

Calday Grange Grammar School



Year 10 Subject Curriculum Statements 2019-20

Art

This work will contribute to their GCSE Coursework and will be reviewed and refined once back in school. It is important that all tasks have been attempted in order to develop the GCSE coursework portfolio. A summary of the work set is here, for the full details please refer to Google Classroom:

Lockdown work that has been set includes:

- **The Everyday:** A short project developing ideas based around one of the following themes: Domestic chores, Interiors, Domestic objects, Human gestures/routines. Artist links and research tasks were also included
- **Suburban Landscapes:** Exploring the outside space around home and developing more advanced perspective skills. Once again, relevant artist links and research were also included.
- **Interiors:** an extended personal project. The project was designed to be developed in the same way as coursework projects in class. The principle was that students started to develop their own art investigations and experimentation in line with the Assessment Objectives at GCSE level. This was a chance to make this work their own and use their imagination, working to their strengths and personalising the work.

Support offered:

All instructions and help sheets have been posted on Google Classroom with clear deadlines given. When work has been posted, individual help and guidance has been given via feedback on Google Classroom and individual emails

In addition, to support learning further, some of the following items have been posted on Google Classroom as reference guides:

- A guide to researching Artists
- Perspective guide sheets
- Examples of sketchbook pages from Calday and AQA
- Exemplar materials produced by the Art staff

Students have had the opportunity to have online tutorials via Google Meet. These have been either individual or small group tutorial sessions.

All Art students have had the opportunity to attend a whole day practical Art support session with specialist teachers and support staff where necessary.

Additional, specialist equipment and materials have been delivered home, as required, during the lockdown period.

Photoshop has been available for home use throughout the lockdown period. (Email from IT support sent in April)

Summer work to complete:

An additional project on the theme of 'Elements of Identity' has been set for over the 'Summer Holiday' period.

The work completed for this project and all lockdown work will be reviewed, refined and developed further in September on return to school. This will be a crucial element of their GCSE Art Coursework Portfolio.

Summer school sessions in Art will be available in August, to support both development of ideas and practical skills with different techniques: Staff involved: Mrs A Dailey

Biology

During remote learning, Year 10 students have covered the following topics from their AQA Biology GCSE specification:

- Hormonal control in plants
- Sexual and Asexual reproduction
- Meiosis
- The structure of DNA
- Protein Synthesis
- Inheritance of genes
- Inheritance of genetic disorders

Your son's classroom teacher has provide him with some of the following variety of resources:

PowerPoint presentations, Video PowerPoints, access to kerboodle textbook/quizzes, links to BBC Bitesize websites, YouTube videos, access to Seneca online learning, google quizzes, worksheets, examination questions with answers and white workbook answers.

The topic that your son will start with in September is Variation and Evolution. His class teacher has set you a variety of resources including revision sheets, examination questions and kerboodle quizzes to use as revision over the summer holidays to enable him to be fully prepared for continued GCSE study in September. Please remind your son to bring his most recent Biology exercise book to school with him when we return in September, even if it is full.

Chemistry

During the lockdown students have worked through the following topic areas using their chemistry topic workbooks:

1. Equilibrium:the study of reversible reactions and how position of equilibrium changes with reaction conditions.
2. Electrolysis: the study of how electrolysis of ionic compounds when molten or in solution, including ionic equations.
3. Using Resources: This topic includes water treatment and purification, alternative methods of metal extraction and life cycle assessments

To support independent learning, students have access to a bank of support materials including links to relevant GCSE bitesize pages, topic summary

revision sheets and video clips available on you tube. These resources are available on google classroom. Students will need to review and consolidate their understanding of year 9 and 10 work in preparation for mock examinations in year 11. Year 10 topic work set during lockdown will be re-visited and integrated into the year 11 scheme of work.

To support year 11 exam preparation they will be sent topic revision sheets and revision resources to help embed key knowledge. In the absence of a Year 10 summer examination, decisions regarding the entry of students for separate sciences or combined science trilogy will be based upon performance in the year 11 mock examinations.

Chinese

Since the lockdown, you have been working on unit 1.0-2.2 and part of Ch3 in the 'Edexcel GCSE 9-1' textbook, as well as unit 1-3 in 'GCSE Writing Revision Guide' textbook (in the shared drive, also in G-Classroom), via shared ppt slides, Writing Revision Guide handouts (digital version: unit 1-3), Quizlet, Memrise and Duolingo.

