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
English Language	**Unit guiding question:** How can I read and write with a purpose, be aware of the audience and use the correct format? **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	**Reading:** For reading strategy support, please visit The National Literacy Trust: Improve your child's learning at home | Words for Life 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

| English Literature | **Unit guiding question:** What is the moral message of A Christmas Carol and how is it presented by Dickens?

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 'A Christmas Carol' here:
myON®
The Project Gutenberg eBook of A Christmas Carol, by Charles Dickens
Audiobook:
A CHRISTMAS CAROL - FULL AudioBook by Charles Dickens
Abridged Audiobook:
English: A Christmas Carol - BBC Teach

The following websites are links that students and parents can use to support understanding of the text in preparation for examination:
A Christmas Carol - 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:
A Christmas Carol - GCSE English Literature Revision - Eduqas - BBC Bitesize

Speaking and Listening:
• Talk about the story at home and what students have learnt today.
• Watch the film version of 'A Christmas Carol'.
• Watch the film version of 'The Man Who Invented Christmas'.

Blended Learning:
Blended Learning Resource (eduqas.co.uk)
Please visit your child's English class on Microsoft Teams for extended learning opportunities. |

| Maths | **Congruence, similarity, and enlargement**

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 | • 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.

• 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. |

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

RSE

What is a Respectful Relationship?

TC50-RSE – Know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

TC51-RSE – Know that there are strategies to manage the strong emotions associated with the different stages of relationships

TC52-RSE – Know that there are ways to manage grief about changing relationships

TC53-RSE – Know that there are strategies to challenge all forms of prejudice and discrimination

How do I Stay Safe?
TC50-RSE – Know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

TC54-RSE – Know that there are strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help

TC55-RSE – Know that there are indicators of unhealthy relationships
TC56-RSE – Know that there are laws relating to abuse in relationships, including coercive control and online harassment

TC57-RSE – Know that there are challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

TC58-RSE – Know that there are laws relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

RSE:

- NHS Website https://www.nhs.uk/live-well/sexual-health/

- https://www.gov.uk/government/ministers/minister-for-women-and-equalities--3 Minister For Women and Equalities UK Gov Website

- https://www.acas.org.uk/index.aspx?articleid=6078 ACAS

- https://www.victimsupport.org.uk/crime-info/types-crime/sexual-   harassment Victim Support Website

- https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/how-to-report-rape-and-sexual-assault/ Met Police Website for Reporting Sexual assault and Rape

- http://www.forwarduk.org.uk Charity that campaigns against FGM

- The National Domestic Violence Helpline www.nationaldomesticviolencehelpline.org.uk 0808 2000 247

- The 'This Is Abuse' campaign has a detailed list of organisations you can contact for help http://thisisabuse.direct.gov.uk/need-help

- Broken Rainbow provides support to lesbian, gay, bisexual and transgender people in abusive relationships www.brokenrainbow.org.uk/

Art	**Mood board** **TC47** - Understand that a mood board is an effective method to generate ideas **Artists Research** **TC28** - Understand the main components of an artist research page **TC48** - To gain knowledge and understanding of a chosen artist **TC49** - Understand how photography can be used to inform a final art outcome **TC50** - Understand the reasons for, and why making a copy of the work of a chosen artist, is important	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 • Pinterest is a good resource to gain ideas to develop ideas for a personal outcome – https://www.pinterest.co.uk • Research the many examples of mood boards and artist research pages on the internet. • 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. Watch 6 photography lessons by the Oak National Academy https://classroom.thenational.academy/units/photography-aee1 Students should be encouraged to take photographs to inform and enhance the quality of their portfolio work. How to use the 'Rule of Thirds' https://www.youtube.com/watch?v=_2OIdcc5Rg8 How to use the 'Grid Method' when drawing – https://www.youtube.com/watch?v=T0AK09TTE-w

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.

