



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

Supporting Learning at Home

2022/23

Year 10 – Term 3

This practical 'how-to-guide' is designed to advise how you can support developing your child's long-term knowledge at home.

How can I support my child at home?

At Yardleys we aim to provide students with a curriculum that educates the whole child. We endeavour to ensure that throughout their time at the school they become responsible and respectful citizens that are ready for life. Ultimately through our teaching we want students to know more, remember more and do more. The science tells us that to remember things we need to practice, rehearse and retrieve this information regularly, which will be significantly improved if this can happen at home as well as at school.

This guide will tell you a little bit about memory and share some strategies you may use at home. It will also highlight some subject specific things that you can 'Watch, Listen or Discuss' with your child at home to help this memory process. We have also shared a summary of what they will study throughout the year.

How can we remember things forever?

We have two types of memory:

- **Working Memory:** This has a very small capacity, and information is easily forgotten.
- **Long Term Memory:** This has an unlimited capacity.

If knowledge is only stored in our working memory, it gets **forgotten**. In order for us to 'learn' and be able to recall knowledge, it has to be transferred and stored in our **long-term memory**.

Below are techniques which you can use at home to ensure knowledge can be stored in your child's **long-term memory**:

How can I support my child at home?

1) Tell me what you learnt today

Ask your child to explain something which they studied today in school.

Why?

Asking your child to articulate their thinking consolidates what they have learnt, whilst developing their communication skills. Having to think, and recall what was covered, is a key strategy when transferring knowledge into our long-term memory.

Questions to ask your child:

- What was the most interesting thing you learnt today?
- Tell me three things you learnt in **Science** today.
- What questions did you ask in lesson today?

2) Creating Flashcards

Step 1) Take one page of A4, and cut this into four squares.

Step 2) On the front cover, write the topic title and key question. For example, 'What were the causes of World War II'?

Step 3) On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

Step 4) Test your child at home. Read out the question or topic title, and see how much they can remember.

3) Look, Cover, Write, Check

Step 1) Read through the content in your knowledge organiser.

Step 2) Cover up the information and see how much you can **write from memory**.

Step 3) Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.

Step 4) Repeat again until you can write everything out from memory, with no corrections needed.

PRACTISE ONE

- 1) Most volcanoes and Earthquakes occur along plate boundaries.
- 2) At a convergent plate boundary, plates move towards each other.
- 3) This can occur with one continental plate or two oceanic plates, or one oceanic plate and one continental plate.
- 4) At a divergent plate boundary, plates move away from each other.
- 5) Mostly happens under oceans.
- 6) At conservative plate boundaries, the plates slide past each other.
- 7) Volcanoes can be formed away from plate boundaries, called hotspots.

PRACTISE TWO

- 1) Most volcanoes and earthquakes occur along plate boundaries.
- 2) At a convergent plate boundary, plates move towards each other.
- 3) This can occur with one continental plate and one oceanic plate, or two continental plates.
- 4) At divergent plate boundaries, plates move apart, mostly happens under the ocean.
- 5) At conservative plate boundaries, plates slide past each other.
- 6) Volcanoes can be formed away from plate boundaries called hotspots.

Educational and Cultural Day Trip in Birmingham

Making learning fun and memorable is something that you can support us with heavily outside of school. There are so many educational and cultural opportunities available across Birmingham that you may wish to visit, we have highlighted some of these below.

Midlands Art Centre

There's simply so much on at MAC Birmingham, you'll be spoilt for choice. From breaking up your day in the park with a feature film, to learning a fun new skill like making jewellery or learning the piano, MAC has something for everyone.

MAC Birmingham is dedicated to bringing the arts into the community, with shows and exhibitions to inspire and courses and workshops that open up the artistic world to enquiring minds - young and old alike!

<https://macbirmingham.co.uk/>

National SEA LIFE Centre

National SEA LIFE Centre, The Waters Edge, 3 Brindleyplace,
Birmingham, B1 2HL

Accredited by the Council for Learning Outside the Classroom, Birmingham's National SEA LIFE Centre is a popular attraction for school visits with more than 2,000 creatures to see including sea turtles, sharks and penguins. With a wide range of talks and demonstrations throughout the day and interesting facts about marine habitats, the SEA LIFE Centre is a fantastic place to visit.

www.visitsealife.com/birmingham

Cadbury World

Linden Road, Bournville B30 1JR

Discover the magic of chocolate and the history of the cocoa bean at Cadbury's World. With more than 2,000 groups attending each year, it has become a hotspot for school visits. Learn about the vast history of Cadbury's products and packaging and take a tour to see chocolate making at its best. With a 4D chocolate adventure cinema experience, there is sure to be something for everyone from KS3 to KS5.

www.cadburyworld.co.uk/schools-and-groups

Thinktank, Birmingham Science Museum

Millennium Point, Curzon Street, Birmingham, B4 7XG

Thinktank has an incredible variety of exhibitions and galleries for those interested in science and engineering. Explore the Spitfire Museum, the Marine World gallery and all things astronomy at the Planetarium. Thinktank's Natural Science collection is the largest in the West Midlands and has over 250,000 specimens.

www.birminghammuseums.org.uk

The Library of Birmingham

Centenary Square, Broad St, Birmingham, West Midlands B1 2ND

Why not take a tour of one of the most iconic buildings in Birmingham? The Library is one of Birmingham's biggest tourist hotspots. See the memorial room dedicated to Shakespeare on the top floor with a vast collection of the famous playwright's work. The Library has a number of events and talks, a photography wall, and collections that pay homage to Birmingham's heritage.

libraryofbirmingham.com

Birmingham Botanical Gardens and Glasshouses

Westbourne Road, Edgbaston, Birmingham B15 3TR

With four glasshouses and 15 acres of grounds, the Botanical Gardens and Glasshouses offer school trips like no other. Awarded the Growing Schools garden award by the Department of Education, the Gardens have tailored made activities for different topics and age groups. For teachers who want to lead their own activities, the Botanical Gardens offer a range of resources.

www.birminghambotanicalgardens.org.uk

Museum of the Jewellery Quarter

75-80 Vyse St, Birmingham B18 6HA

A visit to Birmingham's famous Jewellery Quarter is a must. The Museum of the Jewellery Quarter tells the story of the Quarter and the city's renowned jewellery heritage. Set in the Smith & Pepper jewellery manufacturing firm, this fantastic time capsule offers live demonstrations at the jewellers' bench, giving visitors a chance to see what it was like to work there.

www.birminghammuseums.org.uk/jewellery

Birmingham Hippodrome

Hurst St, Southside, Birmingham B5 4TB

The Birmingham Hippodrome is one of the most popular theatres in the UK, regularly attracting over 500,000 visitors at performances every year.

