

PLC's

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English

English Language Paper One - Spring Term	
You will read an extract from a 19th century novel and answer questions 1-4.	https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NjQ0MDM4MzA4MjA4/details
Q1-2 - simple factual questions. Just copy very short quotations to answer the questions. 4 marks total.	https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NjQ1NjM0ODc1MzA3/details
Q3 - analyse language and structure. You must focus on individual words and explain their effect on the reader. You must also write about structural techniques or the overall structure of the text or paragraphs. Usually this is based on just a short part of the whole extract. 6 marks	https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NTMzODczMjAzNTgw/details https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NTMzODczMjAzNTgw/details
Q4 - often taught as a SITE question (refer to your own notes of what your teacher has taught you). DO NOT analyse language and structure for this question. Make sure you use evaluative adverbs (PECS) 15 marks	https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NTM0MzQxMjMyMzUx/details
Q5/6 - creative writing. You can choose from two tasks and there are images that you can use if you wish. You should spend 45 minutes on this. Make sure you plan because the higher grades require thoughtful use of structure as well as language. 24 marks for your style and content and 16 marks for the accuracy of your spelling, grammar and punctuation.	https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NTMzODczMjAzOTU3/details https://classroom.google.com/c/MTY0NTI1OTM5NzAy/m/NTMzODczMjAzOTU3/details

Maths Foundation		Not yet	Almost	Yes!
1F Calculations	1) Use place value when calculating with decimals. MyMaths 1013, 1072 InvisiPen 01Sa, d	o	o	o
	2) Order positive and negative integers and decimals using the symbols =, ≠, <, >, ≤ and ≥. MyMaths 1069 InvisiPen 01Sc	o	o	o
	3) Round to a number of decimal places or significant figures. MyMaths 1001, 1004, 1005 InvisiPen 01Sb	o	o	o
	4) Add and subtract positive and negative integers and decimals. MyMaths 1007, 1020, 1028, 1068 InvisiPen 01Sc, e – g	o	o	o
	5) Multiply and divide positive and negative integers and decimals. MyMaths 1392, 1393, 1916, 1917 InvisiPen 01Sh, i, k – p	o	o	o
	6) Use BIDMAS in multistage calculations. MyMaths 1167 InvisiPen 01Sj	o	o	o
2F Expressions 2F	1) Use Algebraic notion MyMaths 1158 InvisiPen 02Sa My Maths 1158 InvisiPen 02Sa	o	o	o
	2) Substitute numbers into formulae and expressions MyMaths 1186, 1187	o	o	o
	3) Use and understand the words expressions, equations, formulae, terms and factors. MyMaths 1942	o	o	o
	4) Collect like terms and simplify expressions involving sums, products, powers and surds. MyMaths 1178, 1179 InvisiPen 02Sb, c	o	o	o
	5) Use the laws of indices MyMaths 1033, 1951 InvisiPen 02Sd	o	o	o
	6) Multiply a single term over a bracket	o	o	o

	MyMaths 1247 InvisiPen 02Se			
	7) Take out common factors in an expression. MyMaths 1155 InvisiPen 02Sf	o	o	o
3F Angles and Polygons	1) Describe and apply the properties of angles at a point, on a line and at intersecting and parallel lines. MyMaths 1082, 1109 InvisiPen 03Sb, f	o	o	o
	2) Derive and use the sum of angles in a triangle. MyMaths 1082, 1130, 1141 InvisiPen 03Sd	o	o	o
	3) Derive and apply the properties and definitions of special types of quadrilaterals. MyMaths 1102 InvisiPen 03Se	o	o	o
	4) Solve geometrical problems on coordinate axes. MyMaths 1092	o	o	o
	5) Identify and use congruence and similarity. MyMaths 1119, 1148 InvisiPen 03Sg – i	o	o	o
	6) Deduce and use the angle sum in any polygon and derive properties of regular polygons. MyMaths 1100, 1320 InvisiPen 03Sj	o	o	o
4F Handling Data	1) Identify when a sample may be biased. MyMaths 1212, 1248, 1249 InvisiPen 04Sa – c	o	o	o
	2) Construct and interpret frequency tables and two-way tables. MyMaths 1193, 1214 InvisiPen 04Sd, e, k	o	o	o
	3) Construct and interpret pictograms, bar-line charts and bar charts. MyMaths 1193, 1205 InvisiPen 04Sf, g, i, l	o	o	o
	4) Interpret and construct pie charts and know their appropriate use. MyMaths 1206, 1207 InvisiPen 04Sh, i, l	o	o	o