Citizenship	**TC1-CIT** – Understand key concepts including British values, identity, and diversity **TC2-CIT** – Be aware of equality legislation **TC3-CIT** – Understand press censorship **TC4-CIT** – be aware of the UK's role in key international organisations including the UN and NATO **TC5-CIT** – Understand how citizens can work together to bring about change within communities locally and at a national level	Course material support: AQA GCSE (9-1) Citizenship Studies Second Edition: Amazon.co.uk: Mitchell, Mike: 9781398322936: Books Examination preparation questions: AQA GCSE (9–1) Citizenship Workbook: Amazon.co.uk: Mitchell, Mike: 9781398317208: Books Homework resources: Citizenship lessons for Key Stage 4 students - Oak National Academy (thenational.academy)

Computer Science	**Boolean logic**
	TC1-CMP - Knowledge of the truth tables for each logic gate
	TC2-CMP - Recognition of each gate symbol
	TC3-CMP - Understanding of how to create, complete or edit logic diagrams and truth tables for given scenarios
	TC4-CMP - Ability to work with more than one gate in a logic diagram
	
	Computational thinking
	TC5-CMP - Understanding of key computational principles and how they are used to define and refine problems
	
	Data storage
	TC6-CMP - Understand Denary number range 0 – 255
	TC7-CMP - Understand Hexadecimal range 00 – FF
	TC8-CMP - Understand Binary number range 00000000 – 11111111
	TC9-CMP - Understanding of the terms 'most significant bit', and 'least significant bit'
	TC10-CMP - Understand the process of conversion of any number in these ranges to another number base
		Computer Science:
		• Encourage use of technology at home e.g. Teams
		
		• Link below covers whole curriculum – videos are available on PC, laptop, tablet, or phone:
		  https://student.craigndave.org/gcse-ocr-j277-computer-science-videos
		
		• Link below covers both exam papers, each section has activities to be completed in your own time:
		  https://computerscienced.co.uk/site/ocr-computer-science-gcse-j277/
		
		• Link below for YouTube videos to reinforce knowledge:
		https://www.youtube.com/watch?v=7Up7DIPkTzo&list=PLCiOXwirraUAEhj4TUjMxYm4593B2dUPF
		
		• Encourage programming at home, links below to help:
		  https://www.programiz.com/python-programming/online-compiler/
		  https://www.online-python.com/
		  https://replit.com/languages/python3
		
		• Encourage use of Minecraft Education Edition (Python Programming) – this will reinforce knowledge learnt in class:
		  https://education.minecraft.net/en-us

	TC11-CMP - Ability to deal with binary numbers containing between 1 and 8 bits e.g. 11010 is the same as 00011010 **TC12-CMP -** Understand the effect of a binary shift (both left or right) on a number **TC13-CMP** - Carry out a binary shift (both left and right) **Designing, creating and refining algorithms** **TC14-CMP** - Produce simple diagrams to show, the structure of a problem and Subsections and their links to other subsections **TC15-CMP** - Complete, write or refine an algorithm using the techniques listed **TC16-CMP** - Identify syntax/logic errors in code and suggest fixes **TC17-CMP** - Create and use trace tables to follow an algorithm	
Creative iMedia	**Audience demographics and segmentation** **TC1-IME** - Know the different categories of audience segmentation **TC2-IME** - Know examples of the way audiences are grouped for each segmentation type **TC3-IME** - The reasons for, and benefits of, audience segmentation **TC4-IME** - How audience characteristics influence the design and product of media product **Documents used to design/plan media products** **TC5-IME** - Know the purpose of each design/planning document **TC6-IME** - Know the components and conventions of each design/planning document **TC7-IME** - Know the hardware and software used to create each design/planning document **TC8-IME** - Know the users of each design/planning document	**iMedia:** • Encourage use of technology at home • Knowledge organisers are available to students through Teams for all topics covered in Autumn term. • Revisit topics and test knowledge using link below – sign up necessary using school email address https://studyimedia.co.uk/courses/ • Revise using interactive flashcards to test core concepts https://studyimedia.co.uk/imedia-r081-revision/r081-flash-cards/ • Quiz using interactive digital quizzes https://studyimedia.co.uk/r081-imedia-revision-quiz/ • Complete past papers https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/ • Practice photo editing (use links below for free alternatives to Photoshop/Affinity) https://www.gimp.org/

