Year 10 Threshold Concepts and Support Guidance

Spring 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 Spring 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 Spring 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 – Spring term	How to support students' learning
English	**Reading** **TC1** -Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations **TC2** – Demonstrate and appreciation of the writer's craft through analysis and critically evaluative comments **TC4** – Evaluate writer's craft including comparison skills **TC10** – Reading **Writing** **TC5** - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences **TC6** - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts **TC7** - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling **TC9** - Spelling - SPAG **Speaking and Listening** **TC8** – Speaking and listening – In different contexts and for a variety of audiences and purposes	The following websites are links that students and parents can use to support understanding of the text in preparation for examination: Component 1 Reading (eduqas.co.uk) Component 2 Reading (eduqas.co.uk) **Writing:** The following websites are links that students and parents can use to support completion of written work around the text in preparation for examination: English Language Component 1 Writing Approaches Narrative Writing Resource (eduqas.co.uk) English Language Component 2 Writing Approaches **Speaking and Listening:** Advice on preparation for the Spoken Language Endorsement can be found here: Improving Performance in Spoken Language (eduqas.co.uk) **Blended Learning:** Exam Walk Through (eduqas.co.uk) GCSE English Language - Eduqas - BBC Bitesize

| | **Unit guiding question:** How is the purpose, format and language of Romeo and Juliet presented by Shakespeare?

TC1 - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments

TC3 - Show understanding of the relationships between texts, and the contexts in which they were written

TC9 – Spelling – SPAG

TC10 – Reading | **Reading:**
For reading strategy support, please visit The National Literacy Trust:
[Improve your child's learning at home | Words for Life](#)

You can access the full text of 'Romeo and Juliet' here:
[Scenes from Shakespeare's Romeo and Juliet - The complete text of Romeo and Juliet (shakespeare-online.com)](#)
Audiobook:
[Romeo & Juliet - FULL #audiobook 🎧📖 by William Shakespeare \| \| Greatest❄AudioBooks - YouTube](#)

The following websites are links that students and parents can use to support understanding of the text in preparation for examination:
[Romeo and Juliet | Shakespeare Learning Zone (rsc.org.uk)](#)
[Romeo and Juliet - GCSE English Literature Revision - Eduqas - BBC Bitesize](#)

Writing:
The following websites are links that students and parents can use to support completion of written work around the text in preparation for examination:
[Resource (eduqas.co.uk)](#)
[Resource (eduqas.co.uk)](#)

Speaking and Listening:
•   Talk about the play at home and what students have learnt today.
•   Watch the film version of 'Romeo and Juliet'.
•   Watch a theatrical version of 'Romeo and Juliet'. |

English Literature

Maths	**Angles & Bearings** **TC163** - Use and understand bearings **Working with circles** **TC164** - identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment **TC165** - calculate arc lengths, angles and areas of sectors of circles **Vectors** **TC166** - apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors. **Ratio & fractions** **TC167** - understand the language and notation of ratio and use a ratio table to represent a multiplicative relationship and connect to other known representations **TC168** - compare lengths using ratio notation and/or scale factors; make links to similarity (including trigonometric ratios) **Percentages and Interest** **TC169** - set up, solve and interpret the answers in growth and decay problems, including compound interest **Probability** **TC170** - calculate the probability of independent and dependent combined events **TC171** - apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one	• Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths can be used to support home learning. The system will send a weekly 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.

Science (inc. RSE)	**Biology** Inheritance **TC25(B)** - Understand that organisms pass on their DNA in order to survive. Variation	 **Inheritance** • Unit: Inheritance, variation and evolution | Teacher Hub | Oak National Academy (thenational.academy) • Inheritance, variation and evolution - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize • The whole of AQA INHERITANCE, VARIATION and EVOLUTION. 9-1 GCSE Biology combined science for paper 2 - YouTube • Genetic inheritance - Genetic inheritance - AQA - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize **Variation** • GCSE Biology - Variation and Evolution #68 - YouTube • Variation - Variation - AQA - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize • Variation (6.2.1) | AQA GCSE Biology Revision Notes 2018 | Save My Exams Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