From the Birmingham Royal Ballet to West End shows, the Hippodrome can accommodate groups of all sizes.

Whether it's dance or drama, the theatre is a great venue for students who have an interest in the creative arts.

www.birminghamhippodrome.com

Birmingham Back to Backs

50-54 Inge St, Birmingham B5 4TE

Take a fascinating guided tour of the last surviving courtyard built back to back, a key part of Birmingham's history. From the 1840s to the 1970s discover the lives of the residents who came to work in these small houses. With workshops and a 1930s sweet shop, it is a great place for students to learn about the city's history.

www.nationaltrust.org.uk/birmingham-back-to-backs

Electric Cinema

47-49 Station St, Birmingham B5 4DY

Birmingham is home to the UK's oldest working cinema, which is now complete with luxury sofas and a waiter service. With regular showings of the latest movies from foreign, classic, independent and contemporary – this is a perfect school trip for students interested in film and media.

www.theelectric.co.uk

Black Country Living Museum

2 Tipton Rd, Dudley, West Midlands DY1 4SQ

The Black Country Living Museum caters to all ages from primary school to secondary. Whether it is geography, science, history, design or literacy, the museum has a range of learning tools to assist with your visit. Celebrating the 1830s industrial landscape, take a tour of the Museum's village to hear the stories of people in their workshops. See vintage transport, play games and explore over 26 acres that celebrate a key part of history in the West Midlands.

www.bclm.co.uk

Aston Villa and Birmingham City Football Stadium Tours

Aston Villa Football Club, Villa Park, Birmingham, B6 6HE

Birmingham City Football Club, St. Andrew's Stadium, Birmingham, B9 4RL

Birmingham is home to two famous football clubs, with Aston Villa one of only a handful of English teams to lift the European Cup. Why not visit the stadia where historic footballing memories took place? From the press room and

the players' tunnel to the dressing rooms and hallowed turf itself, these tours are perfect for students who love sport.

www.avfc.co.uk/page/StadiumTours

www.bcf.com/tickets/Stadium_Tours.aspx

St George's Park – The Ultimate Football Experience

St. George's Park, Newborough Road, Needwood, Burton upon Trent, Staffordshire, DE13 9PD, UK

Ever wondered where the England football team trains? Not far from Birmingham is St George's Park. The Ultimate Football Experience is a brilliant way to help and encourage students to take part in sport, offering a trained FA coach, 3G pitch and fun football activity sessions on the grounds where England's best players – including Wayne Rooney, Joe Hart and Harry Kane – perfect their art.

www.thefa.com/st-georges-park

Birmingham Museum and Art Gallery

Chamberlain Square, Birmingham, B3 3DH

The Birmingham Museum and Art Gallery is one of the most visited attractions in Birmingham, right in the centre of the city. It is home to the world's biggest collection of Pre-Raphaelite paintings, while exhibitions and over 40 galleries also ensure it is a popular destination for educational visits. See artefacts and objects throughout history from Ancient Egypt to the Romans and Ancient Greece.

www.birminghammuseums.org.uk/bmag

Ikon Gallery

1 Oozells St, Birmingham B1 2HS

Celebrating modern art from across the globe, Birmingham's Ikon Gallery is housed in a Victorian school building in Brindleyplace, beside the city's canals. Whether it is painting, sculptures, mixed media or photography, there is something for everyone. Learn about the meaning behind these visual masterpieces through seminars, tours and workshops that enable visitors to share and discuss their views. Pupils can engage through creative learning, and teachers will have access to a number of resources so that students can make the most out of their visit.

ikon-gallery.org

The Wonderful World of Planes and Trains

3 Mary Ann Street, St Paul's Square, B3 1BG

An interactive and fun way to learn about the history of trains from the 1890s to today. With a number of engaging activities such as plane flight simulators, Scalextric, and train travel workshops – it's the perfect day out for a school trip.

wonderfulworldtrainsplanes.co.uk

Birmingham Repertory Theatre

Broad Street, Birmingham B1 2EP

The REP – as it is commonly known – has a Learning and Participation team that visit schools to give a greater understanding of theatrical technique. Drama is a fantastic way to develop communication skills and improve confidence, and the REP has workshops that will help students develop these skills through theatrical exercises. The theatre also has a number of exciting productions throughout the year that you don't want to miss.

www.birmingham-rep.co.uk

Birmingham Conservation Park

Birmingham Wildlife Conservation Park, Pershore Road, Edgbaston, B5 7RL

The Birmingham Wildlife Conservation Park is home to a number of animals from squirrel monkeys to the Green Tree Python. The park is focused on helping endangered species with a captive breeding programme. With educational talks and campaigns, it is a great way to learn about the animals, their habitat and to encourage

students to volunteer.

www.birmingham.gov.uk/naturecentre

West Midlands Safari Park

Bewdley, Worcester, DY12 1LF

Are you ready for an adventure, one that spans continents, species and millions of years? West Midland Safari Park has just the thing all wrapped up and raring to go! Interact with beautiful animals from nocturnal monkeys to African lions, there are many surreal animal encounters to experience. Grab your ride wristbands, find your favourite animal and most of all have an amazing experience!

<https://www.wmsp.co.uk/>

The Birmingham Mystery Treasure Trail

Snow Hill Train Station, Birmingham, West Midlands, B3 2BJ, England

If you're looking for a cost-effective family day out then The Birmingham Mystery Treasure Trail is for you!

Follow the 1.5-mile route through Birmingham on this self-guided themed Treasure Trail. Hunt for clues located on permanent features such as buildings and statues to solve the mysteries, and discover something new about where you live!

<https://www.treasuretrails.co.uk/products/days-out-birmingham-west-mids?variant=39342365212717>