	5) Compare distributions using median, mean, mode and range and identify outliers. MyMaths 1192, 1202, 1254 InvisiPen 04Sj, k, m, n	o	o	o
5F Fractions, decimals and percentages	1) Convert between terminating decimals and their corresponding fractions. MyMaths 1016, 1019 InvisiPen 05Sb	o	o	o
	2) Compare decimals and fractions using the symbols > and <. MyMaths 1042, 1075	o	o	o
	3) Find fractions and percentages of amounts. MyMaths 1018, 1030, 1031, 1962, 1963 InvisiPen 05Sc, d	o	o	o
	4) Add and subtract simple fractions and mixed numbers. MyMaths 1017 InvisiPen 05Sg	o	o	o
	5) Multiply and divide simple fractions and mixed numbers. MyMaths 1040, 1046, 1047 InvisiPen 05Se, f	o	o	o
6F Formulae and functions	1) Substitute numerical values into formulae and expressions. MyMaths 1186, 1187, 1940 InvisiPen 06Sc, d	o	o	o
	2) Rearrange formulae to change the subject. MyMaths 1159, 1171 InvisiPen 06Se – g	o	o	o
	3) Identify inequalities, equations, formulae and identities. MyMaths 1942 InvisiPen –	o	o	o

	4) Expand double brackets. MyMaths 1150 InvisiPen 06Sk	0	0	0
	5) Factorise quadratic expressions of the form $x^2 + bx + c$ and the difference of two squares. MyMaths 1157 InvisiPen 06SI	0	0	0
7F Working in 2D	1) Accurately measure and draw line segments and angles. MyMaths 1086, 1146 InvisiPen 07Sb, c	0	0	0
	2) Use standard units for lengths and areas. MyMaths InvisiPen 07Sa	0	0	0
	3) Use bearings. MyMaths 1086 InvisiPen 07Sd	0	0	0
	4) Interpret maps and scale drawings. MyMaths 1103, 1117	0	0	0
	5) Know and apply formulae to calculate the area of triangles, parallelograms and trapezia. MyMaths 1108, 1128, 1129 InvisiPen 07Sg – j	0	0	0
	6) Identify, describe and construct reflections, rotations, translations and enlargements. MyMaths 1099, 1113, 1115, 1125, 1127 InvisiPen 07SI – q	0	0	0
8F Probability	1) Use experimental data to estimate probabilities and expected frequencies. MyMaths 1209, 1210, 1211 InvisiPen 08Sd	0	0	0
	2) Calculate theoretical probabilities and expected frequencies using the idea of equally likely events. MyMaths 1211 InvisiPen 08Sb – d	0	0	0
	3) Compare theoretical probabilities with experimental probabilities. MyMaths 1210, 1264 InvisiPen 08Sd	0	0	0

	4) Recognise mutually exclusive events and exhaustive events and know that the probabilities of mutually exclusive exhaustive events sum to 1. MyMaths 1262, 1263 InvisiPen 08Sb, e	o	o	o
9F Measures and accuracy	1) Round numbers and measures to an appropriate degree of accuracy. MyMaths 1004, 1005 InvisiPen 09Sa, b	o	o	o
	2) Use approximation to make estimates. MyMaths 1002, 1043 InvisiPen 09Sa, b	o	o	o
	3) Check calculations using approximation and estimation. MyMaths 1002, 1043, 1932, 1933 InvisiPen 09Sc	o	o	o
	4) Use standard units of length, mass, volume, capacity, time and area. MyMaths 1121, 1246 InvisiPen 09Sd, e	o	o	o
	5) Use inequality notation to state error intervals and interpret limits of accuracy. MyMaths 1006, 1067, 1968 InvisiPen 09Sf	o	o	o
10F Equations and inequalities	1) Derive and solve simple linear equations. MyMaths 1154, 1182, 1925, 1928 InvisiPen 10Sa – i	o	o	o
	2) Solve quadratic equations algebraically by factorising. MyMaths 1950 InvisiPen 10Sj	o	o	o
	3) Derive and solve two linear simultaneous equations in two variables. MyMaths 1175, 1176 InvisiPen 10Sk	o	o	o
	4) Find approximate solutions to two linear simultaneous equations using a graph. MyMaths 1319 InvisiPen 10Sl	o	o	o
11F Circles	1) Identify and apply circle definitions, properties and formulae.	o	o	o

	MyMaths 1083, 1088, 1118, 1952 InvisiPen 11Sa – c			
	2) Construct triangles. MyMaths 1090 InvisiPen 11Sd	0	0	0
	3) Use the standard ruler and compass constructions. MyMaths 1089 InvisiPen 11Sf	0	0	0
	4) Solve loci problems. MyMaths 1147 InvisiPen 11Sg	0	0	0
12F Ratio and proportion	1) Use fractions and percentages to describe a proportion. MyMaths 1037, 1961 InvisiPen 12Sa, c, e	0	0	0
	2) Write a ratio in its simplest form and divide a quantity in a given ratio. MyMaths 1036, 1038, 1039 InvisiPen 12Sb, c	0	0	0
	3) Use scale factors, scale diagrams and maps. MyMaths 1103 InvisiPen 12Sd	0	0	0
13F Factors, powers and roots	1) Use mathematical language to describe factors, multiples and primes. MyMaths 1032 InvisiPen 13Sa, c	0	0	0
	2) Use Venn diagrams or factor trees to systematically list the prime factors of a number. MyMaths 1032, 1034, 1044 InvisiPen 13Sb, c	0	0	0
	3) Use prime factor decomposition to calculate the HCF and LCM of two or more numbers. MyMaths 1032, 1034, 1044 InvisiPen 13Sb – d	0	0	0
	4) Write the HCF and LCM using product notation. MyMaths 1032, 1034, 1044 InvisiPen 13Sd	0	0	0
Unit 14F Graphs 1	Work with coordinates in all four quadrants. MyMaths 1093, 1394	0	0	0
	Plot straight-line graphs including diagonal, vertical and horizontal lines. MyMaths 1395, 1396	0	0	0
	Identify gradients and intercepts of straight lines graphically and algebraically. MyMaths 1153, 1312, 1314	0	0	0
	Use the form $y = mx + c$ to identify parallel lines. MyMaths 1314	0	0	0

