

# Year 10 Threshold Concepts and Support Guidance

## Autumn Term

For the areas of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it is our intention that every student secures these threshold concepts to make outstanding progress through the curriculum.

We believe that the feedback and assessment that pupils receive is specifically related to the individual subject and so each department has a feedback and assessment policy, and teachers use a range of strategies to assess students' progress using the threshold concepts.

Below are the subject threshold concepts for the areas of learning covered during the Autumn Term. You can support your child's progress by regularly discussing the threshold concepts with them to recap what they have learnt.

In addition, you can support your child's areas for development that we have signposted using resources and links below.

Here is a link to the Knowledge Organisers for Year 10 Autumn Term: ([LINK](#))

### **Blended Learning:**

Please visit each of your child's classes on Microsoft Teams for lesson resources and extended learning opportunities.



	Year 10 Threshold Concepts – Autumn term	How to support students' learning
<b>English Language</b>	<p><b>Unit guiding question:</b> How can I read and write with a purpose, be aware of the audience and use the correct format?</p> <p><b>Reading</b></p> <p><b>TC1</b> -Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations</p> <p><b>TC2</b> – Demonstrate and appreciation of the writer's craft through analysis and critically evaluative comments</p> <p><b>TC4</b> – Evaluate writer's craft including comparison skills</p> <p><b>TC10</b> – Reading</p> <p><b>Writing</b></p> <p><b>TC5</b> - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p><b>TC6</b> - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>TC7</b> - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling</p> <p><b>TC9</b> - Spelling - SPAG</p> <p><b>Speaking and Listening</b></p> <p><b>TC8</b> – Speaking and listening – In different contexts and for a variety of audiences and purposes</p>	<p><b>Reading:</b></p> <p>For reading strategy support, please visit The National Literacy Trust:  <a href="#">Improve your child's learning at home</a>   <a href="#">Words for Life</a></p> <p>The following websites are links that students and parents can use to support understanding of the text in preparation for examination:  <a href="#">Component 1 Reading (eduqas.co.uk)</a>  <a href="#">Component 2 Reading (eduqas.co.uk)</a></p> <p><b>Writing:</b></p> <p>The following websites are links that students and parents can use to support completion of written work around the text in preparation for examination:  <a href="#">English Language Component 1 Writing Approaches</a>  <a href="#">Narrative Writing Resource (eduqas.co.uk)</a>  <a href="#">English Language Component 2 Writing Approaches</a></p> <p><b>Speaking and Listening:</b></p> <p>Advice on preparation for the Spoken Language Endorsement can be found here:  <a href="#">Improving Performance in Spoken Language (eduqas.co.uk)</a></p> <p><b>Blended Learning:</b></p> <p><a href="#">Exam Walk Through (eduqas.co.uk)</a>  <a href="#">GCSE English Language - Eduqas - BBC Bitesize</a></p>
<b>English Literature</b>	<p><b>Unit guiding question:</b> What is the moral message of A Christmas Carol and how is it presented by Dickens?</p>	<p><b>Reading:</b></p> <p>For reading strategy support, please visit The National Literacy Trust:  <a href="#">Improve your child's learning at home</a>   <a href="#">Words for Life</a></p> <p>You can access the full text of 'A Christmas Carol' here:</p>

	<p><b>TC1</b> - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations</p> <p><b>TC2</b> - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments</p> <p><b>TC3</b> - Show understanding of the relationships between texts, and the contexts in which they were written</p> <p><b>TC9</b> – Spelling - SPAG</p> <p><b>TC10</b> – Reading</p>	<p><a href="#">myON®</a>  <a href="#">The Project Gutenberg eBook of A Christmas Carol, by Charles Dickens</a>  Audiobook:  <a href="#">A CHRISTMAS CAROL - FULL AudioBook by Charles Dickens</a>  Abridged Audiobook:  <a href="#">English: A Christmas Carol - BBC Teach</a></p> <p>The following websites are links that students and parents can use to support understanding of the text in preparation for examination:  <a href="#">A Christmas Carol - GCSE English Literature Revision - Eduqas - BBC Bitesize</a></p> <p><b>Writing:</b>  The following websites are links that students and parents can use to support completion of written work around the text in preparation for examination:  <a href="#">A Christmas Carol - GCSE English Literature Revision - Eduqas - BBC Bitesize</a></p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Talk about the story at home and what students have learnt today.</li> <li>• Watch the film version of 'A Christmas Carol'.</li> <li>• Watch the film version of 'The Man Who Invented Christmas'.</li> </ul> <p><b>Blended Learning:</b>  <a href="#">Blended Learning Resource (eduqas.co.uk)</a>  Please visit your child's English class on Microsoft Teams for extended learning opportunities.</p>
<b>Maths</b>	<b><u>Congruence, similarity, and enlargement</u></b>	<ul style="list-style-type: none"> <li>• Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can either be found by clicking on the Unit title or can be accessed via Microsoft Teams.</li> </ul>