YARDLEYS YEAR 10 CURRICULUM

Subject	Term 1		Term 2		Term 3	
English	Prose 'Frankenstein'		Play: 'Romeo and Juliet' Language: Speaking and Listening		Poetry: Conflict Anthology Language: Comparison (Paper 2)	
Math	Foundation: <ul style="list-style-type: none"> BIDMAS & Units of Measure Factors Multiples Powers & Roots Standard form 	Foundation: <ul style="list-style-type: none"> Area and perimeter of 2D shapes including circles Solving linear equations and inequalities Rearranging 	Foundation <ul style="list-style-type: none"> Frequency tables Scatter graphs and times series Ratio and percentage Percentage change Drawing straight line graph Vectors Transformations 	Foundation: <ul style="list-style-type: none"> Pythagoras' theorem and trig 1 3D shapes and volume of prisms MMMR from discrete data and tables 	Foundation: <ul style="list-style-type: none"> Compound units Distance time graphs Volume and surface area Probability and sample spaces Frequency trees 	Foundation: <ul style="list-style-type: none"> Sequences and properties of numbers Percentages - growth and decay Construction and loci Congruence and similarity
	Higher <ul style="list-style-type: none"> BIDMAS & Units of Measure Factors Multiples Powers & roots Expanding and simplifying Index laws Linear Graphs Simultaneous Equations algebraically and graphically 	Higher <ul style="list-style-type: none"> Ratio & Proportion Surds Pythagoras' theorem Trigonometry 1 (SOH CAH TOA) 	Higher <ul style="list-style-type: none"> Factorise and Solve Quadratics Quadratic graphs Area surface area and volume of prisms & non-prisms 	Higher <ul style="list-style-type: none"> Histograms Sequences Circle theorem 	Higher <ul style="list-style-type: none"> Angles in polygons Non-linear simultaneous equations Probability Tree diagrams 	Higher <ul style="list-style-type: none"> Expanding triple brackets and equating coefficients Rearranging, volume and surface area of non-prisms Transformations Inequalities and regions
Biology	Ecosystems and Material cycles Animal coordination, Control and homeostasis		Health, disease and the Development of Medicines Cells and Control		Cells and Control Genetics	
Chemistry	Chemical Changes (Part 2) - Electrolysis Rates and Energy Changes		Extracting Metals and Equilibria Separate Chemistry 1 (Part 1)		Separate Chemistry 1 (Part 2) Fuels and Earth Science (Part 1)	

Subject	Term 1		Term 2		Term 3
Physics	Radioactivity		Astronomy		Energy (Forces doing work) & Forces Electricity and circuits
Geography	UK physical landscapes Challenge of Natural Hazards		Challenges in the urban environment Challenges in the urban environment/The living world		The living world Urban issues fieldwork/The living world fieldwork
History	Modern Medicine Early Elizabethan England		Early Elizabethan England Superpower relations and the Cold War		Superpower relations and the Cold War
RE	Christian beliefs Christian Practices		Islam Beliefs Islam Practices		Religion and relationships Religion and life
MFL French and Spanish	Family and Relationships		Home and Local Area		Global and Social Issues
Computer Science	Systems architecture Memory and storage		Computer networks, connections, protocols and security		Systems software Issues
iMedia	Digital graphic - Book cover		Multipage comic unit Research and planning		Multipage comic
IT	Exploring User Interface Design Principles and Project Planning Techniques/ Effective digital working practices		Exploring User Interface Design Principles and Project Planning Techniques/ Effective digital working practices		Collecting, Presenting and Interpreting Data/ Effective digital working practices
Art	Supporting Studies, ‘Macro Fauna’ Skill Building with techniques and understanding or artistic practice Printmaking disciplines including mono, press, etching, stencil and lino.				‘Identity’ Sustained Focus Project - Frida Kahlo
Design and Technology	Designing and Design Development in Design and Technology Controlled Assessment: 1. New Product Launch 2. Circular Economy 3. Space		Making and Evaluating in Design and Technology Controlled Assessment: 1. New Product Launch 2. Circular Economy 3. Space		Research Launch on Specification Project
Sports Science	Applying principles of training			Sports Nutrition	
Core Physical Education	Invasion Games –Football	Net and Wall Games – Volleyball	Invasion Games – Basketball	Fitness and problem solving	Striking and Fielding – Cricket/Rounders Athletics

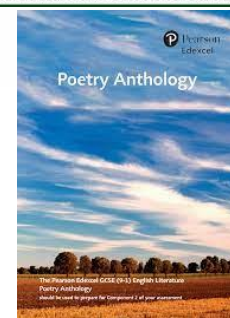
Subject English Year 10

Your Child Needs You!

Here at Yardleys, we understand that it can sometimes be difficult to know how best to support your children through their studies. But we also know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning. We need you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to GCSE success!

Each term, the English Department will be sending home suggestions for activities, reading and discussion you could do with your child at home to help support their learning in school – you may remember our previous letters about ‘Frankenstein’ and ‘Romeo and Juliet’ earlier this year last. **Re-reading with your child the text they are studying in class, or reading it yourself alongside the in-class schedule, is one of the best ways you can help support your child at home.** We know that time is precious and are not asking you to take over the teaching, but we also know how keen many parents are to do as much as possible to help their children reach their potential. So, whether it’s sitting down and watching a film or documentary, listening to a podcast or debating some big topics over the dinner table, we hope to have something for you!

This term, in Year 10, students will be preparing for their English Literature GCSE by revisiting, in lessons, the conflict poetry anthology, looking specifically at 6-9 focus poems. All students were, last year, provided with a free copy of the text (see top right) and studied and made notes on all 15 poems in the anthology. It’s therefore important that students find their texts or replace them (buying a new copy via Parent Pay) and bring it with them to each lesson.



Autumn Term Week	Classroom Teaching Focus	Questions for Discussion at Home and Additional Learning Resources		
		Watch on ClickView	Listen on Spotify/BBC Sounds	Discuss together
Week 1 (17.04.23)	Physical Conflict: ‘The Destruction of Sennacherib’ and ‘The Charge of the Light Brigade’	<ul style="list-style-type: none">• BBC Teach: Ciaran Carson on ‘Belfast Confetti’• Southbank Centre: Johan Agard, Guyana• ClickView: ‘Perfecting Poetry: Poetic Form and Structure’• ClickView: ‘Perfecting Poetry: Sensory Imagery and Sound Devices’• BBCiPlayer: Tan France: Beauty and the Bleach	<ul style="list-style-type: none">• ‘Witness History: World War I Poetry’.• ‘In Our Time: The Charge of the Light Brigade’• ‘Straight Talking English’ Podcast, S4 E11: ‘Tennyson’s <i>The Charge of the Light Brigade</i>’• ‘Straight Taking English’ Podcast, ‘Tacking an unseen Poem’• Remember to also check out GCSEPod for more relevant pods.	<ul style="list-style-type: none">• Is conflict ever necessary?• How might people affected by conflict feel?• To what extent do you think those actively involved in conflict understand its purpose?• How might we avoid conflict?
Week 2 (24.04.23)				
Week 3 (01.05.23)	Familial Conflict: ‘Catrin’ and ‘Cousin Kate’.			
Week 4 (08.05.23)				
Week 5 (15.05.23)	Social Conflict: ‘Half-Caste’ and ‘No Problem’.			
Week 6 (22.05.23)				
Half Term				
Week 7 (05.06.23)	Unseen Poetry Practice			
Week 8 (12.06.23)				
Week 9 (19.06.23)	Whole School Assessments and Feedback.			
Week 10 (26.06.23)				
Week 11 (03.07.23)				
Week 12 (10.07.23)	Comparing Non-Fiction Texts			
Week 13 (17.07.23)				
End of Term				



