 (3 per science)	<p>Google Classroom, Seneca & SAM learning. [qesejz]</p>	<p>Biology:</p> <p>Organs and Organ systems in Humans</p> <ul style="list-style-type: none"> The Heart (4-5 lessons) The Digestive system (1-2 lessons) The respiratory system (1 lesson) Aerobic and Anaerobic Respiration (3-4 lessons) Metabolism (1 lesson) <p>Chemistry:</p> <ul style="list-style-type: none"> covalent bonding (2 lessons) Giant covalent structures (1 – 2 lessons) Graphene & fullerenes (1 lesson) Metallic bonding & alloys (1 lesson) Nanoparticles (1 lesson) SEPARATE ONLY Energy changes during a reaction – exothermic & endothermic (1 lesson) Reversible reactions (1 lesson) ST1 preparation

			<p>Physics:</p> <ul style="list-style-type: none"> • Forces on falling objects and terminal velocity (2 lessons) • Falling objects and required practical – Force, mass and acceleration (3 lessons) • ST1 preparation 																					
Spanish	5	Google Classroom	<p>Topics:</p> <p><i>Week 1 – Using the preterite tense to say what you did on holiday</i></p> <p><i>Week 2 – Use the imperfect tense to describe where you stayed on holiday</i></p> <p><i>Week 3 – Forming questions and understanding details when booking accommodation</i></p> <p><i>Week 4 – Exams – Revise key vocabulary and grammar points to help improve exam skills</i></p> <p><i>Week 5 – Exams – Revise key vocabulary and grammar points to help improve exam skills</i></p> <p><i>Week 6 – Understand and discussing holiday problems. Using the preterite, present and imperfect tenses together.</i></p> <p><i>Week 7 – Spanish Christmas traditions in exam style questions. Preparing general conversation questions and responses for the speaking exam.</i></p>																					
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