

Year 10 Remote Learning – January 2021

<p>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</p>	<p>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</p>	<p>When and how will my child receive feedback on their work?</p>	<p>How will my child be taught remotely?</p>
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English

<p>This term, students would have been studying poetry alongside transactional writing. Whilst at home, students will focus on the transactional writing aspect of the curriculum.</p> <p>Transactional writing covers various non-fiction genres. As students will have studied aspects of transactional writing in years 7-9, this vital aspect of English Language should not be new.</p> <p>Many of these skills are transferrable across the English curriculum, so revisiting and embedding them at home will give students the best chance of success when they return to school.</p>	<p>Students will have one 'live' lesson with their class teacher per week. They will have three separate Powerpoints to work through each week. Each Powerpoint will contain a Do It Now activity, a modelled explanation with clear links to the exam mark scheme, and a main task.</p> <p>You can support your child by checking they understand and use AFOREST (alliteration, facts, opinions, rhetorical questions/repetition, emotive language, statistics, triples) techniques in their writing. You could share interesting articles, your favourite non-fiction pieces of writing and watch the news together. Encourage your child to identify the genre, audience and purpose of texts they read.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> • What do you think of this piece? How do you think the writer/speaker wants the audience to feel? • Do you notice anything about the speaker’s language? • Did you spot any AFOREST techniques? • Were there any other devices used? Why might they have been used? • Can you give me an example of a statistic/rhetorical question/triple etc.? <p>This will be particularly interesting to do when watching the current Coronavirus coverage.</p>	<p>Students should submit one piece of extended writing per week. This will always be the main task from the third lesson. Students should expect group feedback the following week. Individual feedback will follow.</p> <p>There will be suggested time limits at the top of each slide. Students will be expected to complete at least one piece of extended writing per week. This will include a persuasive speech at the end of week two. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.</p> <p>When they return to school, students will complete an assessed, 40 mark, transactional writing question in exam conditions.</p>	<ul style="list-style-type: none"> • One 'live lesson' per week. This will cover the week’s learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work. • Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat. • A list of websites and online resources that can be used for additional support. • Bespoke Powerpoints made by SET staff.
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Maths

<p>Over the next two weeks students will look at Percentages and Area, Perimeter and Volume topics. These are topics that are covered this term every year so students will build on the prior knowledge in year 9.</p> <p>Students will begin on these topics from where they got up to on these areas in year 9. In year 10 the most able mathematicians will get on to repeated Percentage change, solving problems with Compound Interest and Price Indices. In terms of Areas and Volumes the most able students will progress to working backwards to solve problems.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths. The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> Recorded teaching (Google Classroom)- A mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/resources produced by SET staff Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.
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Science

<p>The Nervous System and Hormones - How does our body respond to the surroundings to keep us safe? How are internal conditions kept constant despite changes caused by what we eat? How is fertility regulated?</p> <p>These are questions that students will learn to answer as they study the nervous and hormonal systems of the body. This is a Biology unit that is assessed at GCSE in Paper 2. It has been chosen because it is readily studied remotely due to concepts that are tangible and relate to familiar rather than abstract ideas. Whilst we will make links to prior learning in Biology, such as Digestion and Circulation