Subject: Maths – Year 10 - FOUNDATION

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch and Make Notes	Discuss
Week 1: 17/4/23	Ratio: Type 1	http://corbettmaths.com/2013/03/03/ratio-sharing-the-total/	How are fractions & Ratios the same/ different?
Week 2: 24/4/23	Ratio: Type 2	http://corbettmaths.com/2018/01/29/given-2-ratios/	Can all ratios be written in the form 1:n & n:1?
Week 3: 1/5/23	Expand & Factorise Double Brackets	http://corbettmaths.com/2013/12/23/expanding-two-brackets-video-14/ http://corbettmaths.com/2013/02/06/factorising-quadratics-1/	Can all quadratics be factorised? If not, why not?
Week 4: 8/5/23	Standard Form	http://corbettmaths.com/2013/04/28/standard-form/	List as many real life uses for “Standard Form”
Week 5: 15/5/23	Rearranging	http://corbettmaths.com/2013/12/23/changing-the-subject-video-7/	How can “Function Machines” help you rearrange an equation?
Week 6: 22/5/23	Simultaneous Equations	http://corbettmaths.com/2013/03/05/simultaneous-equations-elimination-method/	What does “Simultaneous” mean?
May-June Half Term			
Week 7: 5/6/23	Drawing Straight Line Graphs	http://corbettmaths.com/2012/12/23/drawing-graphs-using-xy-tables/	What is the minimum number of points needed to draw a straight line?
Week 8: 12/6/23	$y = mx + c$	http://corbettmaths.com/2013/05/29/ymxc/	What do “m” & “c” stand for?
Week 9: 19/6/23	Transformations	http://corbettmaths.com/2013/06/23/describing-reflections/	Can you describe all four Transformations?
Week 10: 26/6/23	WHOLE SCHOOL TESTING	Personal Revision – Assessment Books & Mini Tests	
Week 11: 3/7/23	WHOLE SCHOOL TESTING	Personal Revision – Assessment Books & Mini Tests	
Week 12: 10/7/23	Constructions	http://corbettmaths.com/2013/03/26/angle-bisector/	What does the word “Bisect” mean?
Week 13: 17/7/23	Loci	http://corbettmaths.com/2013/03/31/loci-part-1/	What does “Equidistance” mean?



Subject: Maths – Year 10 - HIGHER

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch and Make Notes	Discuss
Week 1: 17/4/23	Probability (Trees)	http://corbettmaths.com/2013/05/07/tree-diagrams/	What is the difference between an “AND” and an “OR” question?
Week 2: 24/4/23	Percentage Calculations	http://corbettmaths.com/2012/08/21/multipliers-for-increasing-and-decreasing-by-a-percentage/	Is it possible to have a % greater than 100%?
Week 3: 1/5/23	Growth & Decay	http://corbettmaths.com/2012/08/21/compound-interest/	List as many real life uses for “Growth/Decay” in real life
Week 4: 8/5/23	Pythagoras	http://corbettmaths.com/2012/08/19/pythagoras-video/	Which length on a right-angled triangle is the hypotenuse?
Week 5: 15/5/23	SOH CAH TOA	http://corbettmaths.com/2013/03/30/trigonometry-missing-angles/ http://corbettmaths.com/2013/03/30/trigonometry-missing-sides/	What does SOH CAH TOA Stand for?
Week 6: 22/5/23	Non-Calc Trig (Exact Values)	http://corbettmaths.com/2013/04/20/exact-trigonometric-values/	Can you recall ALL the main (9) Exact Trig Values?
May-June Half Term			
Week 7: 5/6/23	Triple Brackets	http://corbettmaths.com/2013/12/27/expanding-three-brackets-video-15/	What is the result of multiplying three negative numbers?
Week 8: 12/6/23	Rearranging	http://corbettmaths.com/2013/12/28/changing-the-subject-advanced-video-8/	In which other school setting would you use “Rearranging”?
Week 9: 19/6/23	Number Sequences	https://corbettmaths.com/2016/08/07/quadratic-nth-term-version-1/	Can you find the Nth term for any linear sequence?
Week 10: 26/6/23	WHOLE SCHOOL TESTING	Personal Revision – Assessment Books & Mini Tests	
Week 11: 3/7/23	WHOLE SCHOOL TESTING	Personal Revision – Assessment Books & Mini Tests	
Week 12: 10/7/23	Speed	http://corbettmaths.com/2016/01/01/speed-distance-time/	Can you recall the speed/distance/time formulae?
Week 13: 17/7/23	Compound Measures	https://corbettmaths.com/2016/06/07/density/	Can you recall the mass/density/volume formulae?



Subject: Year 10 Biology **Exam Board:** Edexcel

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Term	Teaching Focus	Possible activities at home		
		Watch	Listen	Discuss
Summer 1	Topic B5 Health, disease and the development of medicines.	<p>Clickview - As humans crave more fat and sugar in food, discover why it's important to have a balanced diet. https://online.clickview.co.uk/libraries/videos/51295232/balanced-diet</p> <p>Clickview – In ‘Ten Bad Things You Didn't Know about Smoking and Tobacco’ The harms of smoking that may not be common knowledge is discussed. https://online.clickview.co.uk/libraries/videos/5002647/ten-bad-things-you-didn-t-know-about-smoking-and-tobacco</p>	<p>BBC Podcast – Flooding is increasing waterborne diseases in Pakistan. https://www.bbc.co.uk/sounds/play/w3ct32wz</p> <p>BBC Podcast - Are countries with higher obesity rates suffering from more deaths? https://www.bbc.co.uk/sounds/play/w3ct0pyt</p>	<p>Are natural disasters increasing the spread of disease?</p> <p>Is obesity causing people to become more ill from other diseases?</p>
Half Term				
Summer 2	Topic B2 Cells and Control	<p>Types of Cells (ClickView) https://clickv.ie/w/Eevu</p> <p>The Eye (ClickView) https://clickv.ie/w/E2vu</p>	<p>Body Talk: The Nervous System (BBC Sounds) https://www.bbc.co.uk/sounds/play/p033k0sg</p> <p>Made of Stronger Stuff: The Eyes (BBC Sounds) https://www.bbc.co.uk/sounds/play/p0957q54</p>	<p>Why do we need reflexes? How does a reflex action happen? Who has the fastest reflexes in your family?</p> <p>Why do some people need to wear glasses? How much of what we see is caused by our eyes, and how much is caused by the brain?</p>



Subject: Year 10 Chemistry (Exam Board: Edexcel)

