

18th March 2020

Dear Parent or Carer,

I am again writing to update you on the actions we are taking in school regarding Coronavirus. We continue to follow nationally agreed advice and we have support from the local authority (LA) in managing this issue. If your son or daughter is not in school due to self-isolation please ensure they work from home if they are fit and healthy enough to do so. This is an opportunity to reflect on and revise work they have done and crucial in preparation for the GCSE examinations.. Teachers are also in the process of uploading all lessons onto Show My Homework (SMH).

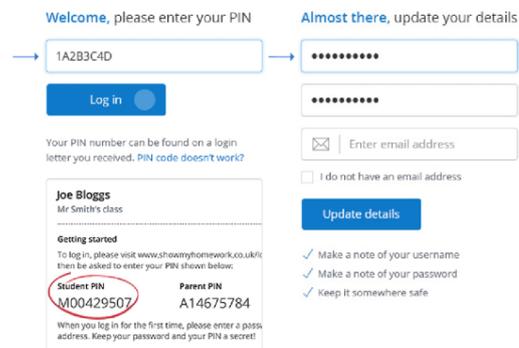
Therefore, as well as revision, below is an overview of work pupils in Year 10 should complete. Individual lessons will be set every day on Show My Homework (SMH) and all pupils have log in details and have been reminded, in forms, how to access this platform.

Getting started

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Three steps for you to take next to make homework work better for you:

- 1 Got to <http://www.showmyhomework.co.uk/pin>
 - 2 Enter your PIN details found in the letters handed out by the school and click 'Log in'.
 - 3 Create a memorable password and enter your email address then click 'Update your details'.
- i** Download the free App on your smartphone.
- 



The screenshot shows the 'Welcome, please enter your PIN' and 'Almost there, update your details' sections. The PIN input field contains '1A2B3C4D'. The 'Update details' section includes fields for email address, a checkbox for 'I do not have an email address', and an 'Update details' button. Below the form, there is a 'Getting started' section with a 'Student PIN' of 'M00429507' and a 'Parent PIN' of 'A14675784'. A note at the bottom says: 'When you log in for the first time, please enter a password. Keep your password and your PIN a secret!'

www.showmyhomework.co.uk
 The world's No. 1 online homework solution

Overview of Work:

English

Year 10: Othello revision booklets, poetry revision booklets.
 More detail available on SMHW

Pupils will revise key quotations and characters from Othello using revision booklets. Pupils will revise poems from the anthology (themes, ideas, language and context). Each of these texts is worth 20% of the GCSE so it is important that pupils revise thoroughly on a regular basis.

Maths

Year 10 – Mathswatch tasks

Pupils will be set assignments on the mathswatch website and will be revision of topics taught during the year. This is a very useful resource as it has videos to explain each topic and then practice questions. Class teachers will monitor the completion or help with any questions and will send messages and updates through showmyhomework of when to complete tasks. All pupils have been made aware of their login details and ways of contacting staff for help. This information will also be on showmyhomework.

Science

Year 10

Biology: B3 – Infection and response.

What is disease? What are pathogens? How are diseases spread? What can be done to prevent the spread of disease? What are vaccines? How does the body protect itself from disease?

B4 – Bioenergetics.

What is photosynthesis? What factors affect photosynthesis? What can be done to investigate photosynthesis? What is respiration? Why are respiration and photosynthesis necessary? How does exercise affect the rate of respiration? What is breathing rate? What is metabolism?

As classes are at different points in the Biology course, teachers will be setting individual work for their classes based on the point they are at in each unit. Triple Science classes for Biology are completing B4, as are 10 set 3. Other classes are being set work from B3 and will move on to B4.

Chemistry: C3 Quantitative Chemistry

What is relative formula mass? How do we calculate it? What is a mole? What is the law of conservation of mass? How can we use moles to balance equations? What are limiting reactants? How can we calculate the concentration of a solution?