The following topics and key vocab/patterns have been covered:

- My life: countries, nationalities, appearances/personalities
- School: uniform, timetable, routine
- Leisure and hobbies
- Question words, comparison, not only... but also..., statement when, more than..., frequency words, give directions
- Exam techniques: 3 3s and 2 2s in speaking and writing (i.e. 3 tenses, at least 3 complex patterns, at least 3 time phrases, at least 2 reasons and at least 2 opinions, plus ticking bullet points off as you go along)
- Exam techniques: reading, listening

You were asked to work through the shared ppt sets, to complete a video story re-told task in Chinese characters with sentence patterns and vocab prescribed by AQA GCSE Chinese, and to complete various Duolingo tasks (log into Duolingo to see details). Resources such as YouTube videos on Chinese GCSE preparation tips, YouTube videos with bilingual lyrics, and a range of culture/wellbeing activities are shared via Google Classroom.

If you missed any G-Meet lessons or did not complete any assignments described above, please use the summer to catch up. **Summer school sessions in Chinese will be available in August. :Staff involved Mrs W Gan**

Computer Science

Due to their being two classes for computer science this statement will enclose the progress of each class with their respective teachers – 10A (Mrs Mounsey) and 10D (Mr Brown)

September – March

10A - Over the course of Year 10, students have worked on the programming side and the theory side of the course alongside each other.

For the programming the students built on the knowledge gained in year 9 and learnt about how to structure their code using sub-routines (both functions and procedures) and also learnt about data structures and validation. They have tackled several larger programs using past programming projects to help them to understand the expectations for their own programming project which forms part of the overall GCSE.

For the theory side the students have learnt about computer systems, looking at the different types of software and learning about the operation of the components, logic gates and circuits and cloud storage (what it is and how it works). They moved onto networks and learnt about the different types of network, advantages and disadvantages of networks, security and the protocols that computers use to communicate with each other. They have learnt about cyber security and the different types of threats and how to prevent them and as we started in March we were looking at the legal side of computing.

10D - During the time prior to lockdown the class have followed a similar but slightly differentiated path to 10A. The main focus during these months was to channel our efforts on the theory side of the course. This enabled the class to thoroughly learn and revise key topics such as networks: knowing how networks transmit data and how to protect them. We also covered cyber security threats: what type of threats users face and how to identify social engineering techniques. A 2-week window was set aside for programming skills to be developed via online platforms such as repl.it and SoloLearn – some of which offered incentives/rewards for student efforts.

March – Present

10A - Students used Seneca and Cisco to embed the theory knowledge that they have already gained this year and we have done some work on answering extended questions which play a big part on paper 2. For the programming the students continued with past programming projects to continue to build their skills and confidence in this area. In the live lessons we have been focusing on algorithm practice and pseudocode.

10D - Students continued to revise the topics previously covered in the year. Key resources were used to develop knowledge in areas through Cisco – this included units covering cyber security and the Internet of Things. Since then the class have been working on their programming skills preparing for their projects over summer.

As you are aware the restrictions around the programming project have been lifted and the students are now completing the project at home over the summer – this will give us the ability in September to focus on revision and filling any gaps the students may have in their knowledge. We will be available

to help and support throughout the summer holidays and will have regular check-ins with the students on their work.

Once again we thank you for your support over these last few months.

Drama

All work has been set via Google Classroom and Edulink during lockdown. A balance has been struck between focusing on the practical and written elements of the curriculum.

Due to the group nature of the practical work there have been obvious limitations to the tasks and where possible video conferencing has been encouraged within specific classes.

Feedback has been given to all students in response to the written work completed. Group feedback has been given to groups when completing the practical/research tasks.

Due to a staff absence the setting and marking of some work has been streamlined since early June.

Blood Brothers.

The play had been studied prior to lockdown.

Students were required to read the text again and identify the different locations and begin to formulate ideas of how to design a set for these. They were also asked to consider costume design for the five main characters.

After the research had been done, students were tasked with answering questions on these design topics. Questions set were similar to those they will be answering in their mock GCSE. Exemplar questions, stylistic definitions and a DIRT checklist were included as support for the work.

A full set of acting skills was issued to students in preparation for the next piece of written work on the text. Students were directed to specific lines of the text. Three questions were set asking students to detail 3 acting skills that could be used for each line and the emotional response these would have upon an audience. These questions mirror those that will be included in their mock GCSE. Students also had access to exemplar answers, a DIRT checklist and "CDE" structure guide to support their answers.

Devising project.

Students were introduced to the theme of the project; secrets. They were sent three different YouTube clips based around mental health and the Columbine school shooting. Alongside this a list of questions were posed about secrets.

Students were asked to choose one of the YouTube clips and further research the topic. They were asked to formulate their early ideas on what their devising piece could be about. Included in this was their response to the questions about secrets.