Use one point and the gradient of the line to find its equation. MyMaths 1957	o	o	o
Use two points to find the equation of a line. MyMaths 1957	o	o	o
Interpret the gradient of a straight line graph as a rate of change. MyMaths –	o	o	o

Maths Higher

		Not yet	Almost	Yes!
Calculations 1H	1) Order positive and negative integers and decimals. MyMaths 1068, 1072	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2) Round to a given number of decimal places or significant figures. MyMaths 1001, 1005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3) Use mental and written methods to add, subtract, multiply and divide with positive and negative integers and decimals. MyMaths 1007, 1011, 1013, 1916, 1917	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4) Use BIDMAS to complete calculations in the correct order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions 2H	1) Use algebraic notation and simplify expressions by collecting like terms. MyMaths 1178, 1179	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2) Substitute numbers into formulae and expressions. MyMaths 1186	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3) Use the laws of indices. MyMaths 1033, 1045, 1301, 1951	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4) Multiply a single term over a bracket. MyMaths 1247	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5) Take out common factors in an expression. MyMaths 1155	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6) Simplify algebraic fractions and carry out arithmetic operations with algebraic fractions. MyMaths 1149, 1151, 1164	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3H Angles and Polygons	1) Use angle facts including at a point, on a line, at an intersection and for parallel lines. MyMaths 1082, 1109	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2) Use bearings to specify directions. MyMaths 1086	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3) Identify types of triangle and quadrilateral and use their properties. MyMaths 1080, 1102, 1130, 1141	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4) Identify congruent shapes and use congruence to prove geometric results. MyMaths 1148	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5) Identify similar shapes and use similarity to find lengths and areas. MyMaths 1119	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6) Calculate the properties of polygons including interior and exterior angles for regular polygons. MyMaths 1100, 1320	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science

Here are the topics for PPE in February, please note all students will sit 3 papers, 1 in biology, 1 in chemistry and 1 in physics. The revision topics are the same for both combined and single sciences.

	Biology Topics:	Chemistry Topics:	Physics Topics:
The topics covered as you have been taught in school	Cell structure Cell Transport Cell Division Animal Organisation Plant Organisation Infectious Disease Enzymes Photosynthesis Respiration Inheritance	Organic Chemistry Using Resources Chemistry of the Atmosphere Rates Atomic Structure Periodic Table Ionic bonding and structures Covalent bonding Simple and giant structures Bonding in metals and giant metallic structures	Forces Simple Electrical Circuits Energy Resources Electrical Safety Atoms and Materials Gases and changes of state Atoms and radiation Wave Properties

<p>The topics in the Combined Trilogy Kerboodle textbook (please note these may be numbered differently for single sciences)</p>	<p>B1 Cell structure and transport</p> <p>B2 Cell division</p> <p>B3 Organisation and the digestive system</p> <p>B4 Organising animals and plants</p> <p>B5 Communicable diseases</p> <p>B6 Preventing and treating diseases</p> <p>B7 Non-communicable diseases</p> <p>B8 Photosynthesis</p> <p>B9 Respiration</p> <p>B12.1 – 12.3 Reproduction</p>	<p>C1 Atomic structure</p> <p>C2 The Periodic Table</p> <p>C3.1 to C3.7, 3.9 and 3.10 Structure and bonding</p> <p>C8 Rates of reaction</p> <p>C9 Crude oil and fuels</p> <p>C11The earth's atmosphere</p> <p>C12 The earth's resources</p>	<p>P3 Energy Resources</p> <p>P4.1, P4.2 Electric Circuits</p> <p>P4.3 Thermistor and LDR only</p> <p>P5 Electricity at Home</p> <p>P6.1, P6.2, 6.3, Molecules and Matter</p> <p>P7 Radioactivity</p> <p>P8.1, P8.2, P8.3 Forces in Balance</p> <p>P10.5 Forces and Elasticity</p> <p>P11 Wave Properties</p>
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History

See Revision Google Classroom

Geography

Year 10 PPE February 2024: PLCs

Red (R)	Orange (O)	Green (G)			
Do not know very much about this.	Know quite a lot about this.	I really understand this.			
Must revise this thoroughly.	Need to recap my learning on this to ensure I understand.	I can define key terms, describe and explain it and use examples.			