C4 – Chemical Changes

What are acids and bases? How can we tell if an acid is strong or weak? How do acids react? What is the reactivity series? How can we extract metals from their ores? Why do we do this? What is a Redox reaction? How can we carry out and investigate electrolysis? What happens if electrolysis is carried out on a solution?

As classes are at different points in the Chemistry course, teachers will be setting individual work for their classes based on the point they are at in each unit. Triple Science classes for Chemistry are completing C4, as are set 3. Other classes are completing C3 and will move on to C4.

Physics: P3 Particle Model of Matter

What is the particle model? How do particles move in gases? What is density? How can we investigate density? What is internal energy? What happens to internal energy when a material changes state? What is specific latent heat? How can we calculate specific latent heat?

P4 – Atomic structure

How did we develop the model of the atom? Why do we use models in Science? What are isotopes? What is nuclear radiation? What are alpha, beta and gamma and what are their properties? How can we construct nuclear equations? What is half life and how do we calculate it? What is the difference between irradiation and contamination and how do we manage and use both?

Classes are all completing P3 currently. After completion, they will move on to P4.

All classes will have PPT presentations uploaded to SMHW with accompanying questions, worksheets and tasks to do to support their learning.

History

Lots of revision activities are available on SMH for The People's Health from Dynamic Learning. Information below also highlights all units pupils must revise:

Norman Conquest:

Sections and Issues Learners should study the following content:

England on the eve of the conquest Issue: The character of late Anglo-Saxon England

- The nature, structure and diversity of late Anglo-Saxon society
- Religion in late Anglo-Saxon England
- Anglo-Saxon culture: buildings, art and literature

Invasion and victory Issue: How and why William of Normandy became King of England in 1066

- Norman society, culture and warfare pre-1066
- The succession crisis of 1066
- The battles of Fulford, Stamford Bridge and Hastings

Resistance and response Issue: The establishment of Norman rule between 1067 and 1071

- First uprisings against Norman rule including resistance in the west and in Mercia
- Northern resistance and William's 'Harrying of the North'
- The rebellion of Hereward in the east and the end of English resistance

Castles Issue: The nature and purpose of Norman castles in England to 1087

- Pre-conquest fortifications and the first Norman castles in England
- The distribution and design of Norman castles in England to 1087
- The purpose of Norman castles in England including their military and economic functions

Conquest and control Issue: The impact of the Norman Conquest on English society to 1087

- Domesday Book, its creation and purpose
- The social structure of Norman England including changes in land ownership and the elite
- Changes and continuities: language, laws and Church

Geography

Year 10 - Work on Coasts to be set by class teachers via SMHW - in addition pupils can complete skills booklets (given out in class).

Drama

Year 10:

Year 10 are currently working on Component 1. There are a number of activities for their coursework which will need to be completed.

1. Most pupils have amendments and changes to improve their first essay submission that has been returned to them.
2. All pupils should complete their 'Crucible' essay which has been set on Tuesday 17th March in full.
3. The 3 A3 Crucible practical work sheets need completing to submit when school reopens.

4. Complete any sections of work for 'Medea' based on the practical work we have started recently.
5. I am issuing the playscript 'Two' by Jim Cartwright which we will be using later in the year and for the next component - component 2. Pupils should read the script and complete the notes booklet based on each section of the play. Pupils are responsible for taking care of their borrowed script and for bringing the booklet on school reopening.

MFL

Year 10 FRENCH - Mrs Havers will be setting work to consolidate the topic of 'Healthy Lifestyle'. The next topic is 'The Environment'. Pupils will discuss problems facing the planet, how to protect the environment, big events and ethical shopping. Grammar covered will include tenses, negatives, modal verbs giving arguments for and against. Work will be set on Show My Homework and will include links to online learning platforms in order to practice all four skills of listening, reading, writing and speaking. This will include www.quizlet.com, www.language-gym.com, www.linguascope.com, amongst others.