Next, students were asked to write a detailed back story of their own role following on from their initial research. Where possible, students were asked to

form groups and begin sharing their ideas as well as plotting an opening scene to their piece.

A resource was shared with students explaining the narrative structure of story telling as well as things to avoid in terms of character/plot etc. This was used to help formulate their ideas.

All work was written and teacher feedback given on personal role development, response to stimuli and early group ideas.

Theatre roles and terminology.

A resource created by the Royal Court Theatre, London was shared with all students.

This focused on specific terminology used within drama and was preparing them for Section A of their GCSE exam.

Students had to study the powerpoint and then answer the quiz posted at the end.

They were also asked to write up their own glossary of terms and definitions of the recognised terms.

Finally, there were three presentations as part of the shared resource which detailed the use of different skills and tools within professional theatre which the students were asked to watch and make notes on.

Live Production.

Mr. Meigh and Mr. Kavanagh uploaded a recording introducing the students to this new topic.

Closer work will be carried out on this during the summer school sessions as well as obviously in the new year.

Students were required to watch a piece of live theatre and are examined on their evaluative and analytical written skills of specific moments of the production.

In light of recent theatre closures (and uncertainty surrounding their reopening), OfQual have sanctioned the use of digitally streamed theatre to enable students to answer this question in summer 2021 exams.

The teacher prerecording asked students to watch a production of "Wise Children" available for free via the BBC I player.

The style of the production was explained as well as key scenes/characters to focus on. The students were asked to watch the entire production.

After watching the entire production, students were asked to make detailed planning notes on these moments/characters.

These notes were to include the context of each moment, 7-10 acting skills used by one or more actor, what these skills told us about the character and finally the emotional response they had on the audience.

Once the planning had been done, a question was set similar to that which will feature in their mock GCSE.

Students were asked to write 2 paragraphs about 2 different moments from the production.

An exemplar paragraph was uploaded to support the structure of the student's response.

There is ongoing discussions between OfQual and exam boards concerning the practical, group based, examinations for next year. It is anticipated that both the devising project and the text in performance exam will go ahead but with changes expected. At the time of writing there has been no conclusive guidance from OfQual but we hope for this to be issued ASAP.

Over the summer students are to continue developing their response to the "secrets" devising project. They should consider how they could do this either as a monologue or in a group of 2.

There are 2 days of drama work planned for August. All students should ensure they are up to date with their live production answer and DIRT exercise before this.

DT Product Design

September - March

Over the course of Year 10, students have undertaken several projects to build upon and enhance their previous knowledge of design and make activities. This is in conjunction with further theory preparation for the examination component of the GCSE course.

In the autumn term, students looked at technical drawings, with a specific focus on Orthographic projection, which was then used to manufacture a Pencil Holder outcome across a timed series of lessons. Following the manufacturing element of this project, students undertook a further technical drawing exercise, this time focusing on isometric projection. Alongside the practical outcomes, students have been working on theoretical elements to support them with their exam. During the autumn term, this included; polymers and polymer processes, as well as smart and modern materials. One further aspect that students covered in this term was a short 'mini NEA' style project focusing on a previous exam context to build up skills for the controlled assessment later in the year. The focus was designing for disability where ideas could be explored, developed and modelled to demonstrate feasible solutions to the problem identified.

During the spring term, CAD, specifically Solidworks was used to develop 3D modelling skills. Students virtually designed and made Lego bricks using this software and saw how this product could be developed further to include CAM manufacturing using 3D printing. During this term, further theory was covered in areas including renewable energy and metals and alloys. A second project

this term included pewter casting. Students designed, using 2D Design a mould, that was then laser cut and finished by hand. During lessons, students demonstrated their ability to observe workshop practices and work safely at all time. Students were part way through this project at the time of lockdown, with some students having produced a pewter case product. They would then have been exploring finishing techniques and looking at ways in which the product could be further developed.

Students were due to finish this project and move on to the 'phone holder' project later in the term. This project would have looked at combining all the skills learnt, both graphically, technically and practically, in order to design, manufacture and evaluate the final project before starting coursework.

March - Present

The pewter casting project has been set in conjunction with Seneca Learning to support students with some of the theory aspects of the course. Alongside this, examination practice materials have been used in order to prepare students effectively for the exams. Using mark schemes, students were able to self-assess and further understand model answers. Topics have included core knowledge surrounding materials (timbers, polymers, metals), sustainability factors (e.g. the 6 R's) and manufacturing techniques including processes, surface finishes etc. As you will be aware, students have now started their Non-Exam Assessment (NEA) as of June 1st. Section A - Research and Section B - Specification have already been completed and students are now working on Section C - Design Ideas. Students are encouraged to continue using Google Classroom where past examples, audio presentations, videos and many other resources are posted to aid students with this work. A reminder that this work is worth 50% of the overall GCSE grade. This work is expected to continue over summer and is due on Friday 4th September for review.