**TC155** - Enlarge objects using information about the centre of enlargement and scale factor

**TC156** - Apply the concepts of congruence and similarity, including the relationships between lengths

**Trigonometry**

**TC157** - Use trigonometric ratios to find a missing side in a right-angled triangle

**TC158** - Use trigonometric ratios to find a missing angle in a right-angled triangle

**TC159** - Choose appropriate trig relationships to solve problems in right angled-triangles

**Representing solutions of equations and inequalities**

**TC160** - Solve linear equations and represent equations on a graph





**TC161** - Solve linear inequalities variable{s}, and represent the solution set on a number line

**Simultaneous equations**






**TC162** - Solve two simultaneous equations in two variables algebraically

- If your child is struggling with a particular skill encourage them to use support materials or contact their teacher to resolve the issue.
- Sparx Maths can be used to support home learning. The system will send a homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.






<b>Science</b>	<p><b><u>Biology</u></b></p> <p><b>TC25(B)</b> - Understand that organisms pass on their DNA in order to survive.</p>	<p><b><u>Biology:</u></b></p> <p><u>Inheritance</u>  <a href="#">Unit: Inheritance, variation and evolution   Teacher Hub   Oak National Academy (thenational.academy)</a>  <a href="#">Inheritance, variation and evolution - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize</a></p>
	<p><b><u>Physics</u></b></p> <p><b>Physics</b></p> <p><b>TC24(P)</b> - Understand that there are 3 types of radiation (Alpha, Beta and Gamma) and their key properties, uses and dangers.</p> <p><b>TC26(P)</b> - Motion - Speed equals distance travelled in a given time.</p>	<p><b><u>Physics:</u></b></p> <p><u>Atomic Structure</u>  <a href="#">Atomic structure - GCSE Physics (Single Science) Revision - AQA - BBC Bitesize</a>  <a href="#">Unit: Atomic Structure   Teacher Hub   Oak National Academy (thenational.academy)</a></p> <p><u>Motion</u>  <a href="#">Motion in a straight line - Describing motion - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a>  <a href="#">Terminal velocity - Forces, acceleration and Newton's laws - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a>  <a href="#">Speed (thenational.academy)</a>  <a href="#">Distance: Time graphs (thenational.academy)</a>  <a href="#">Acceleration (thenational.academy)</a>  <a href="#">Velocity: Time Graphs (thenational.academy)</a>  <a href="#">Terminal velocity (thenational.academy)</a></p>
	<p><b><u>Chemistry</u></b></p> <p><b>TC23(C)</b> Using resources - Understand how to reduce, re-use and recycle the Earth's resources.</p> <p><b>TC27(C)</b> Organic chem - Hydrocarbons are chains of hydrogen and carbon</p>	<p><b><u>Chemistry:</u></b></p> <p><u>Using resources</u>  <a href="#">Using resources - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>  <a href="#">Unit: Using Resources   Teacher Hub   Oak National Academy (thenational.academy)</a></p> <p><u>Organic Chemistry</u>  <a href="#">Unit - Oak National Academy (thenational.academy)</a>  <a href="#">Alkanes and alkenes - Hydrocarbons - National 4 Chemistry Revision - BBC Bitesize</a>  <a href="#">Fractional distillation of crude oil - Fractional distillation - GCSE Chemistry - Other - BBC Bitesize</a>  <a href="#">Cracking and alkenes - Crude oil, hydrocarbons and alkanes - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a></p>