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Term	Teaching Focus	Possible activities at home		
		Watch	Listen	Discuss
Summer 1	Topic C5 Separate Chemistry (Part 2)	<p>Alloys</p> <p>Iron and iron alloys, including steel, are the most widely used materials in the world and are necessary to manufacture items from bridges to delicate medical instruments.</p> <p>(Clickview) https://online.clickview.co.uk/exchange/videos/66802/iron</p>	<p>Transition Metals</p> <p>The first thing to remember about the transition metals is that they have all the physical properties you would expect of a metal. Their name suggests that they're somehow part metal and part non-metal, but this is definitely not the case.</p> <p>(GCSE Pod) https://members.gcsepod.com/shared/podcasts/title/10928/69207</p>	<p>What examples can we think of where transition metals are used?</p> <p>What are the properties of these transition metals that make them useful?</p>
Half term				
Summer 2	Topic C5 Separate Chemistry (Part 3)	<p>Atom Economy</p> <p>This video covers the idea that atom economy is a measure of the amount of starting materials that end up as useful products, how to calculate atom economy, why we should care about it and how to improve atom economy</p> <p>(You Tube) https://www.youtube.com/watch?v=MQXzW9BryAg</p>	<p>Percentage Yield</p> <p>In this chapter we'll look at the different ways to describe the efficiency of a chemical reaction. These methods are important in industrial chemistry to decide which methods of making substances are most efficient, and therefore most profitable.</p> <p>(GCSE Pod) https://members.gcsepod.com/shared/podcasts/title/11283/69396</p>	<p>What does 'yield' mean in Chemistry?</p> <p>Why do we never achieve 100% yield in a chemical reaction?</p>



Subject: Physics

Science helps students gain an understanding of the world around them, from the micro-level of particles and atoms to the macro-level of our expanding universe. It encourages students to question and enquire in order to learn more. We want our students to acquire the scientific knowledge and skills to meet their academic, practical and “real life” challenges of the future.

Physics in particular aims to explain the world in terms of the interactions between forces, energy and matter.

Term	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss/Research
Summer 1	Current Electricity	Bill Nye the Science Guy – Electricity: https://www.youtube.com/watch?v=SYacUaukaxg Mains Electricity – Freesciencelessons https://www.youtube.com/watch?v=fbu3o9wavHk	Circuits fundamentals: http://www.dynamicscience.com.au/tester/solutions1/electric/circuits1.htm The War of The Currents – AC vs DC Power https://www.energy.gov/articles/war-currents-ac-vs-dc-power	How are plugs and circuit breakers designed to keep you safe in the home? Consider the ‘trucks with energy’ analogy from the ‘Circuits Fundamentals’ link (under Read). Can you think of a similar analogy?
Half term				
Summer 2	Static Electricity In this topic, the students will look at static electricity and electric fields, relating it to the uses and dangers.	General overview of static electricity and its uses: https://online.clickview.co.uk/exchange/videos/74607/static-electricity Video about lightning: https://online.clickview.co.uk/exchange/videos/3287663/episode-3-lightning Electrical safety around the home: https://online.clickview.co.uk/libraries/videos/39319138/electrical-safety	MET Office – about Lightning: https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/thunder-and-lightning/lightning Bitesize – Static electricity overview: https://www.bbc.co.uk/bitesize/guides/zt7t4j6/revision/1	Research how lightning occurs, and ways in which we can prevent it from being dangerous. Rub a balloon on a jacket and stick it to a wall. Can you explain why it sticks there?



Subject: ART (YEAR 10)

Year 10 students will complete their current 'Macro Fauna' project with a final piece inspired by both artists 'Helmut Koller' & 'Helen Wells'.

Before year 11, students will get a head start at their 'Identity' project which will continue through to January 2024. The identity project begins with a 'visual diary' brief where students can experiment with different media's to represent emotions, milestones, celebrations, interests etc.

TERM 3 Week/Ti me	Teaching Focus		
		Watch	Read
Week 1 – 17.4.23	Artist 'Helmut Koller' & Colour pencil application	https://www.youtube.com/watch?v=i8Ezy7fxPE8 https://www.youtube.com/watch?v=-Ew4strmaR0	
Week 2 – 24.4.23	Artist 'Helen Wells' analysis	https://www.youtube.com/watch?v=N0ePFFpy6m0 https://www.youtube.com/watch?v=vxncxgXUStw	
Week 3 – 1.5.23	'Oil Pastel Lift' techniques		
Week 4 – 8.5.23	Combine 2 artist styles to create a final piece.	https://www.youtube.com/watch?v=N_Yq-_hjFanM&t=66s	https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/1
Week 5 – 15.5.23	Combine 2 artist styles to create a final piece.	https://www.youtube.com/watch?v=W6UGxVJv9F4	https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/1
Week 6 – 22.5.23	Introduce 'Identity' project & create a visual diary – gather imagery.	https://www.youtube.com/watch?v=tjWFKpF2IWI	
Week 7 – 5.6.23	Visual diary experimentation		Are you focusing on feelings, emotions, celebrations, specific days or milestones?
Week 8 – 12.6.23	Visual diary experimentation	https://www.youtube.com/watch?v=HoffjicvMxE&t=334s	What media and materials are you going to experiment with?
Week 9 – 19.6.23	Complete visual diary. Imagery and context included will form the project theme for 'Identity'.		
Week 10 – 26.6.23	Analyse artist 'Frida Kahlo'	https://www.youtube.com/watch?v=B9XYtPqWLB4	
Week 11 – 3.7.23	Create Frida Kahlo tonal drawing using pencil/colour pencil		
Week 12 – 10.7.23	Create Frida Kahlo tonal drawing using pencil/colour pencil		
Week 13 – 17.7.23	Create self portrait in the style of Frida Kahlo. Use imagery from visual diary.	https://www.youtube.com/watch?v=f4qJ4s-1MS8 https://www.youtube.com/shorts/P2cjp44INU	