Physical landscapes in the UK

The coast is shaped by a number of physical processes		Review 1	Review 2	Review 3
Wave types and their characteristics				
Weathering processes				
	mechanical and chemical			
Mass movement				
	Sliding and slumping			
Erosion				
	Hydraulic power, abrasion, attrition and solution			
Transportation				
	Longshore drift, traction, saltation, suspension and solution			
Deposition				

	why sediment is deposited in coastal areas			
Distinctive coastal landforms		Review 1	Review 2	Review 3
Describe what these erosional landforms look like:				
	Headlands, bays, cliffs and wave cut platforms, caves, arches and stacks			
Describe what these depositional landforms look like:				
	Beaches, sand dunes, spits and bars			
Explain how these erosional landforms are formed:				
	Headlands, bays, cliffs and wave cut platforms, caves, arches and stacks			
Explain how these depositional landforms are formed:				
	Beaches, sand dunes, spits and bars			
Using a named example, identify, describe and explain the erosional and depositional landforms found along a stretch of coastline.				
Management Strategies		Review 1	Review 2	Review 3
Describe these hard engineering strategies are and how they work:				
	Sea wall, rock armour, gabions + groynes.			
Describe these soft engineering strategies are and how they work:				

	Beach nourishment, beach reprofiling, dune regeneration			
Outline managed these managed retreat strategies:				
	Coastal realignment, coastal monitoring			
Be able to give the costs (negative points) and the benefits (positive points) of ALL the management strategies mentioned above.				

Coastal Management Case Study		Review 1	Review 2	Review 3
Explain reasons for management				
What management is used				
The effects of the management				
Any conflicts that have resulted from the management of the coastline.				
The range of physical landscapes in the UK		Review 1	Review 2	Review 3
Name and locate the UK's key mountains peaks				
Name and locate the UK's major highland areas				
Name and locate the UK's major lowland areas				
Name and locate the UK's major rivers				
Name and locate the seas and oceans surrounding the UK				

The shape of river valleys changes as rivers flow downstream		Review 1	Review 2	Review 3
I know what the long profile of a river looks like				
I can explain why the gradient of a river changes downstream				
I can describe the changing cross profile of a river and its valley				
I can explain why the cross profile of a river and its valley changes				
Erosion – I can describe and explain the following terms				
	Hydraulic power, abrasion, attrition and solution			
Transportation – I can describe and explain the following terms				
	Longshore drift, traction, saltation, suspension and solution			
Deposition – I can describe and explain				
	Why rivers deposit sediment			

Distinctive fluvial (river) landforms		Review 1	Review 2	Review 3
Describe what these erosional landforms look like:				
	Interlocking spurs, waterfalls, gorges			
Describe what these landforms that result from both erosion and deposition look like: - Meanders, Ox-bow lakes				
Describe what these depositional landforms look like:				
	Levees, flood plains and estuaries			
Explain how these erosional landforms are formed:				
	Interlocking spurs, waterfalls, gorges			

Explain how these landforms that result from both erosion and deposition are formed: - Meanders, Ox-bow lakes				
Explain how these depositional landforms are formed:				
	Levees, flood plains and estuaries			
Using a named example of a river valley in the UK I can identify its major landforms of erosions and deposition				

River valley in the UK		Review 1	Review 2	Review 3
I can identify its major landforms that result from erosion				
I can identify its major landforms that result from erosion and deposition				
I can identify its major landforms that result from deposition				
Different management strategies can be used to protect river landscapes from the effects of flooding		Review 1	Review 2	Review 3
I can describe and explain the many physical and human factors that affect flooding				
I can use hydrographs to show the relationship between precipitation and discharge.				
I can describe what these hard engineering strategies are and how they work:				
Dams and reservoirs, straightening, embankments, flood relief channels.				
I can give the costs (negative points) and the benefits (positive points) of these hard engineering management strategies.				
I can describe what these soft engineering strategies are and how they work:				
Flood warnings and preparation, flood plain zoning, planting trees and river restoration.				
I can give the costs (negative points) and the benefits (positive points) of these soft engineering management strategies.				
River Management scheme in the UK		Review 1	Review 2	Review 3
I can explain reasons why the scheme was required				

What management strategy was / is.				
The social, economic and environmental issues resulting from this scheme.				
Geographical Skills		Review 1	Review 2	Review 3
Confident with OS map symbols, grid references, direction, relief and height				
Confident with creating and annotating sketches, sketch maps and photo				
Urban Issues and Challenges Personalised Learning Checklist				
Growing percentage of the world population lives in a city		Review 1	Review 2	Review 3
The global pattern of urban change				
Urban trends in different parts of the world including HICs and LICs.				
Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.				
The emergence of megacities.				

Urban growth creates opportunities and challenges for LICs and NEEs		Review 1	Review 2	Review 3
A case study of a major city in an LIC or NEE to illustrate:				
The location and importance of the city, regionally, nationally and internationally				
Causes of growth: natural increase and migration				

How urban growth has created opportunities:				
•social: access to services – health and education; access to resources – water supply, energy				
• economic: how urban industrial areas can be a stimulus for economic development				
how urban growth has created challenges:				
• managing urban growth – slums, squatter settlements				
• providing clean water, sanitation systems and energy				
• providing access to services – health and education				
• reducing unemployment and crime				
• managing environmental issues – waste disposal, air and water pollution, traffic congestion.				
An example of how urban planning is improving the quality of life for the urban poor.				
Urban change in the UK creates opportunities and challenges		Review 1	Review 2	Review 3
Overview of the distribution of population and the major cities in the UK.				
A case study of a major city in the UK to illustrate:				
the location and importance of the city in the UK and the wider world				
impacts of national and international migration on the growth and character of the city.				
how urban change has created opportunities:				
• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems.				
• environmental: urban greening				
how urban change has created challenges:				
• social and economic: urban deprivation, inequalities in housing, education, health and employment.				