Year 10 SPANISH - Miss Hyndman will be setting work to consolidate the topic of 'Home, Town and Region'. The next topic is 'Festivals' and covers food, celebrations, illness and daily routine. Pupils will discuss problems facing the planet, how to protect the environment, big events and ethical shopping. Grammar covered will include tenses, negatives and reflexive verbs. Work will be set on Show My Homework and will include links to online learning platforms in order to practice all four skills of listening, reading, writing and speaking. This will include www.quizlet.com, www.language-gym.com, www.linguascope.com, amongst others.

RE

Year 10 – Revisiting

Using the digital textbooks on www.kerboodle.com pupils will complete blocking sheets and practice exam questions. They will also create their own revision resources for topics studied in Year 9 and Year 10 R.E. These topics include:

- Christian beliefs about God
- Living the Christian Life
- Living the Muslim Life

Computer Science

Year 10

3 weeks = 9 lessons

Year 10 pupils will be set 9 individual problem solving/algorithm tasks relating to the recent Data Representation topic we have studied. The aim of these tasks is to recap the theory topic and further develop skills in algorithm writing. Each task set is one lesson (1 hour).

Tasks

Pupils should develop algorithms for the following:

1. Converting Binary numbers to Denary numbers.
2. Converting Denary numbers to Binary numbers.
3. Converting Hexadecimal number to Denary numbers.

4. Converting Denary numbers to Hexadecimal numbers.
5. Completing Binary addition for two 8-bit numbers.
6. Completing a left shift on an 8-bit Binary number.
7. Completing a right shift on an 8-bit Binary number.
8. Finding a check digit using MOD11 on a 7-digit numerical code.
9. Checking if a code is valid from it's MOD11 check digit.

Each task also has an extension activity involving pseudocode and there are further programming challenges set for higher ability pupils. I will also send pupils a help document for the pseudocode and programming tasks.

Food

Year 10 Food and Catering

Lesson intention: to investigate how nutritional requirements change over a lifetime.

Pupils must research the nutritional requirements of a specific life stage (children, teenagers, adults or the elderly).

-Identify and explain 6 key nutritional recommendations for the life stage selected.

-Mind map 15 potential dishes that could be produced that meet the life stages nutritional needs

-Select 1 recipe that you would like to make in a future lesson. Explain fully how it meets the nutritional requirements of the life stage researched (approx. 5 sentences).

Optional task - *cook the dish selected, present professionally and take a picture with your name. Work with ingredients that you have available and meals you might be eating for tea. We will have another opportunity in school to cook another suitable dish.*

DT

SJ-Year 10 Design & Technology GCSE

| Lessons | Task |
|---------|--|
| 1 | <p>Hardwoods and Softwoods</p> <p>To gain an understanding of the different types and categories on timber. To gain an understanding of the properties of timbers. Read through the PowerPoint slides and answer the questions on the worksheets.</p> |
| 2 | <p>Timbers</p> <p>Use BBC bitesize website link to revise, make notes, watch the videos and complete the test on this topic https://www.BBC.co.uk/bitesize (click on Secondary, GCSE, Design & Technology, EdExcel)</p> |
| 3 | <p>Timbers</p> <p>To gain an understanding of the different scales of production. To gain an understating of the preparation, treatment and manufacturing processes of timbers. Read through the information on the PowerPoint and complete the worksheet. Test your knowledge with the answers sheet</p> |
| 4 | <p>The Work of Others</p> <p>To know how to investigate and analyse a product and the work of others To gain an understanding of how investigating the work of others can inform design.</p> |

| | |
|---|---|
| | Read through the information on the PowerPoint and complete the worksheet. Test your knowledge with the answers sheet |
| 5 | New & Emerging Technologies Use BBC bitesize website link to revise, make notes, watch the videos and complete the test on this topic. https://www.BBC.co.uk/bitesize (click on Secondary, GCSE, Design & Technology, EdExcel) |

Pupils are expected to complete work set and can message staff through SMH if they are having any difficulties either accessing or understanding the work. Pupils are not expected to be in public places during the normal school hours. Updates will be posted on the school website, school gateway and email.

Our key focus is to keep all pupils safe and allow them to continue to learn.

Thank you all for your support during this challenging time.

Kind Regards



Chris Bell
(Headteacher)