

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 10 Curriculum 2020-21

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Scheme of Work and Assessment Year 10 2020-21 [Contents](#)

Subject: English Language	Year 10	Teacher: Mr Burrow Mrs Burrow Mr O' Connor
No. of lessons per week:	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:		
Term 1	<i>People and the environment</i> Argumentative writing and inference	1 Writing forms 2 Inference 3 Adding detail 4 <i>Creating a voice</i> 5 Grammar 6 Structuring an argument 7 Proof-reading and editing 8 Differences between R1 and W1 9 <i>Past paper assessment R1 and W1</i>	V: Inference from images A: Listening to speeches others' ideas and R: Reading a variety of texts and analysing them K: Matching and ordering activities	Writing in a convincing voice Past paper R1 W1
Term 2	<i>Travelling the world</i> Analysis and descriptive writing	1 Connotation 2 Techniques 3 Analysing techniques 4 <i>Writing descriptive paragraphs</i> 5 Structuring longer descriptive texts 6 Proof-reading and redrafting	V: Annotating and describing images	Descriptive paragraph

		7 R2 and descriptive writing assessment (planned)	<p>A: Listening to descriptive texts and commenting on style</p> <p>R: Reading model texts and proof-reading own work</p> <p>K: Building and layering description and analysis</p>	R2 and planned descriptive writing
Term 3	<p><i>British art, literature and film</i></p> <p>Narrative writing</p>	<p>1 Reading good narratives</p> <p>2 Sentence structure</p> <p>3 Viewpoint</p> <p>4 Basic narrative structure</p> <p>5 Manipulating structure and viewpoint</p> <p>6 Grammar</p> <p>7 Planned story</p>	<p>V: Watching film clips and looking at different artworks</p> <p>A: Listening to audiobooks and others reading</p> <p>R: Reading narratives and writing own examples</p> <p>K: Using art and pictures to create visual plans</p>	<p>Plan for story</p> <p>Written story</p>
Term 4	<p><i>Exam skills and research</i></p> <p>Summarising</p>	<p>1 What makes a reliable article</p> <p>2 Research skills</p> <p>3 Identifying key points</p> <p>4 Summarising succinctly</p> <p>5 Past paper summary question</p>	<p>V: Looking at websites</p> <p>A: Listening to longer texts and summarising orally</p> <p>R: Reading and summarising texts</p> <p>K: Putting key points in logical order</p>	<p>Structuring and ordering key points</p> <p>Past paper R3</p>

Term 5	Research topic Non-fiction Fiction Analysis Presentation Articles summarised and explained	1 Choosing a topic 2 Articles and summarising 3 Analysis and inference 4 Non-fiction 5 Fiction 6 Speaking and listening 7 Presentations 8 Evaluation 9 Short story reading 10 Summer reading	V: Research using film, art and the internet A: Listen to speeches, news bulletins R: Read and analyse texts K: Collate information into portfolio and produce presentation	Analysis and inference questions Presentation
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Scheme of Work and Assessment Year 10 2019 [Contents](#)

Subject: English Media	Year 10	Teacher: Mr O' Connor
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc. Key Questions and vocabulary
First Week	Course Description + Intro Exercises	Key Concepts + Media Specific Terminology + Fun Genre Exercises	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Paired work - production of a film poster from a Action/Adventure film. (continues throughout September but merges with moving image)
September	Introduction to Still and Moving Image	Codes and conventions of Movie Posters (Action Adventure) Designing own posters Analysing a range of movie clips using media specific terminology. Understanding the mark scheme	V: Analysing advertising campaigns A: Listening to and sharing ideas in groups, listening to teacher feedback (movie posters) R: reading academic articles and brand information, reading the mark scheme K: producing powerpoint presentations	Semiological Studies How can we read (analyse) images? What media specific terminology should we use? How does this type of analysis related to the key media concepts?
October	Introducing the Close Study Projects (CSPs)	<i>Advertising Print and Broadcasting</i> Marketing and Promotion Gender change	V: using language of semiology A: Groups presentations R: Understanding brand identity (KC: Institutions) and values (Context) K: producing own campaign together with planning material	Refers directly to Case study on OMO advert (Magazine) and TV chocolate advert. Key Concepts: Media Language (Codes and Conventions) Representation of gender (Representation) How have gender representations changed and why?

		Changing contexts - values and ideology		What do you understand about the importance of branding to marketing? Final assessment is formal - exam questions.
November	CSP 2 Music Industry Key Concepts: Institution and Audience	Prep for Exam 1 on CSP's Independent Vs Mainstream production Audience Segmentation	V: understanding Global Media Production and concept of plurality A: listening to Indie vs Mainstream videos, discussing feedback R: reading different types of copy and about concept of plurality, oligopoly K: using filming and editing technology	What is meant by the following terms: <ul style="list-style-type: none"> ● Segmentation ● Demographics ● Psychographics ● Niche marketing ● Target Audience
December	CSP 3 Print: Magazine Industry Key Concepts - Representation Institution	Technology change and trad vs traditional media (media platforms) Changing Representation of teens	V: Analysing graphs and tables to understand changing face of the media industries A: listening to video on media theory related to changing gender R: reading articles, annotating academic articles K: choosing what to include in research and planning portfolio, giving reasons	How has technology changed media production? What has the impact of social media been on marketing and consumption? How has the notion of identity changed in relation to teenagers? Mock Exam question ' formal assessment.
January	CSP 4 - TV Sci fi All four Key Concepts Dr. Who (1960's) Class (Current) Likely to go into February.	Watching two episodes and comparing in terms of media language Focusing on gender representation - changing contexts - female (central characters) Changing Production Values and tech changes	V: watching, analysing and evaluating TV Shows (semiology) A: listening to TV shows and concentrating on the technical codes of sound production R: reading academic articles on gender and changing social context + exemplar A* analysis on media language K: key media vocabulary related to all key concepts	What are the codes and conventions of sci fi? How has tech changed production? Gender changes as values and ideology change - why? Exam questions - formal assessment
February	Finishing Sci Fi CSP +	Codes and conventions of blogs Paired research on two different types of blog	V: watching a variety of web vlogs and identifying codes and conventions A: listening to video footage found on blog sites	What is a blog in terms of key codes and conventions? How do the blogs you have studied represent ...

	Intro to Practical: Research and Planning a blog	Sub-genres of blogs	R: reading blogs and identifying target audience K: producing draft of original blog	What are social influencers and how do they operate in terms of revenue streams? Who is the target audience for most of the top blogs?
March	Practical Continued	See above	See above	Completion of the planning stage
April	Exam revision	Writing potential exam questions Using the mark scheme and assessment objectives to inform revision Revision skills	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Exam style questions
May	Exam revision	Exam practice	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Mock exam
June	Exam revision	Reading the pre-release exam info and conducting individual research	All work must be individual research according to exam regulations - students are at liberty to conduct this how they like.	GCSE exam

Scheme of Work and Assessment Year 10 2020-21

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Subject: English Literature	Year 10	Teacher: Mr Burrow
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Term 1	<p>POETRY - Carol Ann Duffy selected poems</p> <p>1 - Introduction - Intro to Literature</p> <p>2 - Introduction - Forms</p> <p>3 - Introduction - Writing about writing</p> <p>4 - Context / Reading the poems</p> <p>5 - Reading x3 selected poems as an introduction to the course</p> <p>PLAY/DRAMA - The Crucible by Arthur</p>	<p>Inference</p> <p>Structuring paragraphs</p> <p>Reading and inference</p> <p>Identifying techniques</p> <p>Interpretation</p> <p>Drama</p>	<p>V: using book covers, artistic representations and historical sources to develop analysis and understand context</p> <p>A: Listening to each other and the teacher read the novel. Listening to dramatic interpretations</p> <p>R: Reading the novel and writing analytical responses</p> <p>K: Using movement in drama to develop understanding.</p>	<p>Analytical paragraphs</p> <p>Analysis - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p>Vocabulary: exploring a range of poetic devices</p> <p>Exploring a range of</p>

	<p>Miller</p> <p>6 - Introduction to the play's historical context</p> <p>7 - Readings of Act I</p> <p>8 - Close analysis of selected passages</p> <p>9 - Readings of Act II</p> <p>10 - Close analysis</p> <p>11 - Exploring the film</p>			<p>linguistic techniques used by the novel's author</p>
<p>Term 2</p>	<p>POETRY - Carol Ann Duffy continued</p> <p>1 - Readings and analysis of x3 more poems as per the start of Term 1</p> <p>NOVEL - The Life of</p>	<p>Analysis of characters, themes, settings, techniques</p> <p>Planning</p> <p>Writing and redrafting</p>	<p>V: Watching different film adaptations</p> <p>A: Listening to others' analyses</p> <p>R: Reading and proof/reading coursework. Reading literary criticism</p> <p>K: Planning using grids. Matching and ordering AOs</p>	<p>Analytical paragraphs</p> <p>Analysis - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation,</p>

	<p>Pi by Yann Martel</p> <p>1 - Introduction to the context of the novel</p> <p>2 - Reading of the novel</p> <p>3 - Close analysis of extracts</p>			<p>Language/Structural analysis, (Zooming in)</p> <p>Vocabulary: exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>
<p>Term 3</p>	<p>POETRY - Carol Ann Duffy continued</p> <p>1 - Readings and analysis of x3 more poems</p> <p>NOVEL - The Life of Pi by Yann Martel</p> <p>1 - Continue reading the novel</p> <p>2 - Reading of the novel</p>	<p>Analysis</p> <p>Inference</p> <p>Identifying techniques</p>	<p>V: Watching and assessing others' acting. Watching film adaptations</p> <p>A: Listening to others read the script. Debating</p> <p>R: Making notes, reading the script</p> <p>K: Dramatic interpretations</p>	<p>Analytical paragraphs</p> <p>Analysis - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p>Vocabulary: exploring a</p>