We would like to thank students and parents for your ongoing support and commitment during these difficult times and we have very much enjoyed seeing some of your work take shape.

Electronics

Year 10 Electronics

Prior to school closures Year 10 Electronics students had been making excellent progress with the WJEC Electronics specification and completed study and assessments of the following topics.

Electronic systems and sub-systems, circuit components, resistive components in circuits, switching circuits, diodes, combinational logic systems, operational amplifiers, transistors, MOSFETS and microcontrollers.

Students had a variety of practical tasks to complement the theory side of the course, both computer simulated as well as physically built and tested in the lab.

A fully replicated “cut down” GCSE mock examination was completed in exam conditions in order to prepare the students for the real examination next year. The above topics will be assessed further in Year 11 mock examinations and students should revise and review this content in preparation for these. Learners have been sent revision workbooks which contain detailed explanations of theory together with exemplar GCSE Electronics questions to help them prepare.

Since school closure, the Electronics department continued to hold lessons remotely and as a result of this we have managed to stay largely on track when making comparisons to previous years. Each week the virtual lessons were complemented with workbooks that the students submitted for explanations in the lessons. Several in school face to face lessons were also held with smaller groups which were very well received.

Mr Jones coached the students on a one-one basis via email, this proved very successful, as learning was customised to the pace of the individual. Each student has been informed of their mock exam grades, together with an individual action plan to address any weaknesses. Students must ensure any outstanding work is completed over the summer break.

We thank you for your continued support.

English

Foreword

All students of English have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as online quizzes (Kahoot, etc.)
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or as a video with a constant voice-over)
- A printed booklet which was posted to students (years 7 to 10)
- One-to-one written feedback on more formal pieces of work
- One-to-one written feedback on student queries (similar to quick questions asked by students in the classroom)
- Some students have received additional one-to-one support via telephone
- Some staff have conducted Google Meet lessons with whole classes or targeted groups

All work set by English staff has been placed on Edulink and Google Classroom. Please note that there may be slight variation between the exact tasks set by

members of staff, in the same manner that would be expected in school. However, the same topics have been covered by all students.

Please see below the summaries for the topics covered and work set in English. Please see Google Classroom and the retrospective records on Edulink for the full details.

Throughout the school's shutdown, Year 10 GCSE English students have been set tasks that have been related to the following topics, all of which are crucial for both English Language and English Literature at GCSE level.

- Macbeth
- An Inspector Calls
- Poetry
- English Language work

The intended end-of-Year 10 examination was a mock literature paper 1 (*Macbeth* and *An Inspector Calls*), so English teaching staff have ensured that the students have full exposure to all questions in this paper before the end of the academic year, so as to closely replicate the mock exam situation as closely as possible given the circumstances.

Macbeth

This work was overlapped with the work completed in school before the shutdown. Some of the tasks listed below may have been covered in English lessons in early-March.

Students were provided with a range of tasks based on the plot, characters, context, themes, and handpicked extracts. They were also provided with PowerPoint lessons with voice recordings attached for consolidation and revision purposes. They were then required to submit an essay on a chosen extract and another on a theme/character. Please see full details on Google Classroom.

As in school, DIRT tasks were set for students in response to this task following detailed feedback.

An Inspector Calls

Students had previously covered this topic in the classroom prior to the shutdown and in Year 9. Therefore, tasks set were relating to revision of plot, characters, themes, and context. They were then required to submit an essay on a chosen theme/character. Please see full details on Google Classroom.

As in school, DIRT tasks were set for students in response to this task following detailed feedback.

Anthology Poetry

Students were then redirected to literature paper 2 for some poetry revision exercises and then to write an essay in response to a choice of three questions.

Language

Towards the end of the term, students received an English Language booklet in the post in readiness for next year. Students were set a task (varying between classes) relating to these booklets.

Summer work

Full details of the summer work will be placed on Google Classroom and emailed to parents. In summary:

- Students are required to access a copy of *A Christmas Carol* and should read the short novel
- Students should also watch a recommended cinematic version of the text
- Students are required to complete a booklet which is to be posted home

All of the above should be completed and evidenced in the first English lesson next term. This will be the first topic studied in September, so it is imperative that students do not miss this work, as they will feel that they are far behind their peers even before the term has started.