Subject: Computer Science

Exam Board: OCR

Through our ambitious computing curriculum our learners will have access to a broad and balanced range of topics including: digital literacy, computational thinking and modern technology. Yardley's computing curriculum will provide students with an understanding of how computing underpins today's modern lifestyle and has made the world better, faster and more connected. We ensure that the students at Yardleys can develop to become masters and creators in this field, to aid them in their development of our rapidly changing technological world.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch/Read	Discuss	
Week 1 – 17.4.23	Networks and security	https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-4-forms-of-attack	How are networks attacked?	
Week 2 – 24.4.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-4-threats-posed-to-networks	Why would a hacker want to attack a network?	
Week 3 – 1.5.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-4-identifying-and-preventing-vulnerabilities		
Week 4 – 8.5.23	Systems software	https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-5-operating-systems-part-1	What software do you use at home on your devices?	
Week 5 – 15.5.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-5-operating-systems-part-2	Why do you need this software?	
Week 6 – 22.5.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-5-the-purpose-and-functionality-of-operating-systems	What operating system do you have installed?	
		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-5-utility-system-software	What would happen if you did not have an operating system?	
Half term				
Week 7 – 5.6.23	Ethical, legal, cultural and environmental impacts of digital technology	https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-environmental-impact-of-computer-science	What would you do without your phone?	
Week 8 – 12.6.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-how-to-investigate-and-discuss-computer-science-technologies-considering-ethical-legal-cultural-environmental-and-privacy-issues	Is technology a good thing? Why?	
Week 9 – 19.6.23		https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-impacts-of-digital-technology-on-wider-society	What are the effects of technology on the environment?	
Week 10 – 26.6.23		Assessment week revision	https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-cultural-implications-of-computer-science	Do you think we are being tracked too much?
Week 11 – 3.7.23			https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-legislation-relevant-to-computer-science	What do you think about CHAT GPT?
Week 12 – 10.7.23	https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-6-open-source-vs-proprietary-software			
Week 13 – 17.7.23				

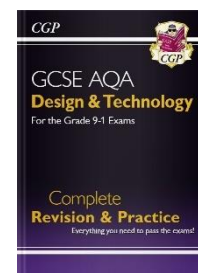


Subject: Design and Technology

Exam Board: Eduqas - https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

Here at Yardleys, we understand that it can sometimes be difficult to know how best to support your children through their studies. But we also know that the more our students talk about their work, both inside and outside of school, the deeper and more flexible their learning. We need you to help us promote the school values of curiosity and reflection beyond our classrooms and, in doing so, help your child on their journey to academic success!

In Year 10, students studying Design and Technology will be experiencing a wide range of topics, knowledge and skills in their lessons. During Year 10, students will undertake two design and make projects - the first will have a focus on Designing and making. This is a practice project to give students a taste of their final GCSE project. The second will be the start of their actual GCSE which starts on the 1st June 2023 when the exam board release a choice of projects.



Unit Title	Classroom Teaching Focus	Questions for Discussion at Home and Additional Learning Resources	
		Watch or listen	Discuss together
Week 24.04.23	Theory Forms of power Planned obsolescence Product life cycle	https://www.youtube.com/watch?v=1kUE0BZtTRc	What are the advantages and disadvantages of solar and wind power?
Week 01.5.23	Theory Life cycle analysis 6rs Global trade Fair trade	https://www.youtube.com/watch?v=5sqdPiTGq8Q	Discuss the 6 rs perhaps using examples in your house
Week 08.5.23	Theory CAD CAM Forms of production Industrial processes	https://www.youtube.com/watch?v=mcwIMsh_g3o	How has CAD changed your lives how might it go on to change your world
Week 15.5.23	Theory Ergonomics New materials Mechanisms	https://www.youtube.com/watch?v=GUaHAtFD-8	Why are ergonomics so important in product design
Week 22.5.23	Theory Materials Smart materials	https://www.youtube.com/watch?v=SZ78qNpg3mA	Can you think of your own use for a thermochromic or photochromic material
Half Term			



Subject: Geography

The Intent of the Geography curriculum is to educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

In this term students in Year 10 will focus on two topics. First, we will finish The Living World (part of AQA paper 1) with a focus on hot desert biomes and their opportunities and challenges. We will then pivot to fieldwork skills at both Birmingham Botanical Gardens and the urban regeneration around the arrival of the HS2 line into the city at the Gateway Redevelopment.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	What is the climate in a hot desert? How are people, animals and plants adapted to life in this biome? What are the opportunities and challenges of life in a hot desert?	Planet Earth - Deserts (Sir David Attenborough) iPlayer link Desert animals YouTube link Life in the Thar Desert YouTube link	BBC AQA Bitesize - hot deserts hyperlink Hot deserts - a summary (Challenging!) link Cool Geography - Life in the Thar hyperlink	How is the climate in the Thar and the UK different?
Week 2 – 24.4.23				How do animals adapt to their climate?
Week 3 – 1.5.23				What are the opportunities for, and challenges against, economic and social development in hot deserts?
Week 4 – 8.5.23				
Week 5 – 15.5.23				
Week 6 – 22.5.23				
Week 7 – 5.6.23	What makes a suitable hypothesis for Geography fieldwork? How do we conduct safe and effective fieldwork?	Creating AQA Geography fieldwork - the Travelling Teacher YouTube link Exploring habitats - the pond YouTube link	AQA Introduction to fieldwork skills BBC Bitesize Internet Geography - Fieldwork techniques hyperlink	How do you carry out a realistic risk assessment?
Week 8 – 12.6.23				What is the foodweb of a small British pond habitat?
Week 9 – 19.6.23				
Week 10 – 26.6.23				
Week 11 – 3.7.23	Revision, assessment and feedback			
Week 12 – 10.7.23				
Week 13 – 17.7.23				



Subject: History

Exam Board: Edexcel

Based on the overall timeline of world and British history that students will have built from KS3, GCSE History students will go back into more depth on previously covered topics. Having finished Paper 1 – Medicine and the first half of Paper 2, students now study the second Paper 2 topic of the Cold War. They have started by looking at the Origins of the Cold War, then moved on to three crises and then how it ended. Over each topic, earlier historical skills are repeated and revised. Students will also be set homework to help them review their previous units of Medicine and Elizabeth. This will help prepare them for their future assessments.

TERM 3 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	Cold War Crises	The Berlin Wall: The Night the Iron Curtain Closed (Clickview)	Cold War 1958-70 (BBC Bitesize) The struggle between the superpowers (Britannica)	Why did Khrushchev build the Berlin Wall?
Week 2 – 24.4.23		Cuban Missile Crisis (Clickview)	Berlin Crisis (Alpha History) Cuban Missile Crisis (History.com)	Why did Khrushchev put missiles on Cuba?
Week 3 – 1.5.23		The Soviet Invasion of Czechoslovakia (YouTube)	Soviets invade Czechoslovakia (History.com)	Why did Brezhnev invade Czechoslovakia?
Week 4 – 8.5.23	End of the Cold War: Détente, Afghanistan and Olympic Boycotts	The Cold War: Détente	Attempts to reduce tension (Bitesize)	What is détente?
Week 5 – 15.5.23		Invasion of Afghanistan	Invasion of Afghanistan (Britannica)	Why did the Soviet Union invade Afghanistan?
Week 6 – 22.5.23		Boycott – NBC News flashback	Carter’s Olympic Boycott	How did the USA react to the invasion?
Half term				
Week 7 – 5.6.23	The End of the Cold War: Second Cold War, New Thinking and the end	Détente and the Second Cold War	Second Cold War (Alpha History)	How was Reagan different as an American leader?
Week 8 – 12.6.23		Reagan and the Second Cold War	The role of Gorbachev (Bitesize)	How was Gorbachev different as a Soviet leader?
Week 9 – 19.6.23		Perestroika and Glasnost	End of the Cold War (US History)	How did the Cold War end peacefully?
Week 10 – 26.6.23	Revision, assessment and feedback	End of the Cold War		Did the USA win or did the USSR lose?
Week 11 – 3.7.23				
Week 12 – 10.7.23				
Week 13 – 17.7.23				