Physics Atomic Structure **TC24(P)** - Understand that there are 3 types of radiation (Alpha, Beta and Gamma) and their key properties, uses and dangers. **TC29(P)** – Understand that changes of state are caused by energy changes.	**Physics** 4. Knowledge Organisers **Atomic Structure** • Atomic structure - GCSE Physics (Single Science) Revision - AQA - BBC Bitesize • Unit: Atomic Structure | Teacher Hub | Oak National Academy (thenational.academy) • Atomic Structure (4.1.1) | AQA GCSE Physics Revision Notes 2018 | Save My Exams • Atomic structure - GCSE Physics (Single Science) Revision - AQA - BBC Bitesize • The Whole of AQA - ATOMIC STRUCTURE. GCSE 9-1 Physics or Combined Science Revision Topic 4 for P1 - YouTube **Particle Model** • The Whole of AQA - PARTICLE MODEL OF MATTER. GCSE Physics Combined Science Revision. Topic 3 for P1 - YouTube • Particle model of matter - GCSE Physics (Single Science) Revision - AQA - BBC Bitesize • Density (3.1.1) | AQA GCSE Physics Revision Notes 2018 | Save My Exams Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

	Chemistry Quantitative **TC28(C)** -To understand that total mass of reactants equals total mass of products	**Chemistry** [4. Knowledge Organisers](#) **Quantitative** • [Conservation of Mass & Balanced Chemical Equations (3.1.1) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#) • [Quantitative chemistry - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize](#) • [The Whole of AQA -QUANTITATIVE CHEMISTRY. GCSE Chemistry or Combined Science Revision Topic 3 for C1 - YouTube](#) Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can b found on the school website, in their science books and also in the student resources science folder. Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too. Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

RSE **Spring 1 – Respectful Relationships** **TC5** - Know that the portrayal of sex in pornography and other media can have an impact on sexual attitudes, expectations and behaviours **TC6** - Know how different media portray idealised and artificial body shapes and how this influences body satisfaction and body image **TC7** - Know about the different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences **Spring 2 – Intimate and Sexual Relationships** **TC7** - Know about the different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences **TC8** - That everyone has the choice to delay sex, or to enjoy intimacy without sex	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child's class Microsoft Teams can support with their understanding.

Art	**Drawing from a primary source (Personal item)** **TC1** - Understand the elements of art and how these can be used to create a piece of artwork. **TC14** - Understand how symmetry, simple geometric shapes, measuring techniques and the grid method can help with accuracy when drawing. **TC51** - Understand how to create a range of tonal values with pencil.	**Drawing from a primary source (Personal item)** The following websites are useful to reinforce the elements of Art: Elements of Art - https://www.bbc.co.uk/bitesize/topics/z9kmhyc Line - https://www.youtube.com/watch?v=WTnnHYDco9g Shape - https://www.youtube.com/watch?v=SsgT7j2-IiE Colour - https://www.youtube.com/watch?v=SH1kZeFOO70 Form - https://www.youtube.com/watch?v=9PyYSZCBGE0 Texture - https://www.youtube.com/watch?v=vTnOX5XXMIo Practise drawing different sized simple geometric shapes (squares, rectangles, triangles, circles, ellipses) as this will form the basic shapes of any drawing. Practise drawing symmetrical shapes that are regular and irregular. Talk about how simple shapes can be used to help form a plan for a larger drawing. Talk about how the different parts of the subject being drawn are the same size or smaller or larger. When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g. how many widths can fit into the length of a section. Look at the width of different parts on the subject being drawn. https://www.youtube.com/watch?v=T0AK09TTE-w How to use the 'Grid Method' when drawing – Practise producing tonal scales with different materials, e.g. a pencil, pen (biro), colouring pencil, paint etc. Pencil - https://www.youtube.com/watch?v=-5DmCre-wWE Tonal Scale

Julian Opie Style Portrait **TC52** - Understand different acrylic paint techniques.	**Julian Opie Style Portrait** Acrylic Paint Techniques SCAN ME
	Julian Opie style lino print Reductive Lino Print SCAN ME
Julian Opie style lino print **Lino Print** **TC53** - Understand the process of lino printing. **TC54** - Understand how to produce a lino print with many colours.	
Clay mobile phone **Clay Work** **TC24** - Many artists over the years have used clay as a material to produce their artwork. **TC25** - Understand that ideas can be developed from primary and/or secondary sources.	**Clay mobile phone** Research the many artists who have used clay to make their art, e.g., Grayson Perry, Rachel Dorn, Anna Collette-Hunt (Ceramicist) Students should be encouraged to take photographs (primary source) to inform and enhance the quality of their portfolio work. https://www.youtube.com/watch?v=_2OIdcc5Rg8 How to use the 'Rule of Thirds' Use a search engine to research the work of other artists etc (secondary sources) to further develop ideas for their portfolio.
TC26 - Understand the different stages of clay.	Six stages of Clay SCAN ME

	TC27 - Understand basic clay techniques.	Clay Techniques: Slip, Score and Blend SCAN ME Talk about art at home and what students have learnt at school past and present. Talk about art that is in the news – https://www.bbc.com/culture/columns/art Research art courses in the locality. Talk about further education and future careers in art.	