Summer school

We intend to run 3 days of English GCSE lessons towards the end of August.

French

In French this year, students have focused on the GCSE topics of school, holidays, home and local area. Within each topic, they have had the opportunity to develop their reading, listening, speaking and writing skills. We have revised all tenses, including present, perfect, imperfect, future and conditional. Other grammar covered includes *si* clauses, pronouns, reflexive verbs and modal verbs. Students have practised translation, as this is a feature of the current GCSE examination. We have completed past paper questions across all skill areas.

Lockdown work

Since closure, Year 10 have been set a range of tasks focusing on home and local areas. Tasks were set via Edulink with resources provided in Google Classroom. They have also used [memrise.com](https://www.memrise.com) and [quizlet.com](https://www.quizlet.com) to learn new vocabulary and to consolidate prior learning. Activelearn, an online language-learning package, has allowed students to practise their reading, listening and grammar skills and to receive immediate feedback on their work. They have submitted translation and written work for marking.

Support Offered

In addition to the resources provided via online platforms, students have had the opportunity to attend Google Meet sessions with their teacher and some have also attended sessions in school.

Summer work to complete

Please revise vocab from the first two pages of the simplified GCSE vocabulary list. You should also revise the formation of present, past, imperfect and future tenses. This work will be tested when you return to school.

Summer school sessions in French will be available in August and will focus on re-visiting key subject knowledge and skills. Staff involved: Mr X Desse

Geography

In Geography students have been working to develop their knowledge and understanding of the 'Changing Economic World' section of the GCSE course. This section is part of paper 2 'Challenges in the Human Environment'. Students are required to know about the global variations in economic development and quality of life, the strategies for reducing the global development gap and how some Low Income Countries and Newly Emerging Economies are experiencing rapid development. They have also been studying the major changes in the economy of the United Kingdom and the related patterns of employment change and regional growth.

Work has been provided using Google classroom with structured lessons that require students to use a range of online resources including maps, text and video clips to explore the themes outlined above.

Work has been set which focuses on the four Assessment Objectives - AO1 – Knowledge of places and processes, AO2 – Understanding of concepts and interrelationships between places, AO3 – Application of knowledge and understanding to evaluate and make judgements and AO4 – The use of a variety of skills and techniques.

All of the tasks were set on Google Classroom and also communicated via Edulink. More recently each class has had the opportunity to engage directly with their teachers via the Google Meet platform and some students have been able to come into school for support sessions with department staff.

Over the summer, students will be advised to ensure that all of the online work has been completed and to take the opportunity to revisit their work and to be prepared to answer questions about the key themes when we return to school in September.

Summer school opportunities may be available for some sessions in August.

German

Since school closure, Year 10 GCSE German students have both finished topic 5 of their GCSE course (Tourist Transactions) and started on topic 6 of the course (Local Area and Holidays).

This work is an important element in the content of their GCSE and it is important that they have kept up-to-date with the vocabulary learning on Memrise that accompanies all the work set.

Speaking Exam Preparation

Task one was to complete and type up model answers to themes 1-3 of the GCSE specification in preparation for the speaking examination. It is crucial that these answers are typed up and stored on google drive, so that they cannot be lost and so that teachers can add necessary feedback and follow up questions. The booklets were made available to students on google drive / classroom.

Workbook

Students were asked to complete any outstanding activities for reading, grammar or writing in their workbooks. School closure has presented an opportunity, in that any outstanding work could be caught up and any tasks that had not yet been completed, such as extension tasks or further practice tasks, could be completed as revision of the year's work to date. All students should have a completed work book at this stage with only listening activities incomplete, due to the logistics of sharing sound files remotely.

Active Learn

During the period of school closure, students were set regular activities and the Active Learn website and the log-on instructions were emailed out to all students. All set tasks on active learn should be completed by 17th July. However, the tasks will be kept available in order to enable students, who have struggled to complete everything, to catch up.

Memrise.com

Students are all part of a class group page on memrise.com . This webpage contains all of the vocabulary covered to date and is a fantastic way to prepare for reading and listening assessments. Data has proved over the years that a high score on memrise.com will lead to success at GCSE and students should feel reassured that there is a concrete activity that they can work on, which will lead them to success. Any student who has worked through all lists on their class group page will find the re-adjustment to school life in September a far easier process.

Support Offered

In addition to the work above, students have received frequent email content when concerns about work became apparent. Google meets - as whole class, small groups or individual assistance. There were also sessions held in school for those who were able to attend.

Students have also been given access to a number of "teaching videos" that they can work through in their own time in order to introduce new material in an

accessible way. They have been sent a link to these videos and can access them at any time.