Subject: iMedia Year 10

Summary: To create successful media professionals, preparing them for access to an ever-expanding industry here in the UK. Students will develop an understanding of real working practices and research, planning and practical methods behind making a variety of media products for an intended audience when communicating creative concepts effectively. They will be encouraged to identify and understand the strength and influence in media in society, such as identifying stereotypes and unfair/misleading representations in the media.

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Read/Watch	Discuss
Week 1 – 17.4.23 to Week 6 – 22.5.23	Visual Identity and Digital Graphics Controlled assessment	<p>Students will be making a logo and magazine advert in lesson. This must be done under controlled conditions and work may not be taken home. The theme however is focused on the META VERSE. Students could/should watch the following videos</p> <p>What is VR (Virtual Reality) https://www.youtube.com/watch?v=6a7R1gU81jQ</p> <p>What is AR (Augmented Reality) https://www.youtube.com/watch?v=XPNUmcEOYW0</p> <p>Fashion and the metaverse https://www.youtube.com/watch?v=UBZ6Bd0LDjs</p> <p>Balenciaga – https://www.youtube.com/watch?v=_gKiVi3tmql&t=1s</p> <p>Article https://sensoriumxr.com/articles/fashion-brands-in-the-metaverse</p>	<p>What Is visual identity and why is it important?</p> <p>What is a BRAND and what are Brand Values?</p> <p>How can design suit a theme, target audience or brand value(s)?</p> <p>How to plan and design a poster?</p> <p>How to use industry standard software to create a logo and poster</p>
Half term			
Week 7 – 5.6.23 - Week 13 – 17.7.23	R093 Creative iMedia in the media industry exam prep	<p>Students will be revising for their summer Media studies mock exam</p> <p>They should access the revision guide on the VLE and use that to revise for the exam.</p>	<p>What are the iMedia pre planning documents?</p> <p>How do you create pre planning documents?</p>



Subject: ICT

Exam Board: Edexcel BTEC DIT

Through our ambitious computing curriculum our learners will have access to a broad and balanced range of topics including: digital literacy, computational thinking and modern technology. Yardley's computing curriculum will provide students with an understanding of how computing underpins today's modern lifestyle and has made the world better, faster and more connected. We ensure that the students at Yardleys can develop to become masters and creators in this field, to aid them in their development of our rapidly changing technological world.

TERM 3 Week/Time	Teaching Focus	Possible activities at home	
		Watch/Read	Discuss
Week 1 – 17.4.23	Exploring user interface design principles and project planning techniques Controlled assessment	https://www.youtube.com/watch?v=Wtok7BzalsA https://www.youtube.com/watch?v=U1Oy4X5Ni8Y https://www.youtube.com/watch?v=XIGSJshYb90 https://www.youtube.com/watch?v=qp0VH_wL7Ws	What accessibility features did you notice on recent websites you have visited? Is there anyone in your family who manages projects? Ask them what they do?
Week 2 – 24.4.23			
Week 3 – 1.5.23	Collecting, presenting and interpreting data Controlled assessment preparation	https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/3 https://www.bbc.co.uk/bitesize/guides/zwxbtv4/revision/1	What is a dashboard? Why do health and fitness apps use dashboards? Does anyone in your family use Microsoft Excel? What do they use it for? What are the advantages of using a spreadsheet?
Week 4 – 8.5.23			
Week 5 – 15.5.23			
Week 6 – 22.5.23			
Half term			
Week 7 – 5.6.23	Collecting, presenting and interpreting data Controlled assessment preparation	https://www.teach-ict.com/gcse_new/spreadsheets/spreadsheets/miniweb/index.htm https://www.teach-ict.com/gcse_new/spreadsheets/modelling_simulation/miniweb/pg2.htm https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1 https://www.bbc.co.uk/bitesize/guides/z4wdjr6/revision/2	What are the advantages of spreadsheets? What data do different organisations collect about you? e.g. NHS, School, Police What verification methods do you use daily? Why is verification important? Who uses data modelling?
Week 8 – 12.6.23			
Week 9 – 19.6.23			
Week 10 – 26.6.23			
Week 11 – 3.7.23	Assessment week revision		
Week 12 – 10.7.23			
Week 13 – 17.7.23			



Subject: Religious Studies (year 10)

Summary: Ethics – Religion and Relationships

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies/religious-philosophical-and-ethical-studies/theme-a-relationships-and-families>