<p><b>Art</b></p>	<p><b><u>Mood board</u></b></p> <p><b>TC47</b> - Understand that a mood board is an effective method to generate ideas</p> <p><b><u>Artists Research</u></b></p> <p><b>TC28</b> - Understand the main components of an artist research page</p> <p><b>TC48</b> - To gain knowledge and understanding of a chosen artist</p> <p><b>TC49</b> - Understand how photography can be used to inform a final art outcome</p> <p><b>TC50</b> - Understand the reasons for, and why making a copy of the work of a chosen artist, is important</p>	<p>The following websites are useful to reinforce the elements of Art:</p> <p>Elements of Art - <a href="https://www.bbc.co.uk/bitesize/topics/z9kmhyc">https://www.bbc.co.uk/bitesize/topics/z9kmhyc</a></p>  <p>Line: <a href="https://www.youtube.com/watch?v=WTnnHYDco9g">https://www.youtube.com/watch?v=WTnnHYDco9g</a></p> <p>Shape: <a href="https://www.youtube.com/watch?v=SsgT7j2-liE">https://www.youtube.com/watch?v=SsgT7j2-liE</a></p> <p>Colour: <a href="https://www.youtube.com/watch?v=SH1kZeFOO70">https://www.youtube.com/watch?v=SH1kZeFOO70</a></p> <p>Form: <a href="https://www.youtube.com/watch?v=9PyYSZCBGE0">https://www.youtube.com/watch?v=9PyYSZCBGE0</a></p> <p>Texture: <a href="https://www.youtube.com/watch?v=vTnOX5XXMIo">https://www.youtube.com/watch?v=vTnOX5XXMIo</a></p> <ul style="list-style-type: none"> <li>• Pinterest is a good resource to gain ideas to develop ideas for a personal outcome – <a href="https://www.pinterest.co.uk">https://www.pinterest.co.uk</a></li> <li>• Research the many examples of mood boards and artist research pages on the internet.</li> <li>• Research and investigation should be undertaken by students to widen their knowledge and understanding of artists, art movements and different materials and processes that are used in the creation of different artworks.</li> </ul> <p>Watch 6 photography lessons by the Oak National Academy  <a href="https://classroom.thenational.academy/units/photography-ae1">https://classroom.thenational.academy/units/photography-ae1</a></p>  <p>Students should be encouraged to take photographs to inform and enhance the quality of their portfolio work.</p>  <p>How to use the 'Rule of Thirds'  <a href="https://www.youtube.com/watch?v=2OIdcc5Rg8">https://www.youtube.com/watch?v=2OIdcc5Rg8</a></p>  <p>How to use the 'Grid Method' when drawing –  <a href="https://www.youtube.com/watch?v=T0AK09TTE-w">https://www.youtube.com/watch?v=T0AK09TTE-w</a></p>
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	<i>Talk about art at home and what students have learnt at school past and present. Talk about art that is in the news. Talk about careers in art.</i>	
<b>Business</b>	<p><b>Unit 1.1 Enterprise and entrepreneurship</b>  TC1: Understand the dynamic nature of business.  TC2: Understand the impact of risk and reward on business activity.  TC3: Know the role of business and enterprise</p> <p><b>Unit 1.2 Spotting a business opportunity</b>  TC4: Understand the importance of customer needs  TC5: understand the purpose and methods of market research  TC6: Understand the competitive environment and impact on enterprise</p> <p><b>Unit 1.3 Putting a business idea into practice</b>  TC7: Understand financial and non financial aims and objectives when starting a business  TC8: Calculate costs, revenues and profit  TC9: Calculate cash flow and recommend sources of finance</p>	<p>The following website are useful to support business knowledge for this term</p> <p><a href="#">The dynamic nature of business - The dynamic nature of business - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Risks in business - Risk and reward - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Producing goods and services - The role of business - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">The purpose of market research - Market research - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Identifying market segments - Market segmentation - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Strengths and weaknesses of competitors - Competitive environment - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">What are customer needs? - Customer needs - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">What are aims and objectives in business? - Business aims and objectives - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Break-even level of output - Business revenue, costs and profits - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">The importance of cash flow - Cash and cash flow - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a>  <a href="#">Short-term finance - Sources of finance - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</a></p>
<b>Citizenship</b>	<p><b>TC1-CIT</b> – Understand key concepts including British values, identity, and diversity</p> <p><b>TC2-CIT</b> – Be aware of equality legislation</p> <p><b>TC3-CIT</b> – Understand press censorship</p>	<p><u>Course material support:</u>  <a href="#">AQA GCSE (9-1) Citizenship Studies Second Edition: Amazon.co.uk: Mitchell, Mike: 9781398322936: Books</a></p> <p><u>Examination preparation questions:</u>  <a href="#">AQA GCSE (9–1) Citizenship Workbook: Amazon.co.uk: Mitchell, Mike: 9781398317208: Books</a></p> <p><u>Homework resources:</u>  <a href="#">Citizenship lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</a></p>








	<p><b>TC4-CIT</b> – be aware of the UK’s role in key international organisations including the UN and NATO</p> <p><b>TC5-CIT</b> – Understand how citizens can work together to bring about change within communities locally and at a national level</p>	
<b>Design &amp; Technology</b>	<p><b>Unit guiding question:</b> how does metal get from source material to finished products?</p> <p><b>TC1-DT</b> - Know the physical and working properties of metal</p> <p><b>TC2-DT</b> - Know the tools needed to cut, shape, join and apply finishes to metal</p> <p><b>TC3-DT</b> - Understand the source origins of metal and how it is converted to workable forms</p>	<p>You can support your child's learning by studying all aspects of the course here:</p>  <p>You can practice past exam papers by downloading them from the AQA website:</p> 
<b>Engineering Design</b>	<p><b>Unit RO39 guiding question:</b> How are engineering designs communicated?</p> <p><b>TC1-ENG</b> - Unless designers can communicate their ideas to others, then it is unlikely that their engineering designs will be fully appreciated</p> <p><b>TC2-ENG</b> - By using drawing skills designers can provide a far better sense of what a new product will look like and encourage the creative process that can enhance a successful design</p>	<p>Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home.</p>  <div> <p>Learn more about CAD here:</p>  </div> <div> <p>Learn about different types of engineering drawing here:</p>  </div>