Citizenship	**Unit – Life in Modern Britain + Rights and Responsibilities** **TC1** – That key principles and values underpin British society today **TC2** – That there are key factors that create individual, group, national and global identities **TC3** – That there are human, moral, legal and political rights and that citizens have duties, equalities and freedoms **TC4** – That there are fundamental principles of law to ensure rights and freedoms **TC5** – The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination **TC6** – That there are rights in local and global situations where there is conflict and where rights and responsibilities need to be balanced	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child's class Microsoft Teams can support with their understanding. • AQA GCSE Citizenship | Primrose Kitten • Citizenship in the UK - GCSE PSHE and Citizenship - BBC Bitesize • The influence of the media - GCSE PSHE and Citizenship - BBC Bitesize

Computer Science	**Architecture of the CPU**	**Architecture of the CPU – Paper 1**

Architecture of the CPU

TC30-CMP - Understand what actions occur at each stage of the fetch-execute cycle

TC31-CMP - Understand the role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle

TC32-CMP Understand the purpose of each register, what it stores (data or address)

TC33-CMP – Understand the difference between storing data and an address

Primary and Secondary storage

TC40-CMP - Know why computers have primary storage and how this usually consists of RAM and ROM

TC41-CMP - Understand the key characteristics of RAM and ROM

TC42-CMP - Know why virtual memory may be needed in a system

TC43-CMP - Understand how virtual memory works

TC44-CMP - Understand how and why data is transferred of between RAM and HDD when RAM is filled

TC45-CMP - Understand why computers have secondary storage

TC46-CMP - Recognise a range of secondary storage devices/media

TC47-CMP - Know the differences between each type of storage device/medium

TC48-CMP - Compare advantages/disadvantages for each storage device

TC49-CMP - Be able to apply their knowledge of primary and secondary storage in context within scenarios

Embedded systems

TC37-CMP – Understand what embedded systems are.

TC38-CMP - Know the typical characteristics of embedded systems

TC39-CMP - Have a familiarity with a range of different embedded systems

Data types

TC34-CMP - Understand the practical use of the data types in a high-level language within the classroom

TC35-CMP - Ability to choose suitable data types for data in a given scenario

TC36-CMP - Understand that data types may be temporarily changed through casting, and where this may be useful

Programming fundamentals

TC18-CMP - Practical use of the additional programming techniques in a high-level language within the classroom

TC19-CMP - Ability to manipulate strings, including; Concatenation and Slicing

TC20-CMP - Knowledge of arrays as fixed length or static structures

TC21-CMP - Use of 2D arrays to emulate database tables of a collection of fields, and records

TC22-CMP - The use of functions

TC23-CMP - The use of procedures

TC24-CMP - Understand where to use functions and procedures effectively

TC25-CMP - The use of local variables/constants within functions and procedures.

TC26-CMP - The use of global variables/constants within functions and procedures.