TERM 3 Week/ Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – April 17th	Key terms: Heterosexuality and homosexuality. What are Christian and Islamic responses to these relationship types? How does it compare to contemporary British attitudes?	https://www.truetube.co.uk/resource/the-trouble-with-being-gay/ https://www.truetube.co.uk/resource/out-of-love/	https://www.bbc.co.uk/bitesize/guides/zfw47h/revision/1	Can someone be homosexual and also practice Islam/Christianity? Why might people have different views on this question?
Week 2 – 24 th April	What are different Christian and Islamic beliefs about sex before marriage and sex outside of marriage? Support with quotes.		https://www.edgarbarrowschool.co.uk/assets/Uploads/Parents/GCSE-Revision-Information/RE/Topic-Relationships-002.pdf	What are the reasons that both Islam and Christianity teach that adultery is wrong?
Week 3 – 1 st May	What are different forms of contraception and what do more conservative and liberal Christians say about these?	https://www.youtube.com/watch?v=kiU1tmDaj_o		Is it unreasonable for a religious denomination to tell its followers that artificial contraception is prohibited?
Week 4 – 8 th May	What are the differing views in Islam about contraception? How does this compare and contrast to Christian views?		https://revisionworld.com/gcse-revision/rs-religious-studies/personal-issues/contraception	What are the differences between natural and artificial contraception types?
Week 5 – 15 th May	What is the significance of marriage in Christianity? What are the symbols, order and vows in a Christian marriage? What are different Christian views towards marriage and cohabitation?	https://www.youtube.com/watch?v=7ZMUhZknCls	https://www.bbc.co.uk/bitesize/guides/zrr7y9q/revision/1 https://www.bbc.co.uk/bitesize/guides/zhydp8g/revision/5	What are some common symbols seen in a Christian wedding and what do these represent?
Week 6 – 22 nd May	What are traditional Islamic teachings on marriage and what would you see at a traditional Islamic wedding?	https://www.youtube.com/watch?v=31Pkug1Bw4	https://www.bbc.co.uk/bitesize/guides/zkf2vk7/revision/4	Name four things you would see in an Islamic wedding that you wouldn't see at a Christian wedding and why.
Half term				
Week 7 – 5 th June	12-mark question on divorce and remarriage. Feedback and recapping learning/filling gaps.		https://filestore.aqa.org.uk/sample-papers-and-schemes/2018/june/AQA-80615-W-MS-JUN18.PDF	Why does Islam and liberal Christianity say divorce should be a last resort? How is this different to what Roman Catholics teach?
Week 8 – 12 th June	What are different types of families and what are different Christian teachings on these family types?		https://www.bbc.co.uk/bitesize/guides/zhydp8g/revision/1	Name five different family types and say which are the most preferable in conservative Islam and Christianity?
Week 9 – 19 th June	What does Islam teach about family types and how does this compare and contrast to Christian teachings?	https://theboulevardcentre.org.uk/wp-content/uploads/2020/04/KS4-GCSE-RS-The-nature-of-families.pdf		'There is no one best type of family.' What do think about this statement? Explain with a discussion about different types of families.
Week 10 – 26 th June	What is meant by polygamy and bigamy and how does Christianity and Islam compare in their teachings of these?	https://www.youtube.com/watch?v=OHT0221sPE	https://getrevising.co.uk/grids/polygamy	What do you think about traditional Islamic polygamy laws? Do you think they are fair or outdated?
Week 11 – 3 rd July	Recapping			



Subject: Spanish

Summary: In this term, the main topic is describing the **environment and social issues**.

TERM 2 Week/Time	Teaching Focus	Possible activities at home		
		Watch	Read	Discuss
Week 1 – 17.4.23	Introduction - environmental changes	Oak Academy Videos about the environment: https://classroom.th enational.academy/l essons/considering- global-issues-part- 13-cct38d	Linguascope: Beginner, El reciclaje	What are the main environmental concerns in today’s world? Which ones do you think are the most serious?
Week 2 – 24.4.23	Reduse/Reuse/Recycle			
Week 3 – 1.5.23	The world of today			
Week 4 – 8.5.23	Completion of Week 3			
Week 5 – 15.5.23	Look after your planet			
Week 6 – 22.5.23	Protecting the environment			
Half term				
Week 7 – 5.6.23	Thinking globally	Oak Academy Videos about social issues: https://classroom.th enational.academy/l essons/talking- about-local-actions- part-13-6wrkjd	Linguascope: Intermediate, Social Issues	What are the dangers of being homeless?
Week 8 – 12.6.23	People in need			
Week 9 – 19.6.23	Homelessness			
Week 10 – 26.6.23	Volunteers			
Week 11 – 3.7.23	WHOLE SCHOOL ASSESSMENT WEEK			
Week 12 – 10.7.23	Importance of helping others			
Week 13 – 17.7.23	Completion of Week 12 and Feedback to assessments			

Summary/Curriculum Intent: To provide an enriched and broad curriculum which gives pupils the; knowledge, skills, passion and independence to participate in a wide range of activities competitively. A curriculum that is ambitious, tangible and one that will inspire, giving pupils the confidence and desire to continue to be physically active beyond Yardleys. A curriculum committed to nurturing responsible individuals with a deep understanding of the lifelong benefits of good health and fitness, where pupils leave endeavouring to develop good lifestyle habits to secure lifelong personal health.

In this term OCR students will be studying **Nutrition and Sports Performance**

Unit Number Topic Area	Teaching Focus	Possible activities at home		
		Watch	Listen/read	Discuss/research
Nutrients needed for a healthy, balanced nutrition plan.	<ul style="list-style-type: none"> Characteristics of a balanced nutrition plan The role of nutrients in sports and their sources 	https://www.youtube.com/watch?v=a-084pgl05U https://www.youtube.com/watch?v=3XMh6f0xB7A	https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppvv4j https://www.bbc.co.uk/bitesize/guides/zgvsbk7/revision/2	<p>Research the characteristics of a balanced diet.</p> <p>Discuss with your family members how balanced your diets are.</p>
Dietary requirements for varying types of sporting activity	<p>The dietary requirements of endurance/aerobic activities</p> <p>The dietary requirements of short intense/anaerobic activities</p> <p>The dietary requirements of strength-based activities</p>	https://www.youtube.com/watch?v=u3Pux_Xa_rs https://www.youtube.com/watch?v=jDSuboXYVc	https://www.bbc.co.uk/bitesize/guides/zgvsbk7/revision/3 (page 3) https://exceednutrition.com/nutrition-for-strength-training/	<p>Research the role of each of the following:</p> <ul style="list-style-type: none"> Carbohydrates Fats Proteins Fibre Water Vitamins & minerals <p>Discuss with your family... Do you eat a variety of foods that include all of these nutrients?</p>
Developing a balanced nutrition plan for a selected sporting activity	<p>How to design and develop a balanced nutrition plan</p> <p>Key factors when considering the success / impact of a nutrition plan</p>	https://www.youtube.com/watch?v=Gmh_xMMJ2Pw https://www.youtube.com/watch?v=WB4vF5Wc0c0	https://www.webmd.com/diet/features/how-to-design-your-own-diet https://www.opexfit.com/blog/5-factors-that-influence-a-successful-diet	<p>Research the 2 main different types of diet plan - weight loss and building muscle. Discuss the main differences between the 2 types of plan.</p> <p>Discuss the 5 factors that influence a successful diet</p>
How nutritional behaviours can be managed to improve sports performance	<p>The effect of overeating on sports performance</p> <p>The effects of undereating on sports performance</p> <p>The effect of dehydration on sports performance</p>	https://www.youtube.com/watch?v=f-s4Ghg6nwk https://www.youtube.com/watch?v=Kh5IESd1nNk https://www.youtube.com/watch?v=mve0mVu5y5A	https://www.healthline.com/nutrition/overeating-effects https://healthyeating.sfgate.com/not-eating-affect-athletes-performance-2464.html https://www.spoonert.com/spooner-blog/effects-dehydration-athletic-performance/	<p>Research the effects that overeating can have on an individual and then talk about how these might be worse for a sports player?</p> <p>Research why athletes are prone to eating disorders. Why do you think this might be the case?</p> <p>Discuss the symptoms and affects that dehydration can have on an individual and then discuss how these might be worse for an athlete.</p>