Summer Work

As well as ensuring that all above tasks are completed, students must make regular visits to memrise.com and Duolingo, in order to keep their language skills active. Students should also watch as many videos as they can on the "easygerman" YouTube channel, in order to try and keep their listening skills fresh.

Summer school sessions in German may be available in August.

History

In History this year, students have focused primarily on the course content and requisite skills for their Paper 3 course: Weimar and Nazi Germany, 1918-39. This paper contains six different question types, and tests key historical skills such as making inferences, constructing an argument and analysing sources and interpretations. The first three key themes of this paper had been covered during lessons in school prior to lockdown.

Lockdown work:

Since closure, Year 10 have been set a range of tasks focusing on Theme 4: Life in Nazi Germany. Tasks were set via Edulink with resources provided in Google Drive, including the relevant pages from their set textbook. Further variety has been provided through podcasts and History File programmes. Seneca assignments online provided further opportunity for students to gain and review key subject knowledge, and this has culminated in the completion of an exam-style 12 mark question as their final CCT of the year.

Support available:

In addition to the resources provided via online platforms, students have had the opportunity to attend Google Meet sessions with their teacher for constructive advice and feedback, and some have also attended bespoke sessions in school.

Summer school sessions in History will be available in August, re-visiting key subject knowledge and skills across the Paper 3 syllabus. Staff involved: Mrs C Weston, Mr P Marsh, Mr R Pickstone, Mr G Griffiths

Mathematics

During lockdown, Year 10 continued to follow the maths curriculum using MathsWatch and MyMaths tutorials and assessments. The topics included probability, percentages, ratio, standard form, surds, volume and area, graph sketching, sequences and rearranging formulae. We expected that all MathsWatch and MyMaths tasks to be completed to an acceptable standard with a score of 60% or more.

During the summer we expect all students to complete any outstanding tasks on their homepage from both platforms, finish any incomplete tasks and redo

tasks that scored under 60%. When we revisit these topics during Y11, we will be aware that the students may need a little extra time to consolidate them and we will include this in our planning. As a department we are confident that we can effectively help students move forward from this difficult time, but students need to take on some responsibility also and we will be setting some extra consolidation work over the holidays also.

Music

Foreword

All Music students have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as Focus on Sound and SENECA
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or with a constant voice-over)
- Parents and students received an overview of the course with requirements and dates for submission of work (years 9 and 10)
- Worksheets
- One-to-one written feedback on set work
- One-to-one written feedback on student queries
- Most students have received additional one-to-one support via telephone/google meets
- Both staff have completed several Google Meet lessons with whole classes or targeted groups

All work set by Music staff has been placed on Edulink and Google Classroom.

Please see below the summaries for the topics covered and work set in Music. Please see Google Classroom for full details and brief records on Edulink.

Throughout the school's shutdown, Year 10 GCSE Music students have been set tasks that have been related to the following topics:

- Henry Purcell's 'Music for a while' AM
- Stephen Schwartz's 'Defying Gravity' AM
- Afro-Celt Sound System CNG
- Sonata Form CNG
- Theme and Variation Form CNG
- Beethoven Piano Sonata CNG
- Performance Exam

Afro-celt sound system

As we went into shut down the students had recently finished this set work. They completed a set of tasks on an online learning platform, Focus on Sound.

These were online lessons based on the Afro-Celt Sound System. Students followed a series of slides, listened to music and watched examples of this style of music. They were subsequently tested on their understanding. Students also used this platform to complete GCSE style listening task on Fusion. They have also completed lessons and exercises on the Sonata, Theme and Variation and Texture.

Beethoven: Pathetique Sonata

Year 10 have thoroughly analysed the Pathetique Piano Sonata by Beethoven. Students were provided with a detailed and colourful PowerPoint. They worked their way through 48 slides and annotated their own blank scores which had been provided just before lockdown. Attached to each slide was the section of audio music. During this first period of lock down students were contacted on the phone or by email and any elements that they were struggling with were explained.

Students have looked at the differences between the Pianoforte and the Fortepiano using both YouTube and a PowerPoint presentation.

They have looked at all the elements that are used in the piano sonata using a PowerPoint presentation and explanations of the elements were given as links to YouTube. They completed a piece of written work based on their learning.

Students have also been provided with a worksheet on each of the musical elements: Melody, harmony, structure, texture, instrumentation, rhythm and metre. These worksheets asked the students specific questions on the Pathetique Sonata and were in the style of a GCSE question. All work has been marked by hand, corrected, scanned and emailed back to students. Students have been instructed to note the comments and will be given a copy of their work when they return to school to stick into their exercise book.