Architecture of the CPU – Paper 1

https://www.bbc.co.uk/bitesize/guides/zbfny4j/revision/1

https://youtu.be/mTw8mZAvdy8

https://youtu.be/mY9bp828XyA

Primary and Secondary storage – Paper 1

https://www.bbc.co.uk/bitesize/guides/z67j2nb/revision/1

https://youtu.be/33q9JkOZoZA

https://youtu.be/c0_V1BPTiSw

Embedded systems – Paper 1

https://www.bbc.co.uk/bitesize/guides/zbfny4j/revision/1

https://youtu.be/fBW2mjtjLIw

Data types – Paper 2

https://www.bbc.co.uk/bitesize/guides/zfspfcw/revision/1

https://youtu.be/blCTdbaWhX4

Programming fundamentals – Paper 2

https://www.bbc.co.uk/bitesize/guides/z4rbcj6/revision/1

https://www.bbc.co.uk/bitesize/guides/zjdkw6f/revision/1

https://www.bbc.co.uk/bitesize/guides/z6m7xfr/revision/1

https://www.bbc.co.uk/bitesize/guides/znh6pbk/revision/1

https://www.bbc.co.uk/bitesize/guides/zb3yb82/revision/1

https://youtu.be/cAAIR-Zf3qs

https://youtu.be/Sdt3rFFsYbI

https://youtu.be/blCTdbaWhX4

https://youtu.be/X1w21py4njQ

Programming at home links

https://www.programiz.com/python-programming/online-compiler/

https://www.online-python.com/

https://replit.com/languages/python3

Knowledge organisers

	TC27-CMP - The use of arrays (passing and returning) within functions and procedures. **TC28-CMP** - The use of SQL commands: SELECT, FROM and WHERE **TC29-CMP** - Be able to create and use random numbers in a program	All knowledge organisers are available on Teams for students to use for all topics.
Creative iMedia	**Technical skills to source, create and prepare assets for use within a digital graphic** **TC62-IME** - Using the internet, stock libraries or client library to search for suitable image assets **TC63-IME** - Downloading/obtaining images and graphics copying from download folder to working asset folder **TC64-IME** - Creating original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files **TC65-IME** - Resampling of images and assets for use in a print product – checking pixel dimensions and dpi resolution for the intended size of reproduction **TC66-IME** - Rasterising vector-based graphics for use in bitmap graphics **TC67-IME** - Using different storage locations to clearly differentiate original and edited assets in separate folders **TC68-IME** - Using file formats to retain image quality (with/without transparency) **Tools and techniques to create visual identity and digital graphics** **TC76-IME** - Setting the canvas size – expanding or modifying **TC77-IME** - Using layout tools to help the placement of assets e.g grids, guides and rulers **TC78-IME** - Using drawing tools e.g. shapes, colour fill, gradients **TC79-IME** - Using brightness and contrast, levels, colour balance, hue, saturation **TC80-IME** - Using selections based on shape, colour or edge contrast **TC81-IME** - Using layers to structure a graphic, create, merge, rename, change opacity **TC82-IME** - Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures **TC83-IME** - Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour, swatches, colour picker, pencil, brush **TC84-IME** - Using typography to add information e.g. text, font, styles, sizes and effects **TC85-IME** - Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen **Techniques to save and export visual identity and digital graphics** **TC74-IME** - Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits **TC75-IME** - Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements	**Technical skills to source, create and prepare assets for use within a digital graphic** Revisit topics and test knowledge using link below – sign up necessary using school email address https://studyimedia.co.uk/courses/ Basics of Affinty Photo - https://youtube.com/playlist?list=PLjZ7Y0kROWivqtWg9hNXxUSD0FYV09wxH **Tools and techniques to create visual identity and digital graphics** **Techniques to save and export visual identity and digital graphics** https://youtu.be/l-S2Y3SF3mM Revisit topics and test knowledge using link below – sign up necessary using school email address https://studyimedia.co.uk/courses/ Layers Affinity Photo - https://youtube.com/playlist?list=PLjZ7Y0kROWisrT7neKq1Na5OwSMzZrX-R Retouching Affinity Photo - https://youtube.com/playlist?list=PLjZ7Y0kROWitA3eqaDeQ3W_a9a-dkYIur **Photo editing links – alternative free options to practice core skills** https://www.gimp.org/ https://pixlr.com/ https://www.photopea.com/ **Knowledge organisers** All knowledge organisers are available on Teams for students to recap core knowledge or to practice photo editing/creation skills **Past papers** Complete past papers https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/

DT GCSE	**Topic area 2 - Metals** **Unit guiding question:** how does metal get from source material to finished products? **By the end of this unit you will know the origins, properties, manufacturing processes and tools needed to work with metal.** **TC4-DT** - Know the physical and working properties of different types of metal. **TC5-DT** - Know the tools needed to cut, shape, join and apply finishes to metal. **TC6-DT** - Understand the source origins of metal and how it is converted to workable forms.	BBC Bitesize AQA GCSE page contains all the information needed to pass the exam. Here's a link to the metals page: **https://www.bbc.co.uk/bitesize/guides/z6d48mn**
Engineering Design	**Unit R039 – Topic Area 1: Manual production of freehand sketches - Design Development** **TC1** – Know how to produce comprehensive freehand sketches of design proposals **TC2** – Understand how to provide an adequate explanation of the key features of a design proposal with annotation considering the design specification. **TC3** - Use of CAD to produce a 3D virtual model of the design proposal.	Learn more about CAD here: Learn about different types of engineering drawing here: Follow this link to a video of how to draw in 3D using autocad https://youtu.be/mex9pYaCQuA or scan this QR code