• environmental: dereliction, building on brownfield and green field sites, waste disposal				
• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.				
An example of an urban regeneration project to show:				
• reasons why the area needed regeneration				
• the main features of the project.				

Urban sustainability requires management of resources and transport		Review 1	Review 2	Review 3
Features of sustainable urban living:				
• water and energy conservation				
• waste recycling				
• creating green space.				
How urban transport strategies are used to reduce traffic congestion.				

The Changing Economic World Personalised Learning Checklist				
There are global variations in economic development and quality of life		Review 1	Review 2	Review 3
HICs, LICs and NEEs – their level of economic development and quality of life				
Ways of measuring economic and social development: GNI per capita, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, HDI				
Demographic Transition Model				
The development gap and the consequences of uneven development				

Various strategies for reducing global development gap		Review 1	Review 2	Review 3
How tourism can be used to reduce the gap				
How investment can be used to reduce the gap				
How aid, debt relief and microfinance can be used to reduce the gap				
How Fairtrade can be used to reduce the gap				
Tunisia: an example of tourism				
Nigeria as an example of rapid economic development		Review 1	Review 2	Review 3
Location and importance of the country, regionally and globally				
Political, social, cultural and environmental context of Nigeria				
Industrial structure in the country and how this is changing: manufacturing is stimulating economic development				
TNCs – advantages and disadvantages in Nigeria				
Political and trading relationships with Britain and China				
International aid and debt relief				
Environmental impacts of economic development				
Effects of economic development on quality of life				

Major changes in the UK economy	Review 1	Review 2	Review 3
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Causes of economic change – de-industrialisation, globalisation and government policies				
Post-industrial economy based on IT, service industries, finance, research, science and business parks				
Impacts of businesses on environment included an example of how modern industry can be sustainable				
Social and economic changes in the rural landscape				
Improvements and new development in road and rail, port and airport capacity				
The north-south divide and how to reduce regional differences				
The UK in the wider world – links through trade, culture, transport and electronic communications. The EU and Commonwealth.				

Art

Year 10 ART PPE W/C 5th Feb

W/C 15th Jan	<p>Begin PPE Preparation - A01 /A0</p> <p>Research an Artist connected to your own practical work, <u>Print</u> high quality images of their work ready to present on an A1 sheet. Create a piece of Art from Art connected to your chosen Artist or theme. (your work in the style of the Artist)</p> <p>Take 4-6 high quality photographs that connect to your chosen idea theme. Print them in Colour</p>	<p>Print High quality images of an Artist's work And write about how the artist's work connects to your own</p> <p>Take your own photographs.</p>
W/C 22nd Jan	<p>Drawing/ monoprinting/ painting/ making from own photography, connected to your theme.</p> <p>Practical Experimentation connected to your own project/idea Your own "Art from <u>Art</u>" to be completed.</p>	Create a piece of Art from Art.
W/C 29th Jan	<p>Mount up your preparation work on an A1 Sheet that includes the following: Artists images, writing about how the work connects to your own ideas, your own Art from Art and plan your <u>2 hour</u> prelim piece</p> <p>Sticking down/ completing titles/ finishing work to be mounted and handed in next week.</p>	<p>Plan / organise your prelim piece of work That will take 2 hours to complete.</p>
W/C 5th Feb	<p>PPE week (AO3 Focus) - <u>2 hour</u> exam piece (the exam piece must be handed in with your A1 sheet of mounted preparatory work. PPE- you will have 2 hours in the Art room to create your own practical piece of work that goes with your A1 sheet Of mounted support work.</p>	<p>Hand in your A1 Sheet of mounted work to go with your <u>2 hour</u> prelim piece At the end of your prelim.</p>

Photography

Urban Environment PPE

Task	✓	Breakdown of task	✓	Extension tasks - 7+
Tyrone Williams AO1: <i>Analysis</i> AO2: <i>Experimentation and selection</i> AO3: <i>Observation</i> AO4: <i>Personal response</i> All work handed in for PPE w/c 5th Feb		Research page		Shoot 1a plan
		Shoot 1 annotated contact sheets		Shoot 1a annotated contact sheets
		Best image selection and analysis for shoot 1		Best image selection and analysis for shoot 1a
		Selection of 3 images cropped in Photoshop - show screenshots		Selection of more images edited in Photoshop - show screenshots and annotate
		Selection of 3 images (triptych) presented in sketchbook		Different potential layouts and combinations of images.
PPE time		2 hours to mount, present and annotate all work in sketchbook.		