More recently, students have completed a DR T SMITH and a MR TIGHTS activity and grid in preparation for their essay. This has taught them all the key terminology that can be found in the Pathetique Sonata.

Students have completed a series of SENECA tasks to consolidate their learning of the Pathetique Sonata.

Students have looked at complex and chromatic chords in a series of google meet lessons. The most recent lessons focussing on the structure of the sonata and why Beethoven's music has both classical and romantic elements.

Music for a while

Students have completed the analysis of this set work, by use of PowerPoint, annotating their musical score and making notes in their exercise books. Students have also completed and received written feedback on familiar

listening tasks, which have been structured in the format of the GCSE Exam paper.

Along with this, students have also completed two extended writing tasks, for which students first had to analyse an unfamiliar piece of music using their Dr T Smith Grids as a helpful guide. Then students needed to structure their responses, again using the Dr T Smith Grids as a guide, before commencing their writing. Students have received individual feedback for both pieces of work, with WWW & EBI comments included.

In addition to this, students also completed consolidation tasks set on 'Seneca Learning' based on both of the set works covered this year. Along with Google Meet 'Virtual Lessons' which have focused on music theory and key terminology.

Students have submitted compositions but due to technical problems with my laptop I have been unable to give them feedback on this element of the course. This is something we will be focusing on next academic year.

Year 10's submitted a solo performance piece that they have been working on for GCSE and students have received full written feedback on this piece of work, which has been marked according to GCSE criteria. Parents were informed about feedback through an edulink message. I have asked them if they could go through this feedback with their children and speak to instrumental teachers in preparation for performances next academic year.

Most Year 10 students have received individual google meets/phone calls. Students have also had several virtual google meet lessons.

Summer work

Students are required to revise the set works they have covered so far throughout the Music GCSE. To continue to reflect on the feedback given for their Year 10 performance and practise their Performance piece on their instruments in preparation for their Final GCSE Performance in November.

All of the above should be completed and it is imperative that students do not miss this work as their Performance in November is an integral part of the GCSE Music syllabus.

P.E.

Log

Document available on Google Classroom. This is a document that is to be continually updated by each student until April 2021.

What to include:

- Competitive Fixtures (Highlight any big games/county games/cup games etc.)
- Games Lessons - State that you played a competitive game in it (This will help provide evidence for your weaker activity)
- Winter Festival

- Summer Festival
- Sports Day

GCSE PE Project

There is a PowerPoint on Google Classroom for students to use.

The PowerPoint has clear instructions and examples to follow. Staff have delivered Google Meets with their classes, where they have explained and reviewed each task.

Students are to finalise their work during the 'Summer Holiday'

It will help them in preparation for the controlled assessment

Other work set during Lockdown:

- Health, Fitness and Well-being
- Diet & Nutrition
- Participation in Sport

All instructions are on Google Classroom.

Summer school sessions in PE will be available in August. Staff involved: Mr P Miller, Mr A Ward

Physics

Y10 work was split into two topic areas.

Atomic Structure 2

- isotopes and nuclear radiation
- nuclear equations
- half-life

Revision of Energy topic

- energy stores and systems
- kinetic and potential energy stores
- specific heat capacity
- conservation of energy
- conduction and convection
- energy resources

This is in the form of Powerpoint, videos, google forms and past exam questions. Work was set every two weeks via a shared drive and more recently via google classroom, answers were given for self assessment. Two half hour google meets each week have been carried out for the last few weeks - the last of these will be next week. Summer revision work will be set.

R.E.

Over the course of the year Core RE classes have had the opportunity to examine two major topics. Medical Ethics and Migration into the UK

The first major topic was Medical Ethics, where students have had the chance to debate some of the moral dilemmas people have faced in medicine. These

include issues like the use and abuse of transplantation, the problems associated with fertility treatment, the spread of AIDS and the uses of cloning with genetic engineering. Some students have then looked at the Rwandan genocide and how that has affected selected individuals or they have completed a presentation on charity.

During their period of remote learning, students have had the opportunity to read through a story of migration from Pakistan to the UK starting with the partition of India in 1947 and following a journey into Britain in the 1950's. The story has then pictured what life is like for an Asian immigrant since that time and encountered some of the common experiences people have encountered. This has given an opportunity to consider some difficult moral questions such as the differences between forced and arranged marriage and the temptation some young people face today to get involved in terrorism.

R.S.

As long as they are up to date so far, Year 10 GCSE students are well placed to complete the syllabus in good time ready for their exams next year. Even those who are still completing work should be able to recover any lost ground with some conscientious effort and judicious use of revision sessions.