Enterprise & Marketing	TC1 - Understand the cost of producing your product	1. [How to Price A Product in 3 Simple Steps (2022) - Shopify UK](#)
	TC2 - Understand the revenue generated by sales of your product	2. https://youtu.be/0FDgbz9err0
	TC3 - Use the formula for break-even as an aid to decision making for your business.	3. [(214) Break-Even Analysis | How to Calculate the Break-Even Point Explained. - YouTube](#)
	TC4 - Understand the importance of cash.	4. [The importance of cash flow - Cash and cash flow - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize](#)
	TC5 - Calculate costs, revenue, break-even and profit relating to a business proposal	5. [Break-even level of output - Business revenue, costs and profits - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize](#)
	TC6 - Apply an appropriate pricing strategy	6. [Pricing strategies - Price - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize](#)
	TC7 - Review the likely financial viability of a business proposal	7. [(214) Business Viability: The Cash Flow Forecast - YouTube](#)
	TC8 - Identify the risks and challenges when launching a new product	8. [Why Most Product Launches Fail (hbr.org)](#)
	TC9 - Discuss how the impacts of risks and challenges can be overcome or minimized	

Food Preparation & Nutrition	
TC1 - Understand that food is cooked to make food safe to eat, develop flavours, improve texture, improve shelf life and give variety in the diet	TC1 - Read pages 78-84 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the activity on page 84
TC2 - Understand how heat is transferred to food through conduction, convection and radiation	TC2 - Read pages 85-89 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions on page 90
TC3 - Be able to select appropriate preparation, cooking methods and times to achieve desired characteristics	TC3 - Read pages 90-101 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions on page 104
TC4 - Understand the working characteristics, functional and chemical properties of macro-nutrients and be able to apply the scientific principles underlying these processes when preparing and cooking food	TC4 - Read pages 105-137 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions on page 115, 125 AND 140 and complete the activity on page 155 – 157
TC5 - Understand the working characteristics, functional and chemical properties of raising agents and be able to apply the scientific principles underlying these processes when preparing and cooking food	TC5 - Read pages 140-115 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions and the activity on page 154
TC6 - Know the signs of food spoilage and understand enzymic action, mould growth and yeast action	TC6 - Read pages 158-164 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions on page 161 and 164
TC7 - Understand the use of microorganisms in food production and be able to apply the scientific principles underlying these processes when preparing and cooking food	TC7 - Read pages 164-170 of the **online textbook**(username: STELFORDLANGLEY3 password: STUDENT3) Use that information to answer the practice questions on page 171
TC8 - Know the different sources of bacterial contamination, the main types of bacteria which cause food poisoning, the main sources and methods of control of different food poisoning bacterium types and the general symptoms of food poisoning	TC8 - Read pages 216-220 of the**online textbook** (username: STELFORDLANGLEY3 password: STUDENT3)
TC9 - Know and apply food safety considerations when preparing, storing and cooking food.	TC9 - Read pages 220-234 of the **online textbook** (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the activities on pages 221 and 223 and answer the practice questions on page 236.

French	**TC30** - In French, there are several translations of the preposition "in".	To be an independent language learner and to revise and practise the work completed on the topic of **Town and Local Environment** you should:
	TC31 - Most French adjectives are positioned after the noun and agree with the gender of the noun they are describing.	• Use the knowledge organisers to revise and practise essential knowledge and vocabulary.
		• Use class material on Class Teams to revise lessons.
	TC32 - To form the superlative in French, the structures "le plus / le moins "+ adjective are used. Unlike in English, there is no equivalent to the suffix "-est" in French. The position of the superlative structure is determined by the position of the adjective used. Most superlative structures go after the noun.	• Use www.memrise.com, www.linguascope.com (Username: Langleymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation.
		• Use www.oaknationalacademy.com to access lessons on the topic of Town, which consolidate the material covered in class
	TC5 – Questions are formed in different ways in French.	