	<p>3 - Close analysis of extracts</p>			<p>range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>
<p>Term 4</p>	<p>POETRY - Carol Ann Duffy continued</p> <p>1 - Readings and analysis of x3 more poems</p> <p>NOVEL - The Life of Pi by Yann Martel</p> <p>1 - Continue reading the novel</p> <p>2 - Reading of the novel</p> <p>3 - Close analysis of extracts</p>	<p>Writing effectively</p> <p>Using action points to improve writing</p>	<p>V: Artistic interpretations and how costume and casting affect interpretation</p> <p>A: Listening to others give verbal feedback</p> <p>R: Planning and writing</p> <p>K: Ordering essays into coherent structure</p>	<p>Analytical paragraphs</p> <p>Analysis - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p>Vocabulary: exploring a range of poetic devices</p> <p>Exploring a range of linguistic</p>

				<p>techniques used by the novel's author</p>
<p>Term 5</p>	<p>POETRY - Carol Ann Duffy continued</p> <p>1 - Readings and analysis of final x3 poems (x15 in total now covered)</p> <p>NOVEL - completed</p> <p>PLAY/DRAMA - completed</p> <p>ALL to revise</p>	<p>Inference</p> <p>Interpretation</p> <p>Analysis</p> <p>Writing</p>	<p>V: Watching TV adaptation</p> <p>A: Listening to readings and dialogue</p> <p>R: Reading the text and analysing</p> <p>K: Building layered analysis. Interactive theatre.</p>	<p>Analytical paragraphs</p> <p>Analysis - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p>Vocabulary: exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>

Scheme of Work and Assessment Year 10 2020-21 [Contents](#)

Subject: Mathematics Foundation (See scheme below for Higher)	Year 10	Teacher: Ms. Gemma Flint
No. of lessons per week:5	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September		<p>To work out missing sides and angles using trigonometry</p> <p>To be able to work out problems involving standard form</p> <p>To be able to factorise quadratics</p> <p>To be able to calculate the surface area and volume of prisms</p>	<p>Visual: Powerpoint scaffold and examples, Watching Myimaths tutorials, mathswatch videos and youtube tutorials, using diagrams to represent algebraic and numerical problems.</p> <p>Auditory: Listen to teacher and each other's explanations (and comment)</p> <p>Read/ Write: a variety of exercises on the whiteboard or worksheets (or from AQA GCSE maths textbook if required). Completing past papers</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with detailed marking of the controlled assessments or exam paper once every 2-3 weeks</p>

<p>October/ November</p>		<p>To be able to calculate the volume of a sphere, cone and pyramid</p> <p>To be able to solve equations (2 and 3 step including with fractions)</p> <p>To be able to enlarge a shape and know that they are similar</p>	<p>Kinaesthetic: Card loop activities, inviting students to the board, opportunities to use students to demonstrate teaching points where applicable, games e.g Maths Bingo</p>	
<p>December</p>		<p>Percentages- Percentage calculations, percentage change</p> <p>Fractions- equivalent fractions, using the 4 operations, fractions of a quantity</p> <p>To be able to rotate, translate and reflect a shape and find lines of symmetry and order of rotations</p>		

April

May/June

Exam question application Setting up and solving equations from a given problem

Subject: Mathematics (Higher)	Year 10	Teacher: Mrs. Kate Reed
No. of lessons per week: 5	Date: 2020-21	
Homework is set twice a week		

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept	Number	Working with integers- basic calculations, order of operations, inverse operations Properties of integers- prime factors, multiples and factors Percentages- Percentage calculations, percentage change	Visual: Recognising prime number and factor from a list Auditory: Explanation of operations using the whiteboard Read/ Write: Exercises from chapters 1, 4, 13 Kinaesthetic: Using the calculator.	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed
Oct	Number Algebra	Fractions- equivalent fractions, using the 4 operations, fractions of a quantity Basic algebra- notation, simplifying expressions, expanding brackets, factorising expressions, solving problems	Visual: Recognising different operations (brackets, fractions, decimal...) Auditory: Explanation of how operate algebraic expressions Read/ Write: Exercises from chapters 5 & 7 Kinaesthetic: Using areas of room to represent parts of the brackets	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on month's topics

Nov	Algebra Ratio, proportion and Rates of change	Basic algebra- solving problems Units and Measurement- Standard and compound units of measurement, maps, scale drawings and bearings	Visual: maps and scale drawings Auditory: Explanation on the whiteboard for the operations algebraic expressions Read/ Write: Exercises from chapters 7 & 21 Kinaesthetic: Use of measuring equipment to measure the size of room	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on month 's topics
Dec	Ratio, proportion and Rates of Change Number	Ratio- introducing ratio, sharing in a given ratio, comparing ratios Working with decimals- review of decimals and fractions, calculating with decimals, converting recurring decimals to exact fractions	Visual: Number line Auditory: Student explanations and peer criticism Read/ Write: Exercises from chapters 26 & 6 Kinaesthetic: Activities to move along the number line	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on term 's topics
Jan	Geometry and measures	Properties of polygons and 3D objects- Types of shapes, symmetry, triangles, quadrilaterals, properties of 3D shapes Angles- angle facts, parallel lines and angles, angles in triangles, angles in polygons	Visual: Identify all the type of angles Auditory: Properties showed and explained by teacher Read/ Write: Exercises from chapters 8 & 9 Kinaesthetic: Use geometrical instruments to draw circles and polygons	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on month 's topics

Feb	Geometry and measures	<p>Similarity- similar triangles, enlargements, similar shapes and objects</p> <p>Construction and loci- geometrical instruments, ruler and compass constructions, loci, applying skills</p>	<p>Visual: Shapes of figures</p> <p>Auditory: Process to construct shapes explained using whiteboard</p> <p>Read/ Write: Exercises from chapters 33 & 32</p> <p>Kinaesthetic: Use geometrical instruments to draw circles and polygons</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p>
Mar	Statistics and Probability	<p>Collecting, interpreting and representing data- populations and samples, tables and charts, pie charts, cumulative frequency graphs, line graphs for time series data</p> <p>Basic Probability- Review of probability concepts, working with probability</p>	<p>Visual: Display the different ways to represent data</p> <p>Auditory: Students listen to fellow students explain the key features and the difference between a variety of graphs</p> <p>Read/ Write: Exercises from chapters 2 & 19</p> <p>Kinaesthetic: Use a ruler to draw tables and graphs.</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p>
Apr	Number	<p>Directed Numbers- Using the 4 operations</p> <p>Rounding and Estimation- Approximate values, approximation and estimation, limits of accuracy</p> <p>Powers and Roots- Index notation, laws of indices, working with powers and roots</p>	<p>Visual: Recognising square and cubes values in a table</p> <p>Auditory: Listen to explanations of peers on rounding to dp and sf</p> <p>Read/ Write: Exercises from chapters 12 & 14</p> <p>Kinaesthetic: Use the calculator (large version)</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Test on term 's topics</p>
May	Algebra	<p>Equations- Linear, quadratic and simultaneous equations, using graphs to solve equations</p>	<p>Visual: Interpret information of graphs</p> <p>Auditory: Listen to steps of</p>	<p>Self marking of day to day exercises from textbook</p>

		<p>Graphs of linear Functions- plotting graphs, gradient and intercepts of straight line graphs, parallel lines, working with straight line graphs</p> <p>Interpreting graphs- graphs of real world contexts, gradients, areas under graphs</p>	<p>solving equations and peer criticise</p> <p>Read/ Write: Exercises from chapters 17, 28, 29</p> <p>Kinaesthetic: Use rulers to draw graphs</p>	<p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Test on month's topics</p>
June	Geometry and Measures	<p>Perimeter- simple and composite shapes, circumference of a circle, problems involving perimeter and circumference</p> <p>Area- polygons, circles and sectors, composite shapes</p> <p>Volume and surface area- prisms and cylinders, cones and spheres, pyramids</p>	<p>Visual: Recognise the different part of polygons, circles, spheres and figures.</p> <p>Auditory: Explanation using the whiteboard</p> <p>Read/ Write: Exercises from chapters 10,11 & 23</p> <p>Kinaesthetic: Measure angle using protractor- Draw polygons.</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>End of year test</p>

Scheme of Work and Assessment Year 10 2020-21 [Contents](#)

Subject: Biology	Year 10	Teacher: <i>Shereeze Gaskin</i>
No. of lessons per week: 2	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept Oct	Cells and simple cell transport.	Observation of cells under a microscope (V,K) Computer simulations of cells organelles and molecules. Making model cells Diffusion of ammonium hydroxide in a glass tube. Investigating temperature and diffusion of glucose through Visking tubing.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Nov	Tissues, organs and systems.	Organs of the digestive system and of the leaf.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Dec	Photosynthesis.	Investigate the need for chlorophyll with variegated leaves. Examine starch grains in potato tuber tissue under the microscope. Investigate the effects of light temperature and CO ₂ on photosynthesis using dataloggers. Computer simulations to model photosynthesis.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