TC9-IME - When each design/planning document is appropriate for use **TC10-IME** - What makes each design/planning document effective **TC11-IME** - How to improve the effectiveness of design/planning documents for users in given contexts **Graphic design concepts and creation** **TC12-IME** - The importance of graphic designs that incorporate visual identity and house style **TC13-IME** - Why typography is important to convey clear message using suitable text fronts and sizes **TC14-IME** - Colour systems and colour trends e.g. Pantone, NCS **TC15-IME** - Use colour to convey the intended meaning **TC16-IME** – Understand typical layouts designs for various products **How style, content and layout are linked to purpose** **TC17-IME** - Know the different purposes of media products **TC18-IME** - Know how style, content and layout are adapted to meet each purpose **TC19-IME** - Know how to recognise keywords and information in client briefs **TC20-IME** - Know the requirements in client briefs that inform planning **TC21-IME** – Know why requirements in client briefs can constrain planning and production **TC22-IME** - Know how to interpret requirements in client briefs to generate ideas and plan **TC23-IME** - Know the different ways that client briefs are communicated **Media codes used to convey meaning, create impact and/or engage audiences** **TC24-IME** - Know the different technical, symbolic and written codes used to convey meaning, create impact and/or engage audiences	https://pixlr.com/ https://www.photopea.com/ • Use of the YouTube link below to recap concepts https://www.youtube.com/playlist?list=PL04uZ7242_M6Ft4t0IUOzhjjvNXIiOqXe

TC25-IME – Know how codes are used to convey meaning, create impact and/or engage audiences
TC26-IME - Know how the codes used relate to audience, purpose, and context
TC27-IME - Understand how the combination of content and codes work together to convey meaning, create impact and engagement

Media industry sectors and products
TC28-IME - Know the different sectors that form the media industry and how these are evolving
TC29-IME - Know the types of products produced by, and used in different sectors
TC30-IME - Know that the same product can be used by different sectors

Properties of digital graphics and use of assets
TC31-IME - Understand the limitations of bitmap/raster file formats in terms of how many colours are supported, scalability and whether transparent backgrounds can be included
TC32-IME – Understand the benefits of vector file formats, scalability for large print use
TC33-IME - Use search engine filters
TC34-IME - Use image stock libraries terms and conditions
TC35-IME – Understand the limitations of re-using social media content
TC36-IME – Understand the rights and permissions for the use of client owned and third-party assets
TC37-IME - Understand the rules around Permitting use of own photographs and graphics in a client product
TC38-IME - Understand how to use asset tablets to record licence/copyright information

Propose, features, elements and design of visual identity
TC39-IME – Understand what is meant by visual identity

TC40-IME – Understand that visual identity is used to communicate the nature of brands and business' services or products **TC41-IME** – Understand the component features of visual identity **TC42-IME** – Understand the elements of visual identity **TC43-IME** - Understand how visual identity relates to brand identity **TC44-IME** – Understand how visual identity elements are influenced by business type, brand values and brand positioning **TC45-IME** – Understand how visual identity elements are combined to shape perception and create emotional response **TC46-IME** – Understand that visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market **TC47-IME** – Understand that if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose **TC48-IME** - Understand how to use appropriate elements to create visual identity suitable for different target audiences/consumers **Work planning and documents used to support ideas generation** **TC49-IME** – Understand the purpose of work planning **TC50-IME** - Know the components of workplans **TC51-IME** – Understand the role of workplan components in work planning **TC52-IME** – Be aware of the advantages of using workplans **TC53-IME** – Understand how workplans are used to manage time, tasks. **TC54-IME** – Be aware of the activities and resources for individuals and large teams **TC55-IME** - Know the purpose of each document **TC56-IME** - Know the components and conventions of each document		