Over the course of the year, students have completed the unit on Christianity and considered much of the Sikhism module to the point that thorough revision is what is needed to complete it. They have completed three of the moral issues needed for their second paper, and are due to start their fourth, which is the number they will need next year.

Students have looked at the beliefs and practices of Christianity thoroughly and then during the remote learning period have examined the beliefs and practices of Sikhism. Earlier in the year they completed the long unit on the origins and value of the universe and life. They also looked in depth at the morality of warfare.

For their assignments students have been introduced to all types of question including the most difficult they will face in doing their GCSE exam giving them the opportunity to practice from an early stage.

Russian

This year, in Yr10 we have started working through the main themes of the GCSE course. Most of them were covered before the lockdown. All resources, weekly set work, teacher's instructions, powerpoint presentations and links for vocab practices can be found in Google classroom. All students are expected to complete the set work and attach evidence of their work (screenshot or photo should be uploaded for each set task)

Lockdown work that has been set includes:

The last weeks of the Spring term we were finishing the Theme "International Dimensions" and during the Summer term students should have started the Theme "Identity and Culture". Students have focussed their learning on a range

of topic specific vocabulary and high frequency words in order to be able to show their progression and understanding (in every worksheet there was a link for word practice using Quizlet). The topics covered by all include Ecology, Living in the country and cities, Nationalities, Internet shopping, Daily routines. Within these topics, students have been learning the grammatical rules surrounding all tenses of verbs, comparatives, case endings.

Since school closure students were encouraged to complete the worksheets and work on their vocabulary using Quizlet/Memrise activities as well as completing a Research project based on exploring Russian WWII history – Siege of Leningrad. In year 11, students will reinforce many of these concepts with further practice in the context of new topics and will begin to learn how to refer to past and future events. We expect students to complete the set of Oral questions on the Theme specified by the teacher.

Support offered:

All instructions and help sheets have been posted on Google Classroom with clear deadlines given. When work has been posted, individual help and guidance has been given via feedback on Google Classroom/ email/ individual support sessions.

In addition, to support learning further, some of the following items have been posted on Google Classroom as reference guides:

- Online lessons
- Individual support sessions
- Additional interactive lesson presentations

Students have had the opportunity to have online tutorials via Google Meet. These have been either individual or small group tutorial sessions.

Some Russian students have had the opportunity to attend a support session with their teachers at school.

Summer work to complete:

Completion of the Oral Questions for the Theme specified by the teacher. Complete the End of Year activity: in Google Forms.

Summer school sessions in Russian will be available in August. Sessions will focus on developing exam skills, with a particular focus on writing and speaking. Staff involved: Mrs F Huckle

Spanish

In Spanish this year, students have focused on the GCSE topics of school, holidays, home and local area, friends and family and Festivals. Within each topic, they have had the opportunity to develop their reading, listening,

speaking and writing skills. We have revised all tenses, including present, perfect, imperfect, future and conditional. Students have practised translation, as this is a feature of the current GCSE examination. We have completed past paper questions across all skill areas.

Speaking Exam Preparation

A recent task set was to prepare a set of model answers for the topic of school to go with units already completed. It is crucial that these answers are typed up and handed in on Google Classroom so that they are not lost for next year. The power point is available to students on google classroom.

Workbooks

Students were set a series of Workbooks covering Units 2 to 6 of the GCSE Text Book - Unit 1 had been completed as revision in school prior to lockdown. This was an opportunity to revise Year 9 and 10 work and to start on some new vocabulary in the case of Units 5 and 6. The vocabulary in these booklets should be revised thoroughly over the Summer. These workbooks involved reading, listening, grammar, translation and writing activities.

Active Learn

During the period of school closure, students were set regular activities on Active Learn. Further activities will be opened for the Summer weeks.

Memrise.com

Students are all part of a class group page on memrise.com . This webpage contains all of the vocabulary covered to date and is a fantastic way to prepare for reading and listening assessments. Data has proved over the years that a high score on memrise.com will lead to success at GCSE and students should feel reassured that there is a concrete activity that they can work on, which will lead them to success. Any student who has worked through all lists on their class group page will find the re-adjustment to school life in September a far easier process.

Support Offered

In addition to the work above, students have received frequent email content when concerns about work became apparent. Google meets - as small groups have proven effective or individual assistance. There were also sessions held in school for those who were able to attend.

Students also now have access to a range of "teaching videos", which they can access at any point to revise and consolidate their work.

Summer Work

As well as ensuring that all above tasks are completed, students must make regular visits to memrise.com and Duolingo, in order to keep their language skills active.

Summer school sessions in Spanish may be available in August.