Dec	How science works	Risk assessment, Variables, research and planning an investigation.		Biology controlled assessment of practical skills.
Jan	Organisms and their environment.	Analyse the measurement of abiotic factors and distribution of organisms. The study of hay infusions The use of sensors in a fieldwork context.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Feb	Proteins their functions and their use as enzymes.	Enzymes in washing powders investigated. The action of catalase on potato or celery. Plan and carry out an investigation into enzyme action varying temperature, pH and concentration.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Mar	Aerobic and anaerobic respiration	Respiration in yeast investigated. Effect of exercise on pulse, blood pressure and breathing rate. Investigating muscle fatigue using wall squats		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
April	How science works	Selecting and processing primary and secondary data. Analysing and interpreting primary and secondary data.		Assessment of Investigative Skills
April	Cell division and inheritance.	Observation of root tip squashes under the microscope. Models of DNA Extracting DNA from onions.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
May	Genetic variation and genetic diseases.	Working out genotypes of progeny from known parental types.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

June	Speciation	Examination of fossils.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
June	How science works	Use of scientific models and evidence to develop hypotheses, arguments and explanations.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of year examination

Nov and Dec	STOICHIOMETRY	Chemical symbols, chemical formulae ,balancing equations. Mole concept and chemical calculations	VARK	See september.
Janu ar Feb	EXPERIMENTAL TECHNIQUES GROUP 1 (alkali metals) - I GROUP 7 (halogens) GROUP 0 {noble gases} GASES IN THE ATMOSPHERE REACTIVITY SERIES EXTRACTION AND USES OF METALS	Measurement, purity and purification Chemical reactions of Group 1 , 7 and 0 Greenhouse gases, and pollution Comparing reactivity of metals with air, acids and water Extraction of metals such as iron and its uses	VARK	See Sept.
March and April	SALTS (Acids, alkalis and titrations]	Preparation of salts by neutralisation reactions and chemical calculations	VARK	See Sept.
May and June	REVIEW OF TOPICS	Decide whether to consolidate work done so far or to move on to one of the next modules,		End of year exam.

Scheme of Work and Assessment Year 10 2020-21 [Contents](#)

Subject: Physics	Year 10	Teacher: Mr Leveridge
No. of lessons per week: 2	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc
September/ October/ November	Topic 1: forces and Motion <ul style="list-style-type: none"> · Understanding speed, velocity, acceleration, · Forces. And Newtons laws, momentum, · Hooks law, springs, elasticity 	Experiments, measurements, rearranging mathematical formula, creating graphs Understanding keys physics concepts : conservation of momentum, Newtons laws	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.	Exercises from workbook ch 1 Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class Worksheet.
December/ January	Topic 2 : Electricity <ul style="list-style-type: none"> · Understanding, voltage, current, power · How electricity is used in the home · Analysing electric circuits and Kirchhoff's laws 	Experiments, measurements, rearranging mathematical formula, creating graphs Understanding keys physics concepts : Conservation of energy, using key formulae to analyse electrical circuits	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class	Exercises from workbook ch 2 Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class Worksheet.

	<ul style="list-style-type: none"> Understanding static electricity and its uses 			
February / March	<p>Topic 3 : Waves</p> <ul style="list-style-type: none"> Property of waves, Doppler effect Electromagnetic waves Property of light, reflection, refraction Measuring and analysing sound waves 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding keys physics concepts :</p> <p>Property of waves, transmission of energy by waves, laws of reflection and refraction of light and how to understand light as a wave</p>	<p>Visual: Reading scales of different instruments</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class,</p>	<p>Exercises from workbook ch 3</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class</p> <p>Worksheet.</p>
April / May June	<p>Topic 4 : Energy Resources</p> <ul style="list-style-type: none"> Describe energy transfers Explain conduction, radiation, convection Relate to work done and gravitation potential energy Describe types of electricity generation and advantages and disadvantages 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding keys physics concepts :</p> <p>Heat is work and work is heat</p>	<p>Visual: Reading scales of different instruments</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class,</p>	<p>Exercises from workbook ch 4</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class</p> <p>Worksheet.</p>

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Subject: Global Perspectives	Year 10	Teacher: M Galiana
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September October	Climate Change	Introduction writing skills What is climate change? What do I know about climate change? What evidence is there of climate change? What are the causes of climate change How important is the Amazon rain forest How important is the use of fossil fuels What alternatives are there What international organisations contribute to challenging climate change Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay An email to a government minister describing their findings and outlining what the government might do to limit the impact of global warming Group research
October November	Water, food and agriculture	A detailed country study where sufficient water food and agriculture is a concern Niger	Research on the internet Reading different information Presentations Posters	Exercise books Essay Group research

		<p>Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan Practice how to select relevant, reliable information using an internet search</p>	<p>Mind Mapping Debates</p>	<p>The project should show evidence that students have worked with students from another culture, community or country. Group production of a project plan.</p>
<p>November December</p>	<p>Biodiversity</p>	<p>What is Biodiversity? What evidence is there that this is a global issue?</p> <p>What international organisations contribute to our understanding of biodiversity identify what the issues are, their importance to whom/what and what can be done about them, what might happen if</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Exam Practice exam paper The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
<p>December January</p>	<p>Fuel and energy</p>	<p>Energy Companies Renewable energy Future of the energy Energy and poverty: Nigeria</p> <p>What do we know about the global issues on this topic What could I/we/they do about it to prevent it/improve/maintain, How might we resolve, eradicate, promote?</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p> <p>Collect detailed digital photographs Put together an exhibition or poster showing the different perspectives of how the world needs for energy has to change together with written</p>	<p>Exercise books Individual research</p>

		<p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	commentary	
January February	Poverty and Inequality	<p>What is poverty</p> <p>How is poverty subjective</p> <p>What facts can we discover about world poverty and inequality</p> <p>What international organisations work on this issue</p> <p>What can we do about this as a group?</p> <p>What are the most effective responses in the world today</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Group research</p>
February March	Technology and the economic divide	<p>US military</p> <p>Japan</p> <p>Asiatic tigers</p> <p>Sillycon Valley</p> <p>Bangalore</p> <p>Design own questions for research</p> <p>Plan and design own essay and response to this issue</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Individual research</p>
March April	Education for all	<p>PISA</p> <p>EFA Report</p> <p>UNICEF</p> <p>Gender education</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p>	<p>Exercise books</p> <p>Essay</p> <p>Group research</p> <p>Exam</p>

		<p>Design own questions for research Plan and design own essay and response to this issue</p> <p>Combining different sources of information using statistics and tables</p>	<p>Debates</p> <p>Contact other schools and organizations Demonstrate understanding of this issue on a global scale Make recommendations</p>	
<p>April May</p>	<p>Employment</p>	<p>Youth unemployment Local job creation Multinational corporations</p> <p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Group research</p>
<p>June</p>	<p>Preparations for IGCSE exams</p>	<p>Same competencies during September-April</p> <p>Writing past papers under exam conditions</p>	<p>Past paper practice</p>	<p>Final exam</p>

Scheme of Work and Assessment Year 10 2020-21 [Contents](#)

Subject: Spanish Lengua	Year 10	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 7-9-20 al 22-12-20	Tema 1. León. Tema 2. El reino perdido. Tema 3. Escribir es... Tema 4. Vidas paralelas	<p>Lectura: "El regreso del Joven Príncipe", Alejandro G. Roemmers, "En el corazón del bosque", John Boyne, "Desierto", G. Le Clézio, "Pasión lectora", Clara Sánchez.</p> <p>Literatura: Los géneros y subgéneros literarios, la lírica primitiva y épica de la Edad Media, La lírica culta en la Edad Media, la prosa y el teatro.</p> <p>Gramática: el origen de las lenguas de España, el enunciado, la oración y el sintagma, el sintagma adjetival y el sintagma adverbial</p> <p>Ortografía: Acentuación de diptongos, triptongos e hiatos, la tilde diacrítica, la acentuación</p>	<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>Visual, Auditory, Read / Write,</p>	<p>Criterios de evaluación</p> <p>Calificación</p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>60 % de la nota: Exámenes y controles 60%</p> <p>40% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase.</p> <p>Criterios de evaluación</p> <p>Exámenes</p> <p>En los exámenes se restará 0'1p por cada falta de ortografía. No se podrán contabilizar más de 10 faltas (1punto por examen) y se dará al alumno la opción de recuperar la puntuación perdida.</p>

		de extranjerismos y palabras compuestas, los nombres propios		Deberes: Cuando haya deberes, se puntuará: <ul style="list-style-type: none"> - 2 puntos si el alumno tiene todos los deberes hechos - 1 puntos si algún ejercicio está incompleto - 0 puntos y además se restará 1 punto, si no se han hecho los deberes. Trabajos de redacción. Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado y contará en la nota media. Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio. Como serán deberes no hechos, se le restará 1 punto. Se descontarán puntos por las faltas de ortografía: En year 8 y 9, se restará 0'25 por cada falta de ortografía. En year 10 y 11, se restará 0'40 por cada falta de ortografía.
2º Trimestre 7-1-21 al 26-3-21	Tema 5. El mundo necesita oír su voz. Tema 6. Si Garcilaso volviera. Tema 7. El cantar más bello. Tema 8. Las letras de la literatura.	Lectura: "50 estampas de la historia de España", Juan Eslava, "Y entonces sucedió algo maravilloso", Sonia Ladero, "El autor se explica", José Saramago, "Una pequeña historia de la ciencia", William Bynum. Literatura: <i>La Celestina</i> , la poesía amorosa en el primer Renacimiento, la lírica en el segundo Renacimiento, la prosa y el teatro renacentista. Gramática: el sintagma nominal sujeto, el sintagma verbal predicado, los complementos verbales, el texto y sus propiedades. Ortografía: la letra b y la v, la letra g y la j, la letra h, el dígrafo ll y la letra y.	Visual, Auditory, Read / Write,	
	Tema 9. La princesa Dorotea.	Lectura: " Muerte accidental de un anarquista", Dario Fo,		Los acentos se consideran faltas de ortografía.