Computing

8525 Unit 3 Fundamentals of data representation

Personalised Learning Checklist

Learning Objective	Start			End		
	R	A	G	R	A	G
Number bases						
Understand how decimal number bases work						
Understand how binary number bases work						
Understand how hexadecimal number bases work						
Understand that computers use binary to represent all data and instructions						
Explain why hexadecimal is often used in computer science						
Converting between number bases						
Understand how binary can be used to represent whole numbers						
Understand how hexadecimal can be used to represent whole numbers						
Be able to convert in both directions: binary and decimal						
Be able to convert in both directions: binary and hexadecimal						
Be able to convert in both directions: decimal and hexadecimal						
Units of information						
Know that a bit is the fundamental unit of information						
Know that a byte is a group of 8 bits						
Know that quantities of bytes can be described using prefixes						
Know the names, symbols and values for decimal prefixes: kilo, 1kB, 1000 bytes						
Know the names, symbols and values for decimal prefixes: mega, 1MB, 1000 kilobytes						
Know the names, symbols and values for decimal prefixes: giga, 1GB, 1000 Megabytes						

Know the names, symbols and values for decimal prefixes: tera, 1TB, 1000 Gigabytes						
Be able to compare quantities of bytes using the prefixes above						
Binary arithmetic						
Be able to add together up to three binary numbers						
Be able to apply a binary shift to a binary number						
Describe situations where binary shifts can be used						
Character encoding						
Understand what a character set is						
Be able to describe 7-bit ASCII						
Be able to describe Unicode						
Understand that character codes are commonly grouped and run in sequence within encoding tables						
Describe the purpose of Unicode						
Describe the advantages of Unicode over ASCII						
Know that Unicode uses the same codes as ASCII up to 127						
Representing images						
Understand what a pixel is						
Describe how pixels relate to an image and the way images are displayed						
Describe image size for bitmaps						
Describe colour depth for bitmaps						
Know that the size of a bitmap image is measured in pixels (w*h)						
Describe how a bitmap represents an image using pixels and colour depth						
Describe, using examples, how the number of pixels and colour depth can affect the file size of a bitmap image						
Calculate bitmap image file sizes based on the number of pixels and colour depth						
Convert binary data into bitmap image						

Convert bitmap image into binary data						
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Representing sound						
Understand that sound is analogue						
Understand that sound must be converted to a digital form for storage and processing in a computer						
Understand that analogue signals are sampled to create the digital version of sound						
Describe the digital representation of sound using sample rate						
Describe the digital representation of sound using sample resolution						
Calculate sound file sizes based on the sampling rate and the sample resolution						
Data compression						
Explain what data compression is						
Understand why data may be compressed and that there are different ways to compress data						
Explain how data can be compressed using Huffman coding						
Be able to interpret Huffman trees						
Be able to calculate the number of bits required to store a piece of data compressed using Huffman coding						
Be able to calculate the number of bytes required to store a piece of data uncompressed using ASCII						
Explain how data can be compressed using run length encoding (RLE)						
Represent data in RLE frequency/data pairs						

8525 Unit 4 Computer Systems

Personalised Learning Checklist

Learning Objective	Start			End		
	R	A	G	R	A	G
Hardware and software						
Define the terms hardware and software						
Understand the relationship between hardware and software						
Boolean logic						
Construct truth tables for a AND gate						
Construct truth tables for a OR gate						
Construct truth tables for a XOR gate						
Construct truth tables for a NOT gate						
Construct truth tables for simple logic circuits using combinations of NOT, AND, OR and XOR gates						
Interpret the results of simple truth tables						
Create, modify and interpret simple logic circuit diagrams using NOT, AND, OR and XOR gates						
Create and interpret simple Boolean expressions made up of NOT, AND, OR and XOR operations						
Create the Boolean expression for a simple logic circuit						
Create a logic circuit from a simple Boolean expression						
Software classification						
Explain what is meant by system software. Give examples.						
Explain what is meant by application software. Give examples.						
Understand the need for, and functions of, operating systems and utility programs						
Understand that an operating system handles management of the processor, memory, input/output devices, applications, and security.						

Classification of programming languages and translators						
Know that there are different levels of programming language						
Explain the main differences between high-level and low-level languages						
Know that machines code and assembly language are considered to be low-level languages and explain the differences between them						
Understand that all programming code written in high-level or assembly languages must be translated						
Understand that machine code is expressed in binary and is specific to a processor or family of processors						
Understand the advantages and disadvantages of low-level language programming compared with high-level language programming						
Understand that there are three common types of translator: interpreter, compiler and assembler						
Explain the main differences between the three types of translator						
Understand when it would be appropriate to use each type of translator						
Systems architecture						
Explain the role and operation of main memory						
Explain the major components of a CPU within the Von Neumann architecture (ALU, CU, clock, register & bus)						
Explain the effect of the performance of the CPU regarding clock speed						
Explain the effect of the performance of the CPU regarding number of processor cores						
Explain the effect of the performance of the CPU regarding cache size						
Understand and explain the Fetch-Execute cycles						
Understand the different types of memory within a computer (RAM, ROM, cache, register)						
Know what the types of memory are used for and why they are required						
Understand the differences between main memory and secondary storage						
Understand the differences between RAM and ROM						
Understand why secondary storage is required						
Be aware of different types of secondary storage (solid state, optical & magnetic)						
Explain the operation of solid state, optical & magnetic storage						
Discuss the advantages and disadvantages of solid state, optical & magnetic storage						
Explain the term cloud storage						