		<p>Scan this to see a page about isometric drawing with links to other pages on <a href="http://technologystudent.com">technologystudent.com</a> containing downloadable drawing exercise for you to practice at home.</p> 
<b>French</b>	<p><b><u>Module Topic: Free Time</u></b></p> <p><b>TC27</b> - The verb “jouer” is followed by either the preposition à plus definite article or the partitive article (du, de la de l’ or des), depending on whether you are playing a sport or an instrument</p> <p><b>TC19</b> - In French, the word “depuis” (translated as “for”) is used to refer to how long something has been happening. In English, this is used with the present perfect progressive tense (have been ...ing); in French it is used with the present tense</p> <p><b>TC8</b> - In French, the verb “faire” is always followed by a partitive article. The verb “faire” is also used with the majority of free time activities, whilst in English we use the verb “to go”</p> <p><b>TC28</b> - There are several two-part structures used in French to make a sentence negative. They parts are sandwiched around the conjugated verb</p> <p><b>TC29</b> - To make a comparison in English the structures plus...que / moins.... que / aussi ...que are used. There is no equivalent to the English suffix“-er”</p>	<p>To be an independent language learner and to practise and revise the work on <b>Free Time</b>, you should:</p> <p>Use the <b>knowledge organisers</b> to revise and practise essential vocabulary.</p> <p>Use class material on <b>Class Teams</b> to revise lessons.</p> <p>Use <a href="http://www.memrise.com">www.memrise.com</a>, <a href="http://www.linguascope.com">www.linguascope.com</a> (Username: Langelymfl, Password: Frenchmfl2) and <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> to practise pronunciation.</p> <p>Log in to <b>ActiveHub (individual passwords needed)</b> and <b>complete the listening and reading tasks set by your class teacher.</b></p> <p>Use the following QR code to revise the <b>comparative</b>:</p>  <p><a href="https://www.bbc.co.uk/bitesize/guides/z6n4t39/revision/5">https://www.bbc.co.uk/bitesize/guides/z6n4t39/revision/5</a></p> <p>The following QR code will take you to revision of “<b>depuis</b>”:</p>  <p><a href="https://www.bbc.co.uk/bitesize/guides/z87jq6f/revision/5">https://www.bbc.co.uk/bitesize/guides/z87jq6f/revision/5</a></p> <p>The following QR code will take you to revision of the different <b>negative structures</b>:</p>  <p><a href="https://www.bbc.co.uk/bitesize/guides/zb8t47h/revision/2">https://www.bbc.co.uk/bitesize/guides/zb8t47h/revision/2</a></p> <p>The following QR code will take you to revision of the verb “<b>faire</b>” in the present tense:</p>  <p><a href="#">FAIRE (Present Tense) - Positive - Memrise</a></p> <p>Use this QR code to access <b>Oak National Academy</b> lessons on Free Time, which cover all the vocabulary and grammar covered in class:</p>

		 <a href="https://classroom.thenational.academy/units/free-time-2cc7">https://classroom.thenational.academy/units/free-time-2cc7</a>
<b>Geography</b>	<p><b>Unit guiding question: What are Landscapes and Physical Processes?</b></p> <p><b>TC4</b> - Understands processes, both physical and human are key to explain what the earth is like and why it is changing</p> <p><b>TC8</b> - Recognises and understands that there are numerous natural and human patterns found on earth that are not random</p> <p><b>TC5</b> - Recognises and understands the earth is constantly changing</p> <p><b>TC7</b> - Recognises and understands that sustainability is a key strategy in a range of geographical areas</p> <p><b>TC2</b> - Understands scale and how processes and patterns differ at different stages</p> <p><b>TC1</b> - Understands how to use and interpret a range of data, sources of geographical information and terminology including maps, graphs and photographs</p>	<p>Check out BBC Bitesize: Landscapes and Physical Process:  <a href="https://www.bbc.co.uk/bitesize/topics/zqcysg8">https://www.bbc.co.uk/bitesize/topics/zqcysg8</a></p> <p>Check out BBC Bitesize: Geographical Skills:  <a href="https://www.bbc.co.uk/bitesize/topics/z3p2qty">https://www.bbc.co.uk/bitesize/topics/z3p2qty</a></p> <p>Watch clips from BBC Teach:  <a href="https://www.bbc.co.uk/teach/gcse-national-5-geography/zfd6gwx">https://www.bbc.co.uk/teach/gcse-national-5-geography/zfd6gwx</a></p> <p>Test yourself using the following quiz site:  <a href="https://www.educationquizzes.com/gcse/geography/">https://www.educationquizzes.com/gcse/geography/</a></p> <p>Watch regular news updates – national and international e.g. the BBC</p>
<b>Graphic Design</b>	<p><b>Unit guiding question:</b> What are the six components of Graphic design?</p> <p><b>TC1-GR</b> - Develop an understanding of the components of graphic design through experimental work</p>	<p>The six components of graphic design are Line, Tone, Colour, Typography, Imagery and Composition.</p> <p>You can learn more about these components and more about graphic design on this excellent youtube channel:</p> 