This QR code will take you directly to an explanation about the various translations of the word "in/to"
https://www.bbc.co.uk/bitesize/guides/zms9hbk/revision/3

This QR code will take you directly to a BBC Bitesize explanation about how adjectives work in French
https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/z4q28xs

This QR code will take you directly to a BBC Bitesize explanation about the superlative in French
https://www.bbc.co.uk/bitesize/guides/z7rwpg8/revision/6

This QR code will take you directly to a BBC Bitesize explanation about question formation in French
https://www.bbc.co.uk/bitesize/guides/zvsr7nb/revision/1

Geography	**Unit Guiding Question: What are Rural to Urban Links?** **TC4** - Understands processes, both physical and human are key to explain what the earth is like and why it is changing **TC8** - Recognises and understands that there are numerous natural and human patterns found on earth that are not random **TC6** - Understands the importance that a range of perspectives exist about an issue to be able to find the most appropriate solution **TC7** - Recognises and understands that sustainability is a key strategy in a range of geographical areas **TC2** - Understands scale and how processes and patterns differ at different stages **TC1** - Understands how to use and interpret a range of data, sources of geographical information and terminology including maps, graphs and photographs	Check out BBC Bitesize: Rural-Urban Links https://www.bbc.co.uk/bitesize/topics/zs7k4j6 Check out BBC Bitesize: Geographical Skills: https://www.bbc.co.uk/bitesize/topics/z3p2qty Watch clips from BBC Teach: https://www.bbc.co.uk/teach/gcse-national-5-geography/zfd6gwx Test yourself using the following quiz site: https://www.educationquizzes.com/gcse/geography/ Watch regular news updates – national and international e.g. the BBC
Graphic Design	**Learning topic 2: the work of graphic designers** **TC1 -** Understand a range of graphic design work and their associated features. **TC2** – Know about a range of different employment opportunities in the graphic design sector.	Follow these links and QR codes to learn about Graphic designers at work **https://youtu.be/O4qX6Lzojyc** **https://youtu.be/KuK6EDk2T6s** **Follow this link to the qualification specification for all details about the graphic design course.** **https://www.qualhub.co.uk/media/26338/603-0845-x-qualification-specification-version-76-draft.pdf**

Health & Social Care	**What sources of support are on offer to help individuals with the impacts of life events?** **TC9** – Describe sources of support that meet individual needs. **TC10**- Describe the role of practitioners in providing support. **TC11** – Describe the role of informal care givers in providing support.	English - Career based session - Care work | Skillsworkshop - click on the Resource File to learn about care workers. Search results for person centred care (scie.org.uk) Person-centred care Public sector: Nursing and care - BBC Teach NHS Long Term Plan
History	**TC37** - Different events throughout history have an impact on the development of crime and punishment. **TC38** - The types of crime committed reflect the nature of society during that time period. **TC39** - The leadership of a country will have an impact of the effectiveness and nature of law enforcement during their rule. **TC40** - Punishments occur for a number of reasons and the key reasons will reflect the nature of society during that time period. **TC43** - The role of the government had a more significant impact in the Industrial period that then of the monarchy. **TC44** - The focus of punishment in the Modern period is reform rather than purely discipline. **TC45** - Law enforcement has returned where possible to community methods of policing due to a huge increase in population.	• Access Microsoft Teams to revisit lesson power points covering knowledge and skills which you are unsure of to build your confidence. • Attend Year 10 History Intervention in Room 21 on a Thursday after school from 2:35 – 3:30 to cover exam skills in more detail and any areas of knowledge which you are finding the most difficult. • Use your Crime and Punishment revision guide which has been printed and provided as part of your Crime and Punishment folder. You can access the revision guide electronically by using the link below: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=981 • Use the blended learning resources below to develop your understanding of the key themes in Crime and Punishment and check your knowledge. Causes of crime - Causes of crime - Blended Learning (d3kp6tphcrvm0s.cloudfront.net) Nature of Crime - Nature of crime - Blended Learning (d3kp6tphcrvm0s.cloudfront.net) Enforcing law and order - Enforcing law and order - Blended Learning (d3kp6tphcrvm0s.cloudfront.net) Methods of combating crime - Methods of combatting crime - Blended Learning (d3kp6tphcrvm0s.cloudfront.net) Methods of Punishment- Methods of punishment - Blended Learning (d3kp6tphcrvm0s.cloudfront.net) Attitudes - Attitudes to punishment - Blended Learning (d3kp6tphcrvm0s.cloudfront.net)