	TC57-IME - Know the hardware and software used to create each document **TC58-IME** - Know the users of each document **TC59-IME** – Know when each document is appropriate for use **TC60-IME** – Know what makes each document effective **TC61-IME** – Know how to improve the effectiveness of documents for users in given contexts	
Design & Technology	**Unit guiding question:** how does wood get from source material to finished products? **TC1-DT** - Know the physical and working properties of wood **TC2-DT** - Know the tools needed to cut, shape, join and apply finishes to wood **TC3-DT** - Understand the source origins of wood and how it is converted to workable forms	You can support your child's learning by studying all aspects of the course here: You can practice past exam papers by downloading them from the AQA website:
Engineering	**Unit RO39 guiding question:** How are engineering designs communicated? **TC1-ENG** - Unless designers can communicate their ideas to others, then it is unlikely that their engineering designs will be fully appreciated **TC2-ENG** - 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	Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home. Learn more about CAD here: Learn about different types of engineering drawing here: Scan this to see a page about isometric drawing with links to other pages on technologystudent.com containing downloadable drawing exercise for you to practice at home.

Enterprise & Marketing	**R067 - Market research, data, and market segmentation** **TC1 -** Define the characteristics of successful entrepreneurs **TC2 -** Identify rewards and drawbacks for risk taking when creating your own business **RO68** - **Market research, sampling methods using research tools and reviewing market research** **TC3 -** Carry out market research to aid decisions relating to a business proposal, looking to cover these points **TC4 -** Choose the correct sampling methods and appropriate market research tools for your proposal **TC5 -** Be able to review the results of the market research you have carried out **RO68 Identify a customer profile** **TC6 -** Identifies potential customers and builds a customer profile based on market research findings **TC7 -** Can create a design mix for a new product	The following links give you details about each section covered within topic. Please familiarise yourself with these. • [Characteristics of an entrepreneur - The role of business enterprise and entrepreneurship - OCR - GCSE Business Revision - OCR - BBC Bitesize](#) • [(204) Risk & Reward of Enterprise & Entrepreneurship - YouTube](#) • [(204) Market Research | The Purpose of Market Research Explained | Lego, Gymshark & Apple Examples - YouTube](#) • [Sampling (Random and Quota) - Market research - Higher Business management Revision - BBC Bitesize](#) • [How to Conduct a Business Market Analysis (businessnewsdaily.com)](#) • [(204) Customer Profile - YouTube](#) • [(204) The Design Mix - YouTube](#)

Food Preparation and Nutrition

TC1-FD - The food choices that we make have an effect on our bodies and health

	Key Knowledge
a.	Know that there are safety and hygiene procedures that must be followed in order to reduce the risks when preparing, cooking and serving food.
b.	Know that protein is a macro nutrient that is made up of amino acids.
c.	Know that proteins have different biological values
d.	Know that protein is needed for growth, repair and maintenance of the body.
e.	Know that proteins come from different plant and animal sources.
f.	Know the recommended amount of protein per day and understand that too much or too little protein can cause health problems.
g.	Know that fat is a macro nutrient that is made up fatty acids and that different foods have different types of fatty acids.
h.	Know that fat is needed for energy, insulation and to provide fat soluble vitamins A, D, E and K.
i.	Know that fat come from different plant and animal sources.
j.	Know the recommended amount of fat per day understand that too much or too little fat can cause health problems.
k.	Know that carbohydrate is a macronutrient which is found in plant foods.
l.	Know that there are two groups of carbohydrates: Sugars and complex carbohydrates
m.	Know that carbohydrates are the main source of energy and also a good source of dietary fibre.
n.	Know the recommended amount of carbohydrate per day understand that too much or too little carbohydrate can cause health problems.
o.	Know that vitamins and minerals (micronutrients) are chemical substances that are naturally found in a wide range of unprocessed plant and animal foods.