Explain the advantages and disadvantages of cloud storage when compared to local storage						
Understand the term embedded system and explain how an embedded system differs from a non-embedded system						

8525 Unit 5 Fundamentals of computer networks

Personalised Learning Checklist

Learning Objective	Start			End		
	R	A	G	R	A	G
Computer Networks						
Define what a computer network is						
Discuss the advantages and disadvantages of computer networks						
Discuss Personal Area Networks						
Discuss Local Area Networks						
Discuss Wide Area Networks						
Understand that networks can be wired or wireless						
Discuss the advantages and disadvantages of wireless vs wired networks						
Describe star topologies						
Describe bus topologies						
Define a network protocol						
Explain the purpose and use of common network protocols including:						
Ethernet						
Wifi						
TCP						
UDP						
IP						

HTTP						
HTTPS						
FTP						
Email protocols:						
SMTP						
IMAP						
Understand the need for, and importance of, network security						
Explain the following methods of network security:						
authentication						
encryption						
firewall						
MAC address filtering						

8525 Unit 6 Fundamentals of cyber security

Personalised Learning Checklist

Learning Objective	Start			End		
	R	A	G	R	A	G
Cyber security						
Define the term cyber security						
Describe the main purpose of cyber security						
Understand and explain the term abstraction						
Cyber security threats						
Understand and be able to explain the following cyber security threats:						
social engineering techniques						

malicious code (malware)						
pharming						
weak and default passwords						
misconfigured access rights						
removable media						
unpatched and/or outdated software						
Explain what penetration testing is and what it is used for						
Social engineering						
Define the term social engineering						
Describe what social engineering is and how it can be protected against						
Explain the following forms of social engineering:						
blagging (pretexting)						
phishing						
shouldering (or shoulder surfing)						
Malicious code (malware)						
Define the term malware						
Describe what malware is and how it can be protected against						
Describe the following forms of malware:						
computer virus						
trojan						
spyware						
Methods to detect and prevent cyber security threats						
Understand and be able to explain the following security measures:						
biometric measures						
password systems						

CAPTCHA						
using email confirmations to confirm a user's identity						
automatic software updates						

Drama

Personal Learning Checklist – Component 1	
<i>R – emerging skills/knowledge</i>	Pre-PPE
<i>Amber -developing skills/knowledge</i>	
<i>Green - secure skills/knowledge</i>	
SECTION A – Roles and Responsibilities of the theatre	
I understand how stage directions are used within the theatre.	
I can identify different staging configurations	
I can explain the pros/ cons of each staging configuration	
I know the roles and responsibilities of all the jobs within the theatre	
SECTION B – Set text - <i>Noughts and Crosses</i>	
I understand the timeline of action in the play	
I understand the key themes of <i>Noughts and Crosses</i>	
I understand the concept of a contemporary dystopia design	
I understand set design terminology (key concepts) and requirements for a contemporary dystopian design	
I have clear ideas for costume for each character in <i>Noughts and Crosses</i>	
I understand the development of each character in <i>Noughts and Crosses</i>	

I have a clear interpretation of each character in <i>Noughts and Crosses</i>	
I understand and can write using PETAL and SAGE structures	
I can confidently follow the question structures (teacher models)	
I am confident in writing in the time limit for each question	
I understand the command words in questions 1-4 and how to decode them	

SECTION C – Live theatre review	
I know the key information	
I know the introduction for the answer	
I know my THREE/FOUR key moments	
I understand and can write using PETAL and SAGE structures	

Year 9 Economics PLC (OCR 9-1)

	R	A	G	Comments
1. Introduction to Economies				
I can define the term economics.				
I can explain the role of the main economic groups: consumers, producers and the government, including their interdependence				
I can explain the factors of production: land, labour, capital and enterprise, including how they might be combined				
1.2 The Basic Economic Problem				
I can explain what is meant by scarce resources and unlimited wants				
I can explain explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced				
I can explain explain what is meant by opportunity cost				
I can evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability.				

The Role of Money and Markets				
2.1 The Role of Markets				
I can explain what is meant by a market				

I can explain the features of the primary, secondary and tertiary sectors, including the difference between the production of goods and services				
I can explain the difference between factor and product markets, including their interdependence				
I can evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries				
2.2 Demand				
I can explain what is meant by demand				
I can draw and explain a demand curve using data, including individual and market demand				
I can draw shifts of, and movements along, the demand curve				
I can analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve				
I can explain price elasticity of demand				
I can draw demand curves of different elasticity				
I can evaluate the importance of price elasticity of demand for consumers and producers				
2.3 Supply				
I can explain what is meant by supply				
I can draw and explain a supply curve using data, including individual and market supply				
I can draw shifts of, and movements along, the supply curve				
I can analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve				
I can explain price elasticity of supply				
I can draw supply curves of different elasticity				
I can evaluate the importance of price elasticity of supply for consumers and producers				
2.4 Price				
I can explain price as a reflection of worth and its role in determining an efficient distribution of resources				