Music	**Unit guiding questions:** What is Popular Music? How can we identify it? How do we develop performing skills individually and in groups to communicate musically with fluency and control? **TC1-MU** - Demonstrate and apply musical knowledge **TC2-MU** – Use appraising skills to make evaluative and critical judgements about music **TC4-MU** – Perform with technical control, expression and interpretation	- Try to expose your child to as wide a variety of music as you can. Attend music concerts of all types and introduce your child to choirs and orchestras. - Ask your child to listen to the music played while you are out in shops, restaurants, and other public places. Do they notice any differences between the types of music played in different places? - Many pupils wish to extend their musical experience through in-depth study of a particular instrument or the voice by taking Instrumental / Vocal Lessons. If your child is interested in learning an instrument/singing please see Mrs Williams for a letter. - Telford and Wrekin Music Service is our local music service hub. They offer a wide range of ensembles that you can join as well as offering instrumental hire and invaluable experience for young people with high musical aspirations: Telford & Wrekin Music (telfordandwrekinmusic.co.uk) - Undertaking extra-curricular activities has far-ranging benefits including learning new skills, boosting academic performance, developing broader social skills and improving time management. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts. - Bandlab for Education - An award-winning online music platform where students can embark on a music-learning journey that unleashes their creativity and foster collaboration with peers: https://edu.bandlab.com/ - BBC 10 Pieces - BBC Ten Pieces consists of ten performances of classical music which aim to open up the world of classical music to 7-14 year-olds across the UK and inspire them to develop their own creative responses to the music: https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39 - KS4 Music Bitesize - A website designed to help learn about topics covered at KS4, support learning and find out about careers in music: GCSE Music - Eduqas - BBC Bitesize - Little Kids Rock Jam Zone - Learn to play your favourite band skills instruments and songs: https://jamzone.littlekidsrock.org/ - Music Theory - Free online lessons and exercises to help learn about the theory behind music: https://www.musictheory.net/

PE Core	**Spring:**
	
	TC50 – Explain the short and long term effects of training.
	
	TC53 – Plan and implement advanced tactics and strategies.
	
	TC54 – Design an effective group routine using advanced skills showing good precision, control and fluency.
	
	TC55 – Be consistently respectful with a highly positive working relationship to staff and other students.
	
	TC56 – Lead others to increase participation.
	
	TC59 – Can demonstrate good control of emotions and sportsmanship.
	
	TC60- Consistently select, apply and adapt a variety of advanced skills in competitive situations.
	
	TC63 – To anticipate and effectively respond to changes in situations in physical activity and sport.
	
	TC64 - Perform an advanced sequence with expression, timing, control and fluency.
		• Students will learn what it means to plan and implement (put in place) tactics in a competitive situation. For example:
		   o In badminton - the tactic could be to play to the space to make the opponent run more.
		   o In basketball – the tactic could be passing wide on the court to make use of the space.
		
		• Showing good communication in a variety of ways is an important skill to have.
		• Verbal communication is the most common type, using clear concise language and words that most can understand.
		
		• Students will learn to improve performance of skills by showing good control and consistency.
		• <u>Control</u>
		   o Knowing exactly how to perform the skill, and move the body and limbs in the correct place to ensure the skill is completed
		• <u>Consistency</u>
		   o Repeating the skill over and over again, with correct technique and control.

PE GCSE	<u>**Spring:**</u> **TC9** – People rely on their bones, joints and muscles in order to do a sport. **TC10** – The Musculoskeletal system includes all the bones and muscles in the body **TC11** – The musculoskeletal system works together to create movement **TC12** – There are number of different types of joints **TC13** – There are several different types of muscles **TC14** - Different muscles create different types of movement	**Muscle Fibre Types** **https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/5** **Type 1a** - Aerobic exercise - Slow twitch - Slow contraction speed - Low amount of force produced - Marathon/long distance runners would need lots of these. **Type 2a** - Anaerobic exercise (can be trained to be aerobic) - Fast twitch - Medium/fast contraction speed - Medium/high force produced - Medium distance events like 800m **Type 2x** - Anaerobic exercise - Fast twitch - Fast contraction speed - High force produced - Short intensity like 100m sprint **The Skeletal System** **https://www.bbc.co.uk/bitesize/guides/zxc34j6/revision/1** **The Cardiovascular System** **https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/1**