p.	Know that vitamins and minerals promote health and help prevent disease.
q.	Know that each vitamin and mineral is given a different chemical name and letter to distinguish it from other.
r.	Know the recommended amount of each vitamin and mineral per day understand that too much or too little of each one can cause health problems.
s.	Know that water is found in every cell of the body and essential for life, being responsible for controlling body temperature, needed for chemical reactions in the body, removing waste products from the body.
t.	Know that water is found naturally in many foods and is also added to many foods.
u.	Know the recommended amount water per day understand that too much or too little water can cause health problems.
v.	Understand that a variety of food and drinks are needed for health, as depicted by the Eatwell Guide and that a healthy balanced diet is a diet that contains the correct proportion of macro and micronutrients and water necessary for good health.
w.	Know that from the age of 2, everyone should eat a variety of foods in the proportions shown on the Eatwell guide and understand that different people have different nutritional needs at different stages of life.
x.	Know that when planning meals, it is important to remember that some people have specific dietary needs including allergies and intolerances, medical or health conditions that require them to either avoid or eat more of certain foods.
y.	Know that different types of food provide different amounts of energy and to be healthy, energy balance should be achieved.
z.	Understand that there is a dependent relationship between diet, nutrition and health.

To better understand the safety and hygiene procedures that must be followed in order to reduce the risks when preparing, cooking and serving food, use everyday experiences as learning opportunities. This might be helping out, washing up or putting the shopping away according to safe food storage guidelines.

To better understand protein, read pages 2-7 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the practice questions on page 7. STRETCH AND CHALLENGE: complete the mind map activity on page 6.

7-10. To better understand Fats, read pages 10-13 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3)
Use that information to complete the practice questions on page 16

11-14. To better understand carbohydrates, read pages 16-19 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3). Use that information to complete the practice questions on page 21. STRETCH AND CHALLENGE: complete the stretch and challenge activity on page 21.

15-18. To better understand micronutrients, read pages 22-35 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the practice questions on page 30 and 35. STRETCH AND CHALLENGE: activities on page 26 and 34.

		19-21. To better understand hydration, Read pages 36-37 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3). Use that information to complete the practice questions on page 37.
		22-24. To better understand current guidelines for a healthy balanced diet, read pages 38-57 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the practice questions on page 57. STRETCH AND CHALLENGE: complete the stretch and challenge activities on pages 43, 46, 49 and 53.
		25. To better understand the energy balance, read pages 58-62 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3). Use that information to complete the practice questions on page 62. STRETCH AND CHALLENGE: complete the activity on pages 62
		To better understand the relationship between diet, nutrition and health, read pages 70-77 of the online text book (username: STELFORDLANGLEY3 password: STUDENT3) Use that information to complete the practice questions on page 77. STRETCH AND CHALLENGE: complete the stretch and challenge activity on page 77.
French	**Module Topic: Free Time** **TC27** - 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 **TC19** - 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 **TC8** - 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"	To be an independent language learner and to practise and revise the work on **Free Time**, you should: Use the **knowledge organisers** to revise and practise essential vocabulary. Use class material on **Class Teams** to revise lessons. Use www.memrise.com, www.linguascope.com (Username: Langelymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation. Log in to **Active Learn** (individual passwords needed) and complete the listening and reading tasks set by your class teacher. Use the following QR code to revise the **comparative:** https://www.bbc.co.uk/bitesize/guides/z6n4t39/revision/5 The following QR code will take you to revision of **"depuis":** https://www.bbc.co.uk/bitesize/guides/z87jq6f/revision/5

	TC28 - There are several two-part structures used in French to make a sentence negative. They parts are sandwiched around the conjugated verb **TC29** - 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"	The following QR code will take you to revision of the different **negative structures**: https://www.bbc.co.uk/bitesize/guides/zb8t47h/revision/2 The following QR code will take you to revision of the verb **"faire"** in the present tense: FAIRE (Present Tense) - Positive - Memrise Use this QR code to access **Oak National Academy** lessons on Free Time, which cover all the vocabulary and grammar covered in class: https://classroom.thenational.academy/units/free-time-2cc7
Geography	**Unit guiding question: What are Landscapes and Physical Processes?** **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 **TC5** - Recognises and understands the earth is constantly changing **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	Check out BBC Bitesize: Landscapes and Physical Process: https://www.bbc.co.uk/bitesize/topics/zqcysg8 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

	TC1 - Understands how to use and interpret a range of data, sources of geographical information and terminology including maps, graphs and photographs	
Graphic Design	**Unit guiding question:** What are the six components of Graphic design? **TC1-GR** - Develop an understanding of the components of graphic design through experimental work	The six components of graphic design are Line, Tone, Colour, Typography, Imagery and Composition. You can learn more about these components and more about graphic design on this excellent youtube channel:
Health and Social Care	**TC1-** Life Stages - Describe life stages and key milestones of growth and development for age groups. **TC2 -** Know the physical, intellectual, emotional and social development across the life stages. **TC3 -** Understand factors affecting growth and development across the life stages. **TC4 -** Describe how individuals growth and development can be affected. **TC5 -** Describe expected and unexpected life events. **TC6 -** Explain the impact life events have on individuals.	https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx Ignore stages 1 and 2 for this unit. Child Development | NHS GGC https://www.cdc.gov/ncbddd/actearly/milestones/index.html Your baby's health and development reviews - NHS (www.nhs.uk) Human Life Cycle Vocabulary | Human Life Cycle in Less Than 3 Minutes - YouTube You can research the following people as examples; · Jessy Nelson – mental health issues and part of abuse when in Little Mix. 'Odd One Out' on BBC iPlayer is a good documentary

		· <u>Abbie Quinnen</u> – fire accident · <u>Tiger Woods</u> – back injuries and marriage ending · <u>Lady Gaga</u> - PTSD · <u>Britney Spears</u> – child star; breakdown conservatorship · <u>Zara McDermott</u> – experience of 'revenge porn'. BBC iPlayer has a good documentary named Zara McDermott – Revenge Porn. · <u>Gemma Collins</u> – rise to fame through TOWIE · <u>Michelle Heaton</u> – alcohol addiction · <u>Kate Middleton</u> – married into the Royal family · <u>Harvey Price</u> – in the spotlight with having mum Katie Price. Born with <u>Septo-optic Dysplasia, autism and Prader-Willi syndrome and starting college</u>. Good documentary on BBC iPlayer 'Harvey and Me' · <u>Daisy Mae Demetre</u> – double amputee and fashion model · <u>Katie Piper</u> – acid attack
History	**Changes in Crime and Punishment in Britain, c.500 to the present day – Middle Ages C.500-1500 -** 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 **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 **TC41** - The idea of community was important in the Middle Ages when the population was lower, and people lived in villages	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: https://www.bbc.co.uk/bitesize/topics/zpp3srd Use the official revision guide from the exam board Eduqas: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=981

	TC42 - Religious change was an important feature of the Early Modern Period	
Music	**Musical Forms and Devices** **TC1-MU** - Demonstrate and apply musical knowledge **TC2-MU** – Use appraising skills to make evaluative and critical judgements about music **How do we create and develop musical ideas in relation to given and chosen briefs?** **TC3-MU -** Compose and develop musical ideas with technical control and coherence	- 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	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. **TC49** - Lead an effective practice to improve performance. **TC51** - Play to and enforce rules and regulations consistently. **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.	Sports Leadership - **Qualities of a good sports leader** Sports officials **- Being an official** Warm up - PE Warm Up Routines | PLT4M **Key rules –** Badminton Football Rugby Netball Gymnastics Basketball **Key skills –** Badminton 12 Basic Badminton Techniques that you MUST Know - Introduction – YouTube Football 10 BEST 1v1 SKILLS in Soccer/Football – YouTube Rugby The BEST video for teaching Rugby in your PE lessons 🏉 – YouTube Netball Netball Attacking Skills – YouTube Gymnastics – Easy to Hard Gymnastics Skills | KTGymnasticsFan - YouTube Basketball - Basic Skills in Basketball - YouTube

PE GCSE	**Health, Fitness & Wellbeing** **TC1 -** Exercise and physical activity provide a range of health benefits **TC2** - Health benefits can be classified into social, emotional, and physical health categories **TC3** - Lifestyle choices can impact the benefits of being physically active **TC4** - Sedentary lifestyles mean that people live lifestyles which lack in physical activity **TC5** - A properly balanced diet is important for everybody, especially people who are physically active **TC6** - There are many factors which can impact one's optimum weight **TC7** - Optimum weight is essential for athletes to perform at maximum levels **TC8** - Personal exercise programmes help individuals to improve their personal health	Health and Wellbeing Sedentary Lifestyle Diet and Nutrition https://theeverlearner.com/ The following GCSE PE revision workbook and revision guide is strongly recommended. These can also be purchased from the PE department. Pearsons, Edexcel GCSE, Revision Workbook, ISBN: 978-1-292-13508-3 Pearsons, Edexcel GCSE PE, Revision Guide, ISBN: 978-1-292-13512-0
Performing Arts	**Unit guiding question:** How are professional performances/productions created? (LAA) What skills, techniques and approaches are used by professionals to create performance/production work? (LAB) **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	• 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 . **We are also a subscriber to the National Theatre Collection.** **Login:** https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12 **Username: CKFGUG Password: YBGHUA** • 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

PSHE	**How do I keep safe?** **TC15-PSHE** - Understand that there are ways to identify risk and manage personal safety in increasingly independent situations, including online. **TC16-PSHE** – Understand that there are strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime, and gangs) **What is Employment?** **TC17-PSHE** – Understand that there are skills and attributes that employers value **TC18-PSHE** – Understand that there are a range of opportunities available for career progression, including in education, training, and employment **TC19-PSHE** – Understand that there are rights and responsibilities at work including health and safety procedures	**How do I keep safe?** • Childline – offers advice to young people under 19 on a range of issues including online safety: www.childline.org.uk • The Mix – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: www.themix.org.uk • Youth Access – an advice and counselling network striving to improve services for young people in the UK: www.youthaccess.org.uk • Relate – the UK's largest provider of support in helping people strengthen their relationships: www.relate.org.uk (Help for children and young people section) • the National Domestic Violence Helpline www.nationaldomesticviolencehelpline.org.uk • https://www.parliament.uk • https://www.citizensadvice.org.uk • https://www.un.org/en/ • https://crimestoppers-uk.org **What is Employment?** • Careers - BBC Bitesize • How do I write a great CV and covering letter? - BBC Bitesize • CVs - BBC Bitesize • https://www.myworldofwork.co.uk/ • http://www.careersforyoungpeople.co.uk/careersinfo/job-searching/ • https://www.princes-trust.org.uk/help-for-young-people/who- else/employment/careers-advice • https://www.careerconnect.org.uk/Young-People-i2.html

Religious Studies	**TC1** - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination **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) **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 **TC3** - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing	GCSE Religious Studies - AQA - BBC Bitesize Why do people commit crime? - Crime and punishment - GCSE Religious Studies Revision - BBC Bitesize
Sport Studies	**TC1-SST** – Organise and plan sports activity session. **TC2-SST** – Lead a sports activity session. **TC3-SST** – Review your performance in planning and leading a session.	Sports Leadership - **Qualities of a good sports leader** Warm up - PE Warm Up Routines | PLT4M Encourage your child to access Teams at home to access PowerPoints, resources from lessons. Encourage your child to attend CNAT extra-curricular coursework club on a Thursday for them to complete/edit coursework.

Statistics	**TC1** - Define a hypothesis to investigate **TC2** - Design methods for collecting primary data **TC3** - Make inferences and/or predictions based on given 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	**Component 2 -Recognise how the needs and preferences of travel and tourism customers are met**. **TC1 -** Identify customer needs and preferences **TC2 -** Understand how travel and tourism organisations provide different products and services to meet customer needs and preferences **Component 2 - Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends**. **TC3 -** Understand and create travel planning to meet customer needs and preferences **TC4 -** Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends **TC5 -** Recognise how the needs and preferences of travel and tourism customers are met	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)