I can explain what is meant by equilibrium price and quantity				
I can draw and analyse the interaction of demand and supply				
I can explain the role of markets in the determination of price and the allocation of resources				
I can analyse how the market forces of demand and supply affect equilibrium price and quantity				
2.5 Competition				
I can explain competition between producers in a market economy, including the reasons why producers compete				
I can analyse how competition affects price				
I can evaluate the economic impact of competition on producers and consumers				
I can explain the meaning of monopoly and oligopoly and how they differ from competitive markets				
2.6 Production				
I can explain the role of producers, including individuals, firms and the government				
I can evaluate the importance of production and productivity for the economy				
I can calculate and explain total cost, average cost, total revenue, average revenue, profit and loss				
I can evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply				
I can explain what is meant by economies of scale				
2.7 The Labour Market				
I can explain the role and operation of the labour market, including the interaction between workers and employers				
I can analyse the determination of wages through supply and demand, including factors affecting the supply and demand of labour				
I can explain and calculate gross and net pay, including deductions through income tax, national insurance and pension contributions				
The Role of Money and Financial Markets				
I can explain the role of money as a medium of exchange				
I can explain the role of the financial sector for the economy, including financial institutions such as banks, building societies and insurance companies				
I can evaluate the importance of the financial sector for consumers, producers and government				

I can analyse how different interest rates affect the levels of saving, borrowing and investment				
I can calculate the effect on savings and borrowings of changes in the rate of interest.				

Food and Nutrition

See Revision on Google Classroom

French

Year 10 PPE Revision Checklist

4 papers: Reading, Writing (in the hall), Listening (in class), Speaking (after half term) Recommended Websites:

Google Classroom for all vocab sheets and grammar sheets

[BBC Bitesize \(AQA board\):](https://www.bbc.co.uk/bitesize/aqa-board/)

https://www.bbc.co.uk/bitesize/examspecs/zr8b_mfr

Module 2 - Social media, music,

cinema, sport

"I can"	This needs work	I understand this	I recognise this	I can use this
describe apps and their uses				
give my opinion about apps				
describe different types of technology				
describe pros and cons of technology				

describe ways I use the internet				
say how I use social media				
describe my musical tastes				
give my opinion about different types of music				
name musical instruments				
describe different types of film				
give my opinion about films				
name different types of sports and hobbies				
give my opinion about sports				
say how regularly I do different sports				

Module 1 - Relationships

"I can"	This needs work	I understand this	I recognise this	I can use this
name family members				
use mon/ton/son				
describe people's physical appearance				
describe people's personalities				
describe relationships using reflexive verbs				
give opinions about relationships				
describe qualities of a good/bad friend				

Module 4 - Town and Local Environment

"I can"	This needs work	I understand this	I recognise this	I can use this
describe my town and its location				
say what there is to do in the area				
say what isn't in the area				
describe where I live				
say what is an advantage and				
disadvantage of where I live				
simply describe social issues				
simply describe environmental issues				
say what I would change in my local area				
describe the weather				

understand a weather forecast				
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Module 5 - Holidays				
"I can"	This needs work	I understand this	I recognise this	I can use this
name various countries				
use the correct word for "in"				
describe a range of holiday activities in the				
past tense				
present tense				
near future tense				
far future tense				
conditional tense				

give my opinion about holidays				
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Grammar				
"I can"	This needs work	I understand this	I recognise this	I can use this
use aller, avoir, être, faire in the 3 key tenses				
conjugate verbs in the present tense				
make simple perfect tense sentences				
make near future tense sentences				
use the simple future/conditional tenses				
give my opinion in past/present/future tenses				
make adjectives agree in number				
and gender				

use adjectives in the correct order				
BAGS adjectives				
know adjectives which have differing				
meaning based on their position				

German

See Revision on Google Classroom

Music

Listening and Understanding Paper

1 hour

- | | |
|------------|--|
| Question 1 | Queen: Killer Queen listening question |
| Question 2 | Purcell: Music for a While listening question |
| Question 3 | Dictation question - fill in the missing rhythms and pitches |
| Question 4 | Unfamiliar listening question - a piece of music related to either Killer Queen or M |
| Question 5 | Essay question on either Killer Queen or Music for a While |

Use the following to help you:

[Focus on Sound](#)

[BBC Bitesize - Edexcel GCSE Music](#)

Your set work booklets

Listen to the music whilst following the score in your anthology

Your revision notes

[CGP Edexcel GCSE Music revision guide](#)

PE

Topic	Covered in lesson	Revised	Understand	Ready for exam
Skeletal System				
Muscular System				
Cardiovascular System				
Respiratory System				
Short and long effects on the systems				
Health, Fitness and Wellbeing				
Diet, Nutrition and hydration				

Spanish

See Revision on Google Classroom

Written paper in the hall.

Reading and listening in class

Written paper:
Q1. A written task with 4 bullet point - 90 words
Q2. A written task with only 2 bullet points - 150 words
Q3. Translation from English to Spanish.

PCL added on GC including a booklet for vocabulary.

Technology

See Revision on Google Classroom