<p>3° Trimestre 13-4-21 al 23-6-21</p>	<p>Tema 10. Amor, déjame. Tema 11. La cabriola desconocida.</p>	<p>"Los siete pecados capitales del mal comunicar", Manuel Campo Vidal, "El esfuerzo diario de cuatro niños por aprender", Olga R. Sanmartín Literatura: Miguel de Cervantes, la poesía del Barroco, la prosa del Barroco y el teatro del Barroco. Gramática: la descripción, la narración y el diálogo, la exposición y la argumentación, Ortografía: los signos de puntuación I y II, las palabras juntas o separadas I y II.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Las comas, puntos, punto y coma y dos puntos no son faltas de ortografía excepto el punto final, los dos puntos en el saludo de las cartas y las comas de una enumeración. El uso de los guiones y comillas sí serán faltas de ortografía.</p> <p>Dictados</p> <p>Los dictados se harán sobre cualquier texto de lectura del libro de Lengua. No se avisará sobre el mismo.</p> <p>En year 8 y 9, se restará 0'25 por cada falta de ortografía. (20 faltas=5puntos)</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía (13 faltas=5'2 puntos)</p> <p>Los acentos se consideran faltas de ortografía.</p> <p>Los signos de puntuación no serán considerados como faltas de ortografía.</p> <p>Otros trabajos de clase:</p> <p>Cuando se mande otro tipo de trabajo, proyecto, etc., el alumno será informado de cómo se evaluará y puntuará ese trabajo para que esté informado en todo momento.</p> <p>Traer todo el material de clase: los alumnos tienen que traer el material completo a clase.</p> <p>- Si un alumno no trae libro o libreta se pondrá 1 punto a</p>
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				<p>todos los compañeros excepto a los alumnos que no tengan ni libro o libreta.</p> <ul style="list-style-type: none">- Si no trae ni libro ni libreta, se pondrá 1 punto a todos los compañeros pero además se restará 1 punto al alumno que no ha traído ni su libro ni su libreta. <p>Cuadernos de clase.</p> <p>En la corrección de los cuadernos se tendrán en cuenta dos criterios:</p> <ul style="list-style-type: none">- Presentación- Trabajo <p>Por ello, se puntuarán:</p> <ul style="list-style-type: none">- 2 puntos. Si cumple con la presentación y el trabajo adecuados- 1 puntos. Si solo cumple con la presentación o el trabajo.- 0 puntos. Si no cumple ni con el trabajo ni con la presentación. <p><u>Presentación</u></p> <p>En la presentación de la libreta tendré en cuenta:</p> <ul style="list-style-type: none">• Trabajo ordenado.• Libreta limpia y con buena letra.
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- Epígrafes y títulos del trabajo
- En el margen de la libreta, hay que escribir el número de las páginas y de los ejercicios que se hayan realizado
- Se pueden utilizar colores para los títulos, los números, etc. pero los ejercicios deben estar hechos con bolígrafo azul o negro y se debe utilizar el mismo color (a elegir por el alumno) en la corrección.

Trabajo

Se tendrá en cuenta que el trabajo esté completo y bien hecho.

Hay que hacer todos los ejercicios que se mandan en clase. Cuando un ejercicio tiene varios apartados, también tienen que estar todos hechos y bien señalados en la libreta. No aceptaré que un ejercicio no se haga porque "no se entiende". Todos los ejercicios se corresponden con los contenidos dados en clase y por lo tanto, toda la información está en el libro a la mano del alumno, así que, al menos, se debe intentar hacerlo. Corregimos para aprender, si tenemos dudas sobre un ejercicio, se pregunta en clase.

Las respuestas tienen que ser completas, las oraciones y los textos de los ejercicios se copian completas, los ejercicios de "verdadero y falso" se copian completos. Cuando se dé una fotocopia para facilitar un ejercicio, esta tiene que estar bien pegada en la libreta en el ejercicio que le corresponde. Las preguntas no se

				<p>pueden responder con "sí" o "no", siempre hay que responder ¿por qué sí o por qué no?. Las preguntas de razonamiento tienen que responderse de forma completa.</p> <p>En la corrección de las libretas, el alumno pondrá un "tic" si el ejercicio está correcto pero si no está bien el ejercicio, debe ponerse la respuesta correcta.</p> <p>Calificaciones:</p> <p>Los trabajos de clase y los exámenes se calificarán con nota numérica hasta dos decimales. Para la nota final se hará redondeo a partir de 0'75 (8'75 = 9)</p> <p>Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.</p>
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		<ul style="list-style-type: none"> • El relieve de los otros continentes • Las aguas de los otros continentes • El relieve de España • Las aguas de España • Los climas y los paisajes de España • El relieve, las aguas y el clima de Andalucía 	<p>Lectura de mapa topográfico Realización de mapas físicos de Europa: relieve y climas</p>	
Noviembre	3. LA ORGANIZACIÓN POLÍTICA DEL MUNDO	<ul style="list-style-type: none"> • Los Estados actuales • Los Estados según su organización política • Los Estados según su organización territorial • La cooperación entre los Estados. • Los conflictos entre Estados • Un ejemplo de cooperación: la UE • La Unión Europea hoy y sus retos de futuro • El Estado español • Las Comunidades Autónomas: contrastes territoriales • La Comunidad Autónoma de Andalucía 	<p>Realización de mapas políticos Analizar el Estado del Bienestar en España Debate: ¿Son las redes sociales los nuevos medios de movilización política? World Factbook</p>	Sistema de evaluación descrito en la unidad 1
Diciembre	4. LA POBLACIÓN	<ul style="list-style-type: none"> • El estudio de la población • La evolución de la población mundial • Un mundo cada vez más envejecido 	<p>Elaboración e interpretación de una pirámide de población Elaboración de mapas conceptuales</p>	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 1 a 3.

		<ul style="list-style-type: none"> • Las migraciones:factores y tendencias • Las migraciones:origen y destino • La diversidad demográfica de Europa • Tendencias demográficas en España • La población andaluza 	<p>Debate: Europa sí o no</p> <p>Análisis de los desequilibrios internos mediante mapas y datos</p> <p>Gestión compartida de los ríos españoles</p>	
Enero	5. EL MUNDO, UNA ECONOMÍA GLOBALIZADA	<ul style="list-style-type: none"> • La actividad económica • Agentes económicos y factores productivos • La economía actual:la globalización • ¿Qué factores favorecen la globalización? • Los efectos de la globalización • El auge de las economías emergentes • El deterioro de las potencias tradicionales • Los retos del trabajo en el mundo global 	<p>Elaboración de un presupuesto personal</p> <p>Analizar el riesgo de la pobreza en el trabajo</p> <p>Lectura: China , la economía más dinámica en el mundo</p> <p>El desempleo juvenil y la economía sumergida en el mundo</p> <p>Derechos de los consumidores</p>	Sistema de evaluación descrito en la unidad 1.
Febrero	6. EL SECTOR PRIMARIO	<ul style="list-style-type: none"> • El sector primario en nuestros días • El paisaje agrario • Los elementos humanos del paisaje agrario • La agricultura de las regiones desarrolladas • La agricultura de las regiones en desarrollo • La ganadería • La pesca 	<p>Interpretación del mapamundi de los usos del suelo agrario</p> <p>Análisis de avanzadas técnicas de cultivo</p> <p>Interpretación de un mapa topográfico</p> <p>La almadraba: ¿producción pesquera o patrimonio?</p>	Sistema de evaluación descrito en la unidad 1

		<ul style="list-style-type: none"> • El sector primario en la Unión Europea • El sector primario en España • El sector primario en Andalucía • Los paisajes agrarios españoles 		
Marzo	7. MINERÍA, ENERGÍA e INDUSTRIA	<ul style="list-style-type: none"> • La explotación de los recursos naturales :la minería • Las fuentes de energía • Energías no renovables • Energías renovables • Nacimiento y desarrollo de la industria • Los rasgos del sistema industrial actual • Nuevos factores de localización industrial • El proceso de deslocalización • Las potencias industriales • El sector secundario en la U.E. • Minería, energía e industria en España • El sector secundario en Andalucía 	<p>Interpretación de un mapa de las principales zonas productoras y consumidoras de energía</p> <p>Análisis de un paisaje industrial</p> <p>El equilibrio entre industria y medio ambiente</p> <p>Debate: Acabar con la pobreza energética</p>	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 4 a 7
Abril	8. LOS SERVICIOS	<ul style="list-style-type: none"> • Las actividades de servicios • El comercio: factores y tipos 	<p>Comparación de ejes comerciales en dos épocas</p> <p>Análisis de la accesibilidad de la red de transporte</p>	Sistema de evaluación descrito en la unidad 1

		<ul style="list-style-type: none"> • Un comercio mundial polarizado • El transporte: funciones y redes • El transporte terrestre • El transporte naval • El transporte aéreo • El turismo • Los flujos turísticos internacionales. • Otros servicios • El comercio y el transporte en España • El sector terciario en Andalucía 	<p>Debate: la evolución del turismo</p> <p>La importancia de los servicios públicos</p> <p>Analizar un lugar turístico</p>	
Mayo	9. EL RETO DEL DESARROLLO	<ul style="list-style-type: none"> • Los países según su desarrollo • Causas del atraso económico • La pobreza extrema y el hambre • Las desigualdades de salud y bienestar • Las desigualdades económicas • Las desigualdades sociales • Cómo avanzar en el desarrollo • Pobreza y desarrollo en España 	<p>Clasificación de un país en función de su desarrollo humano</p> <p>Comparación de dos países: España y Camerún</p> <p>Debate : ¿Africa despega?</p>	Sistema de evaluación descrito en la unidad 1
Junio	10. LA SOSTENIBILIDAD	<ul style="list-style-type: none"> • Deterioro ambiental y nacimiento de la conciencia verde 	<p>Comparación de la huella ecológica</p> <p>Los incendios forestales en España</p>	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 7 a 10 junto a la