Performing Arts	**Unit guiding questions:** How are professional performances/productions created? (LAA) What skills, techniques and approaches are used by professionals to create performance/production work? (LAB) How can we develop skills and techniques in the Performing Arts? **TC1-PA** – Knowledge of how professional performance or production work is created through investigation **TC2-PA** - Understanding of the skills, techniques and approaches used by professionals to create performance/production work **TC3-PA** – Use rehearsal or production/design processes **TC4-PA** – Apply skills and techniques in performance or realisation **TC5-PA** – Review own development and application of performance or design skills	• 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. • Watch theatre productions. - Local Theatres - Theatre Severn , The Place Telford . • 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: KS3 Drama - BBC Teach, Drama - BBC Bitesize, Drama - BBC Bitesize • **We are also a subscriber to the National Theatre Collection. Login:** https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12 **Username: CKFGUG Password: YBGHUA**
PSHE	**Spring 1 – Health and Wellbeing** **TC6** – Know the characteristics of mental and emotional health **TC7** - Know that there are a range of strategies — cognitive and practical — for promoting emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns **TC8** - That you can make informed lifestyle choices regarding sleep, diet and exercise **Spring 2 – Work Experience** **TC9** - Understand how to research, secure and take full advantage of any opportunities for work experience that are available	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child's class Microsoft Teams can support with their understanding. • Home - Kooth • YoungMinds	Mental Health Charity For Children And Young People	YoungMinds • Samaritans	Every life lost to suicide is a tragedy	Here to listen • Teenage Cancer Trust	UK Cancer Charity • Home - Youth Employment UK • Careers advice - job profiles, information and resources	National Careers Service

Religious Studies	**Spring – Religion and Morality** **TC1** - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination. **TC2** - To understand that religious practices have varying levels of adoption. **TC3** - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing. **TC4** - To understand that religious values can be accepted and adopted by non-religious believers. **TC5** - To understand the varying impact of modern, often secular based, challenges to religious beliefs **TC6** - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community). **TC7** - To understand the variety of sources of authority within religion and the different approaches to them. **TC8** - To understand the symbolisms found within religion.	• There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child's class Microsoft Teams can support with their understanding. • [The nature of human infertility and the means to overcome it - Developments in bioethics - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize](#) Saviour Siblings

Sports Studies	**TC1-SST** - Be able to use skills, techniques and tactics as an individual performer **TC2-SST** - Be able to use skills, techniques and tactics as a team performer **TC3-SST** - Be able to apply practice methods to support improvements in an individual sporting activity **TC4-SST** - Be able to apply practice methods to support improvement in a team sporting activity	Understanding the rules of sport - https://www.rulesofsport.com/ Skills for each individual sport required to score highly in unit: Badminton - https://www.badmintonskills.net/badminton-skills-and-techniques/?utm_content=cmp-true Basketball - https://www.sportsrec.com/8072917/the-five-basic-skills-of-basketball Football - https://www.youtube.com/watch?v=BJJb3-O0Q1U Understand what training and session plans for sporting activities involve. Here are some examples and ideas: https://www.sportsessionplanner.com/s/GAjX/Full-90-minute-training-session-First-touch-Ball-control-in-the-Attack.html?interface=en https://www.badmintonengland.co.uk/on-court/school-resource-hub/
Statistics	**TC4** – Select the appropriate representation to use **TC5** – Decide whether to group data into class intervals **TC6** – Recognise well-presented and poorly presented data	**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:** Statistics GCSE - MyMaths Library Username: telfordlangleypark Password: number Refer to your Pearson Revision Guide and Workbook to further support your learning.
Travel & Tourism	**TC1** - Identify the major components of the UK travel and tourism industry **TC2** - Research and describe the ownership and aims of travel and tourism organisations and how they work together **TC3** - Understand the role of consumer technology in travel and tourism **TC4** - Identify visitor destinations **TC5** - Describe different types of tourism and tourism activities **TC6** - Research and identify the popularity of destinations with different visitor types **TC7** - Understand the different travel options to access tourist destinations	Student eBook: Telford Langley School - tech-award-1-final-with-cover (2).pdf - All Documents (sharepoint.com) Travel and Tourism Specification document: Specification - Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 2022 Issue 3 Customer Service in Travel and Tourism Resources: Customer Service in Travel & Tourism Resources (tandtpublishing.co.uk)