<b>Health and Social Care</b>	<p><b>TC1-</b> Life Stages - Describe life stages and key milestones of growth and development for age groups.</p> <p><b>TC2</b> - Know the physical, intellectual, emotional and social development across the life stages.</p> <p><b>TC3</b> - Understand factors affecting growth and development across the life stages.</p> <p><b>TC4</b> - Describe how individuals growth and development can be affected.</p> <p><b>TC5</b> - Describe expected and unexpected life events.</p> <p><b>TC6</b> - Explain the impact life events have on individuals.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx">https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx</a> Ignore stages 1 and 2 for this unit.</p> <p><a href="#">Child Development   NHS GGC</a></p> <p><a href="https://www.cdc.gov/ncbddd/actearly/milestones/index.html">https://www.cdc.gov/ncbddd/actearly/milestones/index.html</a></p> <p><a href="#">Your baby's health and development reviews - NHS (www.nhs.uk)</a></p> <p><a href="#">Human Life Cycle Vocabulary   Human Life Cycle in Less Than 3 Minutes - YouTube</a></p> <p>You can research the following people as examples;</p> <ul style="list-style-type: none"> <li>• <a href="#">Jessy Nelson</a> – mental health issues and part of abuse when in Little Mix. ‘Odd One Out’ on BBC iPlayer is a good documentary</li> <li>• <a href="#">Abbie Quinnen</a> – fire accident</li> <li>• <a href="#">Tiger Woods</a> – back injuries and marriage ending</li> <li>• <a href="#">Lady Gaga</a> - PTSD</li> <li>• <a href="#">Britney Spears</a> – child star; breakdown conservatorship</li> <li>• <a href="#">Zara McDermott</a> – experience of ‘revenge porn’. BBC iPlayer has a good documentary named Zara McDermott – Revenge Porn.</li> <li>• <a href="#">Gemma Collins</a> – rise to fame through TOWIE</li> <li>• <a href="#">Michelle Heaton</a> – alcohol addiction</li> <li>• <a href="#">Kate Middleton</a> – married into the Royal family</li> <li>• <a href="#">Harvey Price</a> – in the spotlight with having mum Katie Price. Born with Septo-optic <a href="#">Dysplasia</a>, <a href="#">autism</a> and <a href="#">Prader-Willi syndrome</a> and <a href="#">starting college</a>. Good documentary on BBC iPlayer ‘Harvey and Me’</li> <li>• <a href="#">Daisy Mae Demetre</a> – double amputee and fashion model</li> <li>• <a href="#">Katie Piper</a> – acid attack</li> </ul>
<b>History</b>	<p><b>Changes in Crime and Punishment in Britain, c.500 to the present day – Middle Ages C.500-1500</b> - Students will develop an understanding of the causes of crime, key types of crime, methods of law enforcement and punishments carried out during the Middle Ages</p>	<p>Use BBC Bitesize to develop students understanding of key themes of Crime and Punishment Causes of Crime, Nature of Crime, Law Enforcement, Methods of Combating Crime, Methods of Punishment and Attitudes towards Crime and Punishment:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpp3srd">https://www.bbc.co.uk/bitesize/topics/zpp3srd</a></p> <p>Use the official revision guide from the exam board Eduqas:</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=981">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=981</a></p>

	<p><b>TC37</b> - Different events throughout history have an impact on the development of crime and punishment</p> <p><b>TC38</b> - The types of crime committed reflect the nature of society during that time period</p> <p><b>TC39</b> - The leadership of a country will have an impact of the effectiveness and nature of law enforcement during their rule</p> <p><b>TC40</b> - Punishments occur for a number of reasons and the key reasons will reflect the nature of society during that time period</p> <p><b>TC41</b> - The idea of community was important in the Middle Ages when the population was lower, and people lived in villages</p> <p><b>TC42</b> - Religious change was an important feature of the Early Modern Period</p>	
<b>PE Core</b>	<p>Pupils will learn some of these Threshold Concepts. This will depend on the activity they are completing and their stage of learning in that activity.</p> <p><b>TC49</b> - Lead an effective practice to improve performance.</p> <p><b>TC51</b> - Play to and enforce rules and regulations consistently.</p> <p><b>TC54</b> - Design an effective group routine using advanced skills showing good precision, control and fluency.</p>	<p>Sports Leadership - <a href="#">Qualities of a good sports leader</a></p> <p>Sports officials - <a href="#">Being an official</a></p> <p>Warm up - <a href="#">PE Warm Up Routines</a>   <a href="#">PLT4M</a></p> <p><b>Key rules –</b></p> <div>       </div> <p>Badminton    Football    Rugby    Netball    Gymnastics    Basketball</p> <p><b>Key skills –</b></p> <p>Badminton <a href="#">12 Basic Badminton Techniques that you MUST Know - Introduction – YouTube</a></p> <p>Football <a href="#">10 BEST 1v1 SKILLS in Soccer/Football – YouTube</a></p> <p>Rugby <a href="#">The BEST video for teaching Rugby in your PE lessons</a>  – YouTube</p>

	<p><b>TC55</b> - Be consistently respectful with a highly positive working relationship to staff and other students.</p> <p><b>TC56</b> - Lead others to increase participation.</p> <p><b>TC59</b> - Can demonstrate good control of emotions and sportsmanship.</p> <p><b>TC60</b> - Consistently select, apply and adapt a variety of advanced skills in competitive situations.</p> <p><b>TC63</b> - To anticipate and effectively respond to changes in situations in physical activity and sport.</p> <p><b>TC64</b> - Perform an advanced sequence with expression, timing, control and fluency.</p>	<p>Netball <a href="#">Netball Attacking Skills – YouTube</a></p> <p>Gymnastics – <a href="#">Easy to Hard Gymnastics Skills   KTGymnasticsFan - YouTube</a></p> <p>Basketball - <a href="#">Basic Skills in Basketball - YouTube</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>NCFE health and Fitness</b>	<p><b>NCFE Level ½ Technical Award in Health and Fitness</b></p> <p><b>TC1</b> - Structure and functions of the body system</p> <p><b>TC2</b> - Effects of health and fitness activities on the body</p> <p><b>TC3</b> - Health and fitness and the components of fitness</p> <p><b>TC4</b> - Principles of training</p> <p><b>TC5</b> - Testing and developing components of fitness</p> <p><b>TC6</b> - Impact of lifestyles on health and fitness</p>	<p><a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p> <p><a href="#">Home   NCFE</a></p> <p><a href="#">NCFE Health and Fitness Resources &amp; Online Learning – The PE Classroom</a></p> <p>The following NCFE PE revision guide is strongly recommended.</p> <p>NCFE Level 1/2 Technical Award in Health and Fitness, Second Edition, Revision Guide, ISBN: 9781398369016</p>

	<p><b>TC7</b> - Applying health and fitness analysis and setting goals</p> <p><b>TC8</b> -Structure of a health and fitness programme and how they prepare safely.</p>	
<b>Performing Arts</b>	<p><b>Unit guiding question:</b> Component 2 What processes do we need to go through to prepare for performance? (LOA) How do we use our skills and techniques in performance? (LOB) How do we review our own development and application of skills and techniques of performance? (LOC)</p> <p>Component 1 How are professional performances/productions created? (LOA)</p> <p><b>TC1-PA</b> – Knowledge of how professional performance or production work is created through investigation</p> <p><b>TC2-PA</b> - Understanding of the skills, techniques and approaches used by professionals to create performance/production work</p>	<ul style="list-style-type: none"> <li>Encourage your child to attend extra-curricular activities. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.</li> <li>Watch theatre productions. - Local Theatres - <a href="#">Theatre Severn</a> , <a href="#">The Place Telford</a> .</li> </ul> <p><b>We are also a subscriber to the National Theatre Collection.</b> <b>Login:</b> <a href="https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12">https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12</a> <b>Username: CKFGUG Password: YBGHUA</b></p> <ul style="list-style-type: none"> <li>KS3/KS4 BBC Bitesize - A website designed to help learn about topics covered at KS3 and KS4, support learning and find out about careers in music: <a href="#">KS3 Drama - BBC Teach</a>, <a href="#">Drama - BBC Bitesize</a>, <a href="#">Drama - BBC Bitesize</a></li> </ul>
<b>Politics and Law</b>	<p><b><u>Living together in the UK</u></b></p> <p><b>TC1:</b> The composition of the UK population has changed significantly in terms of age, ethnicity, religion, and disability, reflecting increasing diversity.</p> <p><b>TC2:</b> Migration to the UK since 1945 has been shaped by historical ties to Commonwealth countries and Europe, contributing to demographic and cultural shifts.</p>	<p><a href="#">The Whole of Edexcel GCSE Citizenship Paper 1</a></p>

**TC3:** Immigration to the UK has brought both benefits (economic growth, cultural enrichment) and challenges (pressure on services, integration issues).

**TC4:** Different types of migrants (economic migrants, refugees, asylum seekers) reflect varied reasons for migration, such as economic opportunity, conflict, and persecution.

**TC5:** Identities can be shaped by multiple factors (e.g., ethnicity, religion, gender, age, culture), and individuals often hold multiple overlapping identities.

**TC6:** The UK's composition of England, Northern Ireland, Wales, and Scotland has influenced identity debates, highlighting the complexity of national and regional identities.

**TC7:** Mutual respect requires understanding and valuing diversity, addressing inequality and discrimination, and adhering to the principles of the Equality Act 2010.

**TC8:** Schools and communities foster mutual understanding through promoting diversity, integration, and community cohesion, which are essential for democratic society.

**TC9:** Human, moral, legal, and political rights in the UK ensure equality, freedom of speech, tolerance, and respect, while protecting individual privacy.

**TC10:** Citizens have duties to respect others' rights and freedoms and to obey laws that protect fairness and social order.

**TC11:** Balancing rights often involves resolving conflicts between individuals or groups, especially in situations of inequality or unfairness.

**Law and justice**

**TC12:** The rule of law is essential in a democracy to protect rights, maintain fairness, and prevent arbitrary rule.

**TC13:** Debates about freedom of speech, privacy, and terrorism highlight the need for checks and balances to protect rights and freedoms.

**TC14:** The Magna Carta represents an early step toward limiting arbitrary rule and ensuring justice, influencing modern legal systems.

**TC15:** Key documents, such as the UN Universal Declaration of Human Rights, European Convention on Human Rights, and the Human Rights Act 1998, safeguard rights globally and nationally.

**TC16:** Laws affect everyday life by shaping societal norms, resolving disputes, and protecting individuals' rights and freedoms.

**TC17:** Laws are necessary to protect the public, ensure justice, respond to societal changes, and promote fairness, including preventing discrimination.

**TC18:** Legal age limits, such as for driving, voting, and working, are designed to protect



young people and ensure their safety and responsibility.

**TC19:** Fundamental legal principles, such as the rule of law, presumption of innocence, and equality before the law, uphold individual rights and freedoms.

**TC20:** England and Wales, Scotland, and Northern Ireland have distinct legal systems reflecting their unique histories and governance.

**TC21:** The main sources of UK law include common law (case law or precedent) and legislation passed by Parliament.

**TC22:** The purpose of criminal law is to protect the public from harm, particularly in cases involving crimes against individuals or property.

**TC23:** Civil law exists to settle disputes between individuals or organizations, including issues like debt, personal injury, and family matters.

**TC24:** The police, judges, magistrates, and legal representatives play distinct roles and hold specific powers in enforcing and interpreting the law.

**TC25:** Citizens participate in the legal system through roles such as jurors, magistrates, special constables, or members of tribunal hearings, contributing to justice and fairness.

<p><b>RSHE</b></p>	<p><b><u>How do I have a healthy body and lifestyle?</u></b></p> <p><b>TC1-RSHE</b> - Binge drinking has significant and wide-ranging effects on both individual health and broader societal well-being.</p> <p><b>TC2 – RSHE</b> - Addiction is a complex process influenced by psychological, physiological, and social factors.</p> <p><b>TC3 – RSHE</b> - Different drugs have varying effects on the body, and are classified based on their potential for harm and legality.</p> <p><b>TC4 – RSHE</b> - Drug use and its legal consequences are shaped by national laws that aim to balance individual freedom with public safety.</p> <p><b>TC5 – RSHE</b> - Cannabis, though widely used, has significant physiological and psychological effects that impact health and behaviour.</p> <p><b>TC6 – RSHE</b> - Cannabis can be harmful despite its widespread use, and its potential for dependency and negative health outcomes is often underestimated.</p> <p><b>TC7 – RSHE</b> - Cannabis use has both legal and personal consequences that can significantly impact an individual's life and opportunities.</p> <p><b>TC8 – RSHE</b> - The debate surrounding the legalisation of cannabis involves complex arguments about individual rights, public health, and societal impact.</p> <p><b><u>How do I become an active citizen?</u></b></p>	<p><b><u>How do I keep safe?</u></b></p> <ul style="list-style-type: none"> <li>• Childline – offers advice to young people under 19 on a range of issues including online safety: <a href="http://www.childline.org.uk">www.childline.org.uk</a></li> <li>• The Mix – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: <a href="http://www.themix.org.uk">www.themix.org.uk</a></li> <li>• Youth Access – an advice and counselling network striving to improve services for young people in the UK: <a href="http://www.youthaccess.org.uk">www.youthaccess.org.uk</a></li> <li>• Relate – the UK’s largest provider of support in helping people strengthen their relationships: <a href="http://www.relate.org.uk">www.relate.org.uk</a> (Help for children and young people section)</li> <li>• the National Domestic Violence Helpline <a href="http://www.nationaldomesticviolencehelpline.org.uk">www.nationaldomesticviolencehelpline.org.uk</a></li> <li>• <a href="https://www.parliament.uk">https://www.parliament.uk</a></li> <li>• <a href="https://www.citizensadvice.org.uk">https://www.citizensadvice.org.uk</a></li> <li>• <a href="https://www.un.org/en/">https://www.un.org/en/</a></li> <li>• <a href="https://crimestoppers-uk.org">https://crimestoppers-uk.org</a></li> </ul>
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**TC9 - RSHE** - Citizens have various methods and rights to challenge governmental power and hold leaders accountable in a democratic society.

**TC10 - RSHE** - There are multiple ways to hold the government accountable, and the effectiveness of each depends on the context, the issue at hand, and the public's involvement.

**TC11 - RSHE** - Democracy is one system of government, but other political systems such as theocracies, monarchies, and dictatorships offer alternative ways of organizing power.

**TC12 - RSHE** - Human rights are universal and fundamental principles that protect individuals' dignity and freedom, regardless of nationality, ethnicity, or religion.

**TC13- RSHE** - UK law aligns with international human rights standards, but the application of these principles can vary in practice.

**TC14- RSHE** - The UK has used various methods of conflict resolution, including diplomacy, negotiation, and legal processes, to resolve modern conflicts both domestically and internationally.

**TC15- RSHE** - *Citizens can engage in various forms of activism, from voting to protesting to advocacy, to drive social and political change.*

<b>Religious Studies</b>	<p><b>TC1</b> - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination</p> <p><b>TC6</b> - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)</p> <p><b>TC4</b> - To understand that religious values can be accepted and adopted by non-religious believers</p> <p><b>TC5</b> - To understand the varying impact of modern, often secular based, challenges to religious beliefs</p> <p><b>TC3</b> - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing</p>	<p><a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a></p> <p><a href="#">Why do people commit crime? - Crime and punishment - GCSE Religious Studies Revision - BBC Bitesize</a></p>
<b>Statistics</b>	<p><b>TC1</b> - Define a hypothesis to investigate</p> <p><b>TC2</b> - Design methods for collecting primary data</p> <p><b>TC3</b> - Make inferences and/or predictions based on given data</p>	<p><b>Please refer to Microsoft Teams for the resources. Additionally, you can access My Maths to support your Statistics learning. Link and log in details are:</b></p> <p><a href="#">Statistics GCSE - MyMaths Library</a></p> <p>Username: telfordlangleypark</p> <p>Password: number</p> <p>Refer to your Pearson Revision Guide and Workbook to further support your learning.</p>
<b>Sociology</b>	<p>Introduction to Sociology</p> <p><b>TC1:</b> Culture shapes how societies live, think, and interact, through shared norms and values that influence roles, status, and identity.</p> <p><b>TC2:</b> Cultural diversity highlights how norms and values vary across societies, revealing the adaptability of human behaviour.</p>	<p><a href="#">GCSE Sociology Exam Paper 1 walkthrough (Eduqas / WJEC): Get a grade 9 in Sociology! - YouTube</a></p> <p><a href="#">Revision – Only Sociology</a></p> <p><a href="#">WJEC Eduqas GCSE Sociology Past Papers [PDFs]</a></p>

**TC3:** Sanctions (positive or negative) reinforce societal norms, maintaining order or enabling change.

**TC4:** Feral children demonstrate the absence of socialization, highlighting how norms, values, roles, and identity are learned through interaction with society.

**TC5:** Comparing feral children to culturally diverse societies illustrates the critical role of culture in shaping human behaviour and identity.

**TC6:** Human behaviour is shaped by the interplay of biology (nature) and social influences (nurture), as shown by examples of feral children.

**TC7:** Cultural diversity underscores the nurture argument, demonstrating how societal context creates varied norms, values, and identities.

**TC8:** Agents of socialization (family, education, media, peers) are the mechanisms through which individuals learn societal norms and values.

**TC9:** Each agent contributes uniquely to shaping identity, attitudes, and behaviour.

**TC10:** Socialization agents pass on culture by reinforcing norms, values, and roles that reflect societal expectations of gender, class, and ethnicity.

**TC11:** Cultural diversity challenges a one-size-fits-all socialization process, showing how identities are shaped differently across societies.

**TC12:** Informal social control (e.g., peer pressure, family influence) and formal social control (e.g., laws, regulations) work together to maintain social order.

**TC13:** Both types of social control are essential in upholding norms while allowing room for change and diversity.

#### Family

**TC14:** The family is a universal social institution, but its structure, functions, and significance vary across cultures and societies.

**TC15:** Definitions of family are shaped by cultural norms, legal systems, and individual values, making it a fluid and evolving concept.

**TC16:** Family structures reflect societal diversity and are influenced by cultural, economic, and social factors.

**TC17:** Understanding the diversity of family types (e.g., nuclear, lone parent, beanpole) challenges traditional assumptions about the "ideal" family.

**TC18:** Ethnic minority family forms often reflect cultural traditions, migration patterns, and adaptive responses to societal norms.

**TC19:** Exploring these forms highlights the intersection of culture and family practices in a multicultural society.

**TC20:** Family practices like polygamy and arranged marriages demonstrate the influence of cultural norms and religious traditions globally.

**TC21:** Policies like China's one-child policy reveal how government intervention can shape family structures and dynamics, with long-term social consequences.

**TC22:** Social, cultural, and economic changes drive family diversity, as illustrated by the Rapoport's five types of diversity (organizational, cultural, class, life-stage, and cohort).

**TC23:** Increased immigration, secularisation, and feminist ideologies have expanded the range of acceptable family forms and challenged traditional norms.

**TC24:** Family size has declined over time due to changing values, economic pressures, and advancements in contraception, reflecting broader societal shifts.

**TC25:** Immigration and cultural diversity can lead to variations in family size within the same society.

**TC26:** Changes in social norms and legal reforms have reduced stigma around cohabitation and single-parent families.

	<p><b>TC27:</b> Economic pressures and career priorities have contributed to later ages of marriage, challenging traditional life-course expectations.</p> <p><b>TC28:</b> Rising divorce rates reflect changes in laws, economic independence (especially for women), and shifting social attitudes toward marriage.</p> <p><b>TC29:</b> Serial monogamy and singlehood illustrate how individuals adapt to changing societal expectations, prioritizing personal fulfillment over traditional relationships.</p>	
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