	MEDIOAMBIENTAL	<ul style="list-style-type: none">• La contaminación atmosférica y el cambio climático• El agua: escasez y contaminación• La deforestación• La pérdida de biodiversidad• La degradación del suelo• Andalucía y el medio ambiente	Reflexión sobre la amenaza de desertificación Debate: El deterioro medioambiental: Brasil	realización de una prueba final con el contenido de todas las unidades.
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Scheme of Work and Assessment Year 10 2020-21

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Subject: French	Year 10	Teacher: VBernard
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		<p>Teaching & Learning Styles (VARK): In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. e.g Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, drilling from teacher. Read/Write: Included in textbook practice and part of MFL assessment Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises</p> <p>VARK also included in the use of digital textbook and interactive exercises from Kerboodle</p>		
Sept/Oct	1.Me,my family and friends	Talking about getting on with others; Ignoring words which are not needed Describing family and friends; Using cognates and near-cognates Talking about future relationships; Understanding near-cognates when Discussing future relationship choices)	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Multimedia use, writing and acting up a talk show session to be filmed.</p>	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback

November	2. Technology in everyday life	Talking about the uses of social media Coping strategies Discussing pros and cons of social media Pronunciation of verb endings Discussing the uses of mobile technology Building your speaking and writing skills Discussing the benefits and dangers of mobile technology Collecting useful phrases	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment Read/Write: basic and extended exercises in textbook/book software Kinaesthetic: Multimedia use	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback
December /January	3. Free time	Describing free-time activities in the past Adding opinions to produce more complex sentences Talking about leisure activities Making use of grammatical markers Talking about different cuisines and eating out Listening for detail Discussing world food and eating habits Translation strategies Talking about sports you love Developing sentences using quand, lorsque and si Using common patterns between French and English when reading Discussing new sports and taking risks in sports Structuring a debate	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment Read/Write: basic and extended exercises in textbook/book software Kinaesthetic: Describing, making and bringing your favourite world food dish Multimedia use-Powerpoint presentation of an Extreme sport of their choice	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback
February	4. Customs and festivals	Talking about how we celebrate Discussing what traditions mean to you Describing international festivals; Making use of social and cultural context when reading Describing an event	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback

		Developing knowledge of French- speaking countries	Read/Write: basic and extended exercises in textbook/book software Kinaesthetic: Multimedia use.	This chapter: focus on reading and listening
March/April	5.Home, town, neighbourhood and region	Describing your home; Recognising key topic words in reading and listening tasks Describing your ideal home; Building longer sentences Describing what a town is like and what there is to see / do; Simplification and paraphrasing Describing a region ;Using intensifiers	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Multimedia use; Magazine pagenews about Usain Bolt house; Finding your French twin town	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening
May/June	6.Social issues	Describing charity work Using verbal context when listening Understanding the importance of charities Using questions and texts to formulate answers Comparing old and new health Habits Recognising common patterns in French when listening Describing health resolutions Using negatives to add complexity Catch up sessions Revision for end of year assessment	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Multimedia use	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening Exam papers practice End of year assessment

Scheme of Work and Assessment Year 10 2020-21

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Subject: German	Year 10	Teacher: Aidan McGarry
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
About 4-6 weeks for one unit Revision of grammar / skills as and when necessary Past paper practice (topic related - skills related)		Teaching & Learning Styles (VARK): Visual / Auditory / Read / Write / Kinaesthetic: Modern Foreign Languages teaching and learning requires activities providing for these four learning styles in every lesson. E.g.: Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, listening to class-mates, drilling from teacher Read/Write: Included in textbook practice and part of MFL assessment, past papers Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises		
Sept / Oct	Unit 1 Me, my family and friends	Talking and writing about yourself, your family and describing people; Revising verb conjugations and use of adjectives and possessives.	Reading, listening, speaking and writing exercises; Presenting own family; Quiz describing people.	Presentations - written pieces of work Exercise books Vocabulary test ICT work
Oct / Nov	Unit 2 Home, town, neighbourhood and region	Understanding about where and how people live; Telling and writing how and where you live using the dative case; Describing your house, your room and the town you live in	Reading, listening, speaking and writing exercises; Plans, drawings and written descriptions of places	Written pieces of work - presentations Exercise books Vocabulary test ICT work

		using different prepositions, cases and adjective endings.		
Nov / Dec	Unit 3 Free Time Activities	Describing free time activities and preferences using modal verbs	Reading, listening, speaking and writing exercises;	Written pieces of work - presentations Exercise books Vocabulary test ICT work
Dec	Zeitschrift 1	Daily routine, family issues and the festivals of Christmas and New Year.	Revise language from the previous 3 topics Gain insight into aspects of life in the German-speaking world	Self study / homework
	Revision & Assessment	Prüfungsecke 1 Units 1 - 3	Consolidate learning by practising exam-style questions Listening: multiple choice Reading: match pictures with statements Speaking: role play A Writing: vocabulary task and short writing tasks	Reading, listening, speaking and writing tests / quizzes / end of units assessments
Jan / Feb	Unit 4 School	Talking about your school (describing your school & your school routine) Talking about events in the past Using the perfect tense with <i>sein</i> and <i>haben</i> Separable verbs in the perfect tense	Reading, listening, speaking and writing exercises; Blog / video blog about school	Written pieces of work - presentations Exercise books Vocabulary test ICT work

Feb / March	Unit 5 Jobs	Describing different jobs Talking about work experience Masculine and feminine job titles Subordinate clauses with <i>um...zu</i> Expressions of time to talk about future intent	Reading, listening, speaking and writing exercises; Job Quiz	Written pieces of work - presentations Exercise books Vocabulary test ICT work
March / April	Unit 6 ... and in the future ?	Talking about future plans Applying for a (part-time / summer) job Future tense Adverbs to express probability Form questions	Reading, listening, speaking and writing exercises;	Written pieces of work - presentations Exercise books Vocabulary test ICT work
May / June	Zeitschrift 2	Travel to school and festivals associated with school in the German-speaking world	Revise language from the previous 3 topics Gain insight into aspects of life in the German-speaking world	Self study / homework
	Revision & Assessment	Prüfungsecke 2 Units 4-6 Consolidate learning by practising exam-style questions that cover the content of part 2	Listening: comprehension based on multiple choice and gap-fill task Reading: comprehension based on multiple-choice task Speaking: role play B and presentation Writing: vocabulary task and short writing tasks	Reading, listening, speaking and writing tests / quizzes / end of units assessments

	<p>successfully.</p>	<p>produce good effects. Looking at different sections of the same image (abstracting)</p> <ul style="list-style-type: none"> - First-Hands Studies from Primary Sources. - 'Secondary' images from research into another culture, artist or artistic movement. Copies of artwork. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the artwork was made). in words and pictures how the work of this artist etc. can help you in your work. - Ambitious 'finished' work. - Evidence of continued development of research as in previous weeks. - An Evaluation of the whole project. 	<p>modulation, flesh tones, negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p>Kinaesthetic: Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
<p><u>Jan-</u> <u>Feb-Apr-Mar</u> <u>ch-June</u></p>	<p>PERSONAL PROJECT DEVELOPMENT</p>	<ul style="list-style-type: none"> - Recap on what is expected of an IGCSE art student. - What the Coursework Book is for and how it should be put together. - Continue planning and research into the personal project topic. - Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art. 	<p>Visual: Suggested artists: Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canaletto, Charles Sheeler, Georgia O'Keeffe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert. Stanley Spencer, Carel Weight, Escher.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal</p>

		<p>- Working on AO3 (Assessment Objective 3).</p> <p>- Experimenting with styles, techniques and materials</p> <p>- Planning the prep. time for AO5. Prep. studies, sketches.</p>	<p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p>Kinaesthetic: Sketches, paintings, collages, computer aided art photo manipulation.</p>	<p>tracker. Also, assessment opportunities to take place through constant dialogue.</p>
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Scheme of Work and Assessment Year 10 2020-21

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Subject: Business Studies	Year 10	Teacher: Janine Buckley
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts, skills that are taught for each topic are application, analysis and evaluation.	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	This subject is examined by short answer questions, multiple choice, essays and case studies. Assessment will be a range of the above to make sure they are fully prepared.
September	What is a business Business objectives Types of organisations Classification of businesses	Businesses can have several objectives: • financial aims and objectives - survival, profit, sales, market share, financial security • non-financial aims and objectives - social objectives, personal satisfaction, challenge, independence and control. Why business aims and objectives change as businesses evolve: • in response to market conditions, technology, performance, legislation, internal reasons. The main types of business ownership: • sole trader • partnerships • limited companies (private and public) • public corporations. Characteristics relating to size: • concepts of risk, ownership and limited liability • public corporations - reasons for and against public ownership •	Text book questions Short answers How to write essay answers Research businesses	Exam style questions

		<p>ownership, control, sources of finance, use of profits, stakeholders and shareholders • appropriateness of different forms of ownership. Different forms of business organisation: • franchises • social enterprises • multinationals.</p> <p>Primary, secondary and tertiary activities: • primary sector - extracting raw materials from the earth • secondary sector - converting raw materials into finished or semi-finished goods • tertiary sector - provision of a wide variety of services.</p>		
October	<p>Decisions on location</p> <p>Business and the international economy</p> <p>Government objectives and policies</p> <p>External factors</p>	<p>The main factors influencing location decisions and relocation of a business: • proximity to market, labour, materials and competitors • nature of the business activity • the impact of the internet on location decisions - e-commerce and/or fixed premises • legal controls and trade blocs.</p> <p>Globalisation: • concept of globalisation • opportunities and threats of globalisation for businesses. The importance and growth of multinationals: • benefits of a business becoming a multinational • benefits to a country and/or economy where a multinational company is located • possible drawbacks to a country and/or economy where a multinational is located. Exchange rate calculation. The impact of exchange rate changes: • on international competitiveness • on importers and exporters.</p>	<p>Mind maps</p> <p>Research</p> <p>Short answer questions & essays</p>	Exam style questions

		<p>Government spending: • to provide public service • taxation and constraints on public spending. How governments can affect business activity: • infrastructure provision • legislation • trade policy - membership of trading blocs, tariffs. The effect of interest rates on: • businesses • consumer spending.</p> <p>The external factors affecting business decisions: • social • technological • environmental • political.</p>		
<p>November</p>	<p>What makes a business successful?</p> <p>Internal and external communication</p> <p>Recruitment and selection process</p>	<p>Measuring success in business: • revenue • market share • customer satisfaction • profit • growth • owner/shareholder satisfaction • employee satisfaction. Reasons for business failure: • cash flow problems/lack of finance • not competitive • failure to adapt to changes in the market.</p> <p>Importance of good communication and the problems of ineffective communication: • the different communication methods used, including information technology (IT) and the benefits and limitations of each method. Barriers to communication: • how communication barriers arise • problems of ineffective communication and how they can be removed.</p> <p>Types of employment: • full-time • part-time • job share • casual/seasonal/temporary. Recruitment documents: • job description • person specification • application form • curriculum vitae (CV)/résumé. Internal and external recruitment: • job advertisement •</p>	<p>Communication exercises listening and speaking</p> <p>Complete the recruitment process for a fictitious job.</p> <p>Create each of the documents and go through the complete process</p>	<p>Exam style questions</p>

		shortlisting • interviewing. Legal controls over employment and their effects: • equal opportunities - gender, race, disability, religion, sexual preference, age • minimum wage laws.		
December	Training Motivation	<p>Importance of training to a business and workers: • different types of training and the main purpose, induction, on-the-job, off-the-job • compliance with health and safety laws • benefits and limitations of training.</p> <p>The importance of motivation in the workplace: • attracting employees, retaining employees, productivity • motivational theories of Herzberg, Maslow and Taylor. How businesses motivate employees: • financial methods: o remuneration o bonus o commission o promotion o fringe benefits • non-financial methods: o job rotation o job enrichment o autonomy.</p>	<p>Activities in text book Hand outs Paired work and presentation</p>	Exam style questions
January	Organisational structure and employees	<p>Organisational charts for different types of business: • hierarchical and flat • centralised and decentralised. Roles and responsibilities of employees in terms of compliance and accountability: • span of control • chain of command • delegation. The different functional areas within a business: • human resources - workforce planning, recruitment and selection, training, health and safety, staff welfare, employment issues, industrial relations, disciplinary and grievance procedure, dismissal, unfair dismissal and redundancy • finance - wages/salaries, cash-flow forecasting, budgets and accounting •</p>	<p>Complete hand outs Role play Q&A essays</p>	Exam style questions

		marketing - market research, product planning, pricing, sales promotion, advertising, customer service, public relations, packaging and distribution • production - manufacturing the product, designing new products, quality control and stock control.		
February	Marketing	<p>The purpose of market research: • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions.</p> <p>Methods of market research: • primary research: o survey o questionnaire o focus group o observation o test marketing • secondary research: o internet o market reports o government reports. The use of data in market research: • qualitative and quantitative data • the role of social media in collecting market research data • the importance of the reliability of market research data.</p>	Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging, advertising for this product	Individual challenges completed on classroom
March		<p>Importance of marketing: • satisfying customer needs • building customer relationships • keeping customer loyalty • market orientation and product orientation • market share and analysis • niche and mass marketing. Responding to changes in the market: • changing customer needs • changing customer/consumer spending patterns • increased competition.</p> <p>How businesses use market segmentation to target customers: • identifying market segments: o location o demographics o lifestyle o income o age.</p>	Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging, advertising for this product	Individual challenges completed on classroom

April		<p>Product: • development of a new product/service • the difference between goods and services • packaging and its importance • product life cycle - main phases and extension strategies • managing and reviewing the product portfolio (Boston matrix). Price: • the main pricing strategies and when they might be applied: o cost plus o penetration o competition o skimming o promotional. Place - distribution channels: • methods of distribution o retailers o e-tailers (e-commerce). Promotion: • promotion strategies for different market segments: o advertising o sponsorship o product trials o special offers o branding • above the line and below the line promotion techniques • public relations - improving company image/brand</p> <p>• the use of technology in promotion: o targeted advertising online o viral advertising via social media o e-newsletters</p> <p>• the importance of a brand.</p>	<p>Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging, advertising for this product</p>	<p>Individual challenges completed on classroom</p>
May/june				<p>Project End of year test</p>

Students are tested using the following objectives set by the exam board:

AO1 Recall, select and communicate knowledge and understanding of business terms, concepts and issues

AO2 Apply knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts

AO3 Select, organise and interpret business information from sources to investigate and analyse issues

AO4 Evaluate business information to make reasoned judgements and draw conclusions

Scheme of Work and Assessment Year 10 2020-21

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Subject: PE	Year 10	Teacher: Nick Lavin
No. of lessons per week: 1	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept Oct	Fitness Testing/Rounders/ OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges. Understand the rules and implement techniques into ultimate game play	Visual: All PE subjects will provide visual learners with practical demos. Auditory:	Production of training programmes, end of unit assessment. Peer evaluation.
Nov Dec	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.	Opportunities to listen to feed back Read/Write: Opportunities to provide written analysis of their own and others performances.	Evaluation of training programmes. End of unit assessment. Peer evaluation.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing. Knowledge of positions. Different attributes required for each position.	Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all activities across the year.	End of unit practical assessment. Peer evaluations.
Feb	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills.		Graded delivery of coaching plans. Peer evaluation.

		Developing some choreography skills or planning skills. Be able to choreograph or plan sections of performance. Design a section of performance for peer group.		
Mar	Hockey/ Cricket	Development of hockey skills related to stick management. Cricket and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay. Uderstand fielding positions in Cricket, tactics in pairs batting. Position awareness in Hockey.. Umpiring abilities in Hockey and Cricket develop.		End of unit assessment. Peer evaluation.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing. Be able to lead and run events as well as perform them. Highlight training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal feedback on training requirements.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions. Be able to switch and rotate effectively. Select positions and understand different roles, feed to the setter.		End of unit practical assessment. Peer evaluations
June	Tennis/Padel/ Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics. Umpire skill development. Develop attacking and defensive tactics.		End of unit practical assessment. Peer evaluations. Ranked competition.

Scheme of Work and Assessment Year 10 2020-21

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Subject: Sports Science	Year 10	Teacher: Nick Lavin
No. of lessons per week: 4	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Skeleton and Joints	Functions, Joints and movement. Relation to sporting performance.	Visual: Powerpoints interactive Auditory: Describe verbally links of joint movements to sport. Read/Write: Exam questions related to the skeleton. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Sept Oct	Muscles and Tendons	Types of muscles. How they perform in sports. Energy requirements. How tendons and muscles work together.	Visual: Powerpoints interactive Auditory: Describe verbally links of muscles movement to sport. Read/Write: Exam questions related to the muscles. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Oct	Circulatory and Respiratory Systems.	Aerobic versus Anaerobic respiration, how these relate to different activities. Transport of blood the lungs function. Effects of sport on the C and R systems.	Visual: Powerpoints interactive Auditory: Describe verbally types of respiration requirements in sport. Read/Write: Exam questions related to the C and R system. Kinaesthetic: Produce your own analysis of respiration in practical situations	End of topic test. Practical assessment.
Nov Feb	Fitness	A simple definition of fitness. health related fitness in terms of cardio vascular endurance (aerobic fitness), body composition, flexibility, muscular endurance, speed, stamina and strength. (3) skill related fitness in terms of agility, balance,	Visual: Powerpoints interactive Auditory: Describe verbally types of fitness and produce your own fitness programmes for other students. Read/Write: Exam questions related to Fitness	End of topic test. Practical assessment.

		coordination, power, speed of reaction, and timing. Explain: (1) tests for both Health related and Skill related fitness. (2) maximum oxygen uptake and what it means in fitness terms. a personal fitness programme to cater for any weaknesses In personal fitness.	requirements. Write a fitness programme Kinaesthetic: Produce your own analysis of fitness requirements. Perform your own fitness programme.	
Mar May	Skill	what is meant by the term 'skill'. the difference between the following types of skill: basic and complex skills, fine and gross motor skills, open and closed skills factors affecting skill such as age and maturity, motivation, anxiety and arousal, conditions, facilities and environment, teaching and coaching. how we learn a new skills, including; limited channel capacity, overload.	Visual: Powerpoints interactive Auditory: Describe verbally types of skill development in varying activities Read/Write: Exam questions related to Skill requirements. Kinaesthetic: Produce your own analysis of skill and anxiety in sport. Produce your own research on skill performance and learning.	End of topic test. Practical assessment.
June	Drug use in Sport	what is a 'drug'? the effect that the following drugs have on the body • Stimulants • Narcotic -analgesics • Anabolic steroids • Diuretics • Anxiety reducing drugs • Peptide hormones	Visual: Powerpoints interactive Auditory: Describe verbally types or produce a presentation on drug use in sports. Read/Write: Exam questions related to drug use in sport. Kinaesthetic: Physical examples of types of drugs used in sport.	End of topic test. Practical assessment. End of year test covering the one and a half units covered here.

Scheme of Work and Assessment Year 10 2020-21

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Subject: Spanish 2nd Language Intermediate	Year 10 IGCSE	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September-December	1 Mi vida en casa y en el colegio	<p>1.1 House and Home Describing where you live, your house and what family members do in rooms in the house. Grammar: Present tense: regular verbs Adjective agreement Prepositions of place</p> <p>1.2 School Life and Routine Describing timetable and subjects, daily routine at school, school building and facilities. Grammar: Present tense: radical changing verbs, irregular verbs</p> <p>1.3 Food and Drinks Talking about food and drinks you normally have. Giving opinions on international food. Grammar: Interrogative pronouns Idiomatic verbs: Me gusta(n) etc.</p> <p>1.4 Common Ailments and Healthy Lifestyles Considering what a healthy diet consists of. Talking about how you feel and health. Describing ways of keeping fit and healthy lifestyles.</p>	<p>Visual: PPP, pictures, videos, posters and flashcards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests, including reading, listening, writing, and speaking tasks.</p>

		<p>Grammar: Idiomatic verbs(2): Me duele(n) etc. Expressions with tener. Present Participle. Possessive adjectives</p> <p>1.5 Media - TV and Film Describing what you like watching on tv. Talking about films you like and dislike. Giving opinions about tv programs and films. Grammar: Present tense: more irregular verbs. Adverbial phrases. Comparison: regular and irregular</p>		
January-March	2 Mi familia, mis amigos y yo en casa y en el extranjero.	<p>2.1 Relationships with family and friends Talking about family and pets. Describing people physically and personality. Grammar: Personal "a". Possessive pronouns. Using SER for identity.</p> <p>2.2 Daily routine and helping home Talking about free time activities in and outside the house. Describing daily routine. Talking about chores in the house and who does them. Grammar: Reflexive verbs and pronouns. Using ESTAR for location. Present continuous</p> <p>2.3 Hobbies, interests and special occasions Arranging to go out. Finding out about Festivals and special occasions. Organizing a party. Grammar: Adverbs ending in -mente. Interrogative pronouns with prepositions Preterite tense: regular and irregular verbs. Impersonal verbs. Near future. Dates</p> <p>2.4 Holidays</p>	<p>Visual: PPP, pictures, videos, posters and flashcards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests, including reading, listening, writing, and speaking tasks.</p>

		<p>Talking about different types of holidays Describing your last holiday. Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do. Grammar: Future tense. Comparisons.</p> <p>2.5 Tourist information and directions Giving directions and asking how to get to places in town. Grammar: Basic prepositions +infinitives. Prepositions: por / para.</p>		
April-June	3 El mundo que nos rodea	<p>3.1 Life in the town and rural life Buildings and facilities in town. Describing town and country locations, giving opinions. Advantages and disadvantages of different places to live. Grammar: Prepositions of place (2) Present Perfect tense Comparison: more complex structures: tantocomo, bastante..</p> <p>3.2 Shopping and money matters What to buy in different shops and places. Shopping for food in supermarkets and small shops. Pocket money, earnings and spending habits. Grammar: Demonstrative adj. Expressions of quantity</p> <p>3.3 Servicios públicos Banking , changing money and ATMs Post office, phone and internet in Spanish speaking countries. Lost property Grammar: Indefinite pronouns. Ser/Estar contrast. Demonstrative pronouns. Direct object pronouns</p>	<p>Visual: PPP, pictures, videos, posters and flashcards. Auditory: Dialogues, interviews,etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests, including reading, listening, writing, and speaking tasks.</p>

		<p>3.4 Environmental issues Things I do to help the environment. National parks in Spanish-speaking countries and their importance. Environmental problems and possible solutions. Grammar: Conjunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p>3.5 Weather and climate Describing weather in different countries and weather forecasts. Weather problems, climate change, describing weather in the past. Grammar: The cardinal points. Impersonal weather expressions. Imperfect tense</p> <p>3.6 Everyday life in a Spanish-speaking country Informal and formal greetings Life in Spanish speaking communities outside Spain. Staying with a Spanish family Grammar: Formal and informal modes of address. Interrogatives (2). Indirect object pronouns.</p> <p>3.7 Customs and festivals Countries of the world and customs Descriptions of festivals in Spanish speaking countries /regions Grammar: Nationality adjectives. Adverbs including time and place. Imperfect continuous</p> <p>3.8 Travel and transport Different types of transport Getting around town and opinions about different forms of transport Itineraries of different holidays using various transport.</p>		
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		Grammar: Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ future.		
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Subject: Spanish 2nd Language	Year 10 Elementary	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Nos Presentamos	<p>1-Son muy famosos: Talking about yourself and other people. Making comparisons.</p> <p>2-Juego bien al fútbol: Saying how you do something. Talking about your routine.</p> <p>3-Mucho gusto: Making introductions.</p> <p>4-Estás en tu casa: Asking for what you need. Saying what you need.</p> <p>5- Unos regalos: Buying gifts. Describing someone's personality.</p> <p>6-Muchas gracias por el regalo: Writing a thank you letter.</p> <p>-Culture: -Finding out facts about Andalusia and the place we live. -Designing a leaflet about our area.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>

Autumn term 2	La Comida	<p>1-¿Qué Comes?: Saying what you have to eat. Talking about mealtimes in Spain and the UK.</p> <p>2-¿Qué te gusta comer?: Saying what type of food you like and why.</p> <p>3- De compras: Buying fruits and vegetables. Finding out how much things cost.</p> <p>4-Cien gramos de jamón y una barra de pan: Buying food and drinks in a shop. Numbers 31-100.</p> <p>5-¡Qué Aprovechel! Saying that you are hungry and thirsty. Ordering for a menu.</p> <p>6-La comida sana: Talking about healthy eating.</p> <p>-Culture: -Finding out information about tapas and typical food in Spain. -Writing favourite recipes .</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Spring term 1	De Compras	<p>1-¿Qué ropa llevan?: Talking about clothes. Comparing prices.</p> <p>2-Me gusta aquella camiseta roja: Talking about what clothes you like and what suits you.</p> <p>3-¿Me lo puedo probar?: Shopping for clothes.</p> <p>4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes. Asking about clothes. Saying what you are wearing.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation..</p>

		<p>5-¿Llevas uniforme?: Talking about your school uniform.</p> <p>6-En la calle principal: Talking about types of shops. Saying where you can buy things.</p> <p>-Culture: -Shops around. -Main differences between going on shopping in Spain and the UK.</p>		<p>Dispositions and attitudes. End of unit tests.</p>
Spring term 2	El Turismo	<p>1-¿Qué hay de interés?: Asking what there is to see in a place. Asking what you can do there.</p> <p>2-Tus vacaciones: Talking about where you go and what you do on holiday.</p> <p>3-¿Dónde fuiste?: Saying where you went, what for and who with.</p> <p>4-¿A dónde fueron?: Talking about where other people went.</p> <p>5-¿Lo pasaste bien?: Saying what you did on holidays.</p> <p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Summer term 1	¡Diviértete!	<p>1-¿Quieres ir al cine?: Making arrangements to go out.</p> <p>2-¿Qué tipo de películas te gustan?: Saying what sort of films you like.</p> <p>3.Dos entradas, por favor:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i></p>

		<p>Buying cinema tickets. 4-¡Es genial!: Describing an event in the present. 5-¿Qué hiciste el sábado?: Describing an event in the past. 6-El estadio estaba lleno: Describing what things were like.</p> <p>-Culture: -Designing a leaflet about free time activities around the local area.</p>	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
<p>Summer term 2</p>	<p>La Salud</p>	<p>1-¿Qué te duele?: Saying what is wrong. 2-Me siento mal: Saying you are not feeling well. 3-En la farmacia: At the chemist. 4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do. 5-Hay que comer fruta todos los días: Talking about a healthy lifestyle.</p> <p>-Culture: -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>

Scheme of Work and Assessment Year 102020-21

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Subject: Computing	Year 10	Teacher: P Reichenbach
No. of lessons per week: 3	Date: 2020-21	
<p>This schedule shows a delivery timetable over two years, with two timetable lessons per week, one of which is a double lesson. This schedule is built around two learning streams. In one lesson each week students learn computer science theory. In the other lesson they develop their programming skills. The advantage of this approach is that students will begin programming early, and continue throughout the two years. The programming stream includes "catch-up and extensions" lessons where students will work independently on programming tasks set in previous lessons.</p>		

Year 1			
12 weeks	Theory:		Programming:
	<i>Unit 1 : Digital Data</i>	<i>Overview content</i>	<i>Unit 8: Introduction to programming</i>
	Students will learn about: <ul style="list-style-type: none"> • Binary data • Bits and bytes • Binary and denary • Counting in binary • Convert binary to denary • Convert denary to binary • Hexadecimal • Hexadecimal and denary • Hexadecimal and binary • How hexadecimal is used • Digital data • Digital graphics • Digital sound and video • Compression 	Students revise: <ul style="list-style-type: none"> • the binary number system • hexadecimal number system • Data storage 	Students will learn about: <ul style="list-style-type: none"> • An introduction to python • Algorithms • Output • Sequence • Input • How to assign values • Calculated values • Variables in pseudocode
12 weeks	<i>Unit 2: Communications and the internet</i>		<i>Unit 8: Programming: Python if... else...</i>
	Students will investigate: <ul style="list-style-type: none"> • How data is transmitted • Serial and parallel transmission • Data bus • Transmission errors 	Students revise: <ul style="list-style-type: none"> • Data transmission • Security aspects • Internet principles of operation 	Students will investigate: <ul style="list-style-type: none"> • Variables in flowcharts • Logical decision • Python if... • Python if... else... • Python elif

	<ul style="list-style-type: none"> • Parity checks • Check digit and checksums • The Internet? • The World Wide Web? • HTML • HTTP: Hypertext transfer protocol • TCP/IP • Staying safe online • Malware and hacking • Protective software 		<ul style="list-style-type: none"> • Selection in pseudocode
Year 2			
12 weeks	<p><i>Unit 3 - Electronic processing</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • Electronic processing • The NOT gate • The AND gate • The OR and XOR gates • The NAND and NOR gates • Logic statements • Simplify statements • Logic circuits • Truth tables and circuits • Truth tables (continued) • Solve a problem • Repeat inputs • The central processing unit (CPU) • The fetch-execute cycle 	<p>Students revise:</p> <ul style="list-style-type: none"> • Von Neumann model • The stages of the fetch-execute cycle (incl. Registers and buses) • the functions of NOT, AND, OR, NAND, NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs (all gates, except the NOT gate, will have 2 inputs only) • Truth tables and standard symbols • A range of sensors that can be used to input data into a computer system 	<p><i>Programming: Loops and arrays</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • Loops • for loops • while loops • Loops in pseudocode • Lists and arrays • Output a list • Add elements to a list • Registers and buses
12 weeks	<p><i>Unit 4: Hardware</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • Keyboard and mouse • Touchscreens • Camera and microphone • Barcode readers • Sensors • Control systems • Monitors and display • Printers 	<p>Students revise:</p> <ul style="list-style-type: none"> • Input devices: 2D and 3D scanners, barcode readers, Quick Response (QR) code readers, digital cameras, keyboards, mice, touch screens, interactive whiteboards, microphones • Output devices: inkjet, laser and 3D printers; 2D and 3D cutters; speakers and headphones; actuators; flat-panel display screens, such as Liquid Crystal Display (LCD) and Light-Emitting Diodes (LED) display; LCD projectors and Digital Light Projectors (DLP) 	<p><i>Unit 9: Programming: Worked examples</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • An Introduction to Worked Examples • How programs count • How programs calculate totals • How programs calculate an average • Verification • Validation

	<ul style="list-style-type: none"> • Sound • Actuators • Manufacturing objects • Output in real life 		
12 weeks	<i>Unit 5: Storage and software</i>		<i>Unit 9: Programming: Solution development</i>
	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Primary storage • Measuring storage • Magnetic storage • Optical Storage • Solid state (flash) storage • The use and choice of storage • Software and its uses • Operating systems • The functions of an operating system • Low-level languages • High-level languages 	<p>Students need to understand</p> <ul style="list-style-type: none"> • the difference between primary and secondary memory. They should be able to identify the purpose of RAM and ROM and provide examples of what the uses of these are in different types of computer. • Students need to understand how magnetic, optical and solid-state devices store data and be able to describe their features. • Students need to be able to compare a range of storage devices. They need to understand the differences in capacity, transfer speed, portability, durability and cost (per megabyte/gigabyte). They should be able to recommend a storage device for a scenario and justify their choice. • Students need to be able to calculate the storage requirements of a file, when given information about it. This must include a file of characters (e.g., a database), images or sound 	<p>Students will investigate:</p> <ul style="list-style-type: none"> • Test data • Evaluation • Trace tables • Trace tables (for loops) • Trace tables (with flow charts) • Analyse algorithms • Find errors in algorithms • How to create an algorithm
12 weeks	<i>Unit 6 & 7: Security and ethics</i>		<i>Unit 10: Programming and databases</i>
	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Data security • Security threats • Malpractice and crime • Online attacks • Proof of identity • Firewalls • Security protocols • Encryption • Security examples • Copyright • Free software • Hackers and crackers 	<ul style="list-style-type: none"> • Students need to understand the need for protecting data against loss or change, and methods that can help prevent loss on input (e.g. verification), and how to recover from data loss (e.g., backup). Students need to be able to describe different methods of verification and recommend a backup solution for a given scenario. • Students need to be able to describe different threats that can occur on the internet, both to individual data and to a website. • Students need to understand how to keep data safe and be able to identify and describe different security methods. They should be able to apply their knowledge to real-life scenarios and recommend appropriate security methods. • Students need to understand what is meant by ethics and apply these to different scenarios. • Students need to understand the term 'copyright' and 'plagiarism', and describe why products or items and so on are copyrighted and why they should not be plagiarised. • Students need to recognise and describe the differences between free software, freeware and shareware. • Students need to understand how ethical issues can be raised through the use of electronic communication, including the passing of data and use of malware. Students should be able to explain the ethical stance on given scenarios. 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Top-down programming • Structure diagrams • Code libraries • Records and fields • Data types • Primary key • How to select fields • How to select records

Scheme of Work and Assessment Year 10 2020-21

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Subject: Geography	Year 10	Teacher: J Buckley
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Assessment Criteria; tests/ projects etc.
Sept	Population Dynamics Increase in worlds population Overpopulation & underpopulation Changes in population Population policies Migration Impacts of migration	Describe and give reasons for the rapid increase in the world's population. Understand the causes and consequences of over-population and under-population Know a country which is over-populated and a country which is under-populated Understand the main causes of a change in population size Give reasons for contrasting rates of natural population change Know a case study of a country with high rate of natural population growth and a country with a low rate of population growth (or decline) Describe and evaluate population policies Explain and give reasons for population migration Demonstrate an understanding of the impacts of migration Know a case study of an international migration	Case study exercises You tube videos Presentations Graphs Map work	End of unit test Exam style questions Homework Classwork presentations
Oct	Population structure Population density and distribution	Identify, give reasons for and implications of different types of population structure Describe the factors influencing the density and distribution of population	Case study exercises You tube videos Presentations	End of unit test Exam style questions Homework Classwork

	<p>Settlements (rural and urban) and service provision</p> <p>Urban settlements</p> <p>Urbanisation</p>	<p>Describe and give reasons for the rapid increase in the world's population</p> <p>Explain patterns of settlement</p> <p>Describe and explain the factors which may influence the sites, growth and functions of settlements</p> <p>Give reason for the hierarchy of settlements and services.</p> <p>Know a case study of settlement and service provision in an area</p> <p>Describe and give reasons for the characteristics of land use in urban areas</p> <p>Describe and give reasons for changes in land use in urban areas</p> <p>Explain the problems of urban areas, their causes and possible solutions</p> <p>Know a case study of an urban area (including changing land use and urban sprawl)</p> <p>Identify and suggest reasons for rapid urban growth</p> <p>Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts</p> <p>Know a case study of a rapidly growing urban area in a developing country and migration to it</p>	<p>Graphs</p> <p>Map work</p>	<p>presentations</p>
Nov	<p>Earthquakes and volcanoes</p>	<p>Describe the main types and features of volcanoes and earthquakes</p> <p>Describe and explain the distribution of earthquakes and volcanoes</p> <p>Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment</p> <p>Demonstrate an understanding that volcanoes present hazards and offer opportunities for people</p> <p>Explain what can be done to reduce the impacts of earthquakes and volcanoes</p> <p>Know a case study of an earthquake and a volcano</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork</p> <p>presentations</p>

Dec	Rivers	<p>Explain the main hydrological characteristics and processes which operate within rivers and drainage basins</p> <p>Demonstrate an understanding of the work of a river in eroding, transporting and depositing</p> <p>Describe and explain the formation of the landforms associated with these processes</p> <p>Demonstrate an understanding that rivers present hazards and offer opportunities for people</p> <p>Explain what can be done to manage the impacts of river flooding</p> <p>Know a case study of the opportunities presented by a river, the hazards associated with it and their management</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
Jan	Coasts	<p>Demonstrate an understanding of the work of the sea and wind in eroding, transporting and depositing</p> <p>Describe and explain the formation of the landforms identified with these processes</p> <p>Describe coral reefs and mangrove swamps and the conditions required for their development</p> <p>Demonstrate an understanding that coasts present hazards and offer opportunities</p> <p>Explain what can be done to manage the impacts of coastal erosion</p> <p>Know a case study of the opportunities presented by an area of coastline, the hazards associated with it and their management</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
Feb	Weather Climate and natural vegetation	<p>Describe how weather data is collected</p> <p>Make calculations using information from weather instruments</p> <p>Use and interpret graphs and other diagrams showing weather and climate data</p> <p>Describe and explain the characteristics of two climates: equatorial and hot desert.</p> <p>Describe and explain the characteristics of tropical rainforest and hot desert ecosystems.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>

		<p>Know a case study of an area of hot desert and a tropical rainforest</p> <p>Describe the causes and effects of deforestation of the tropical rainforest</p> <p>Know a case study of an area of tropical rainforest and an area of hot desert</p>		
March		Catch up and revision	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
April		Exam practice for paper 1	Exam papers and questions	Practice exam questions
May		Exam practice for paper 2	Exam papers and questions	Practice exam questions
June		How use geographical skills and investigations to pass the exam	Carrying out investigations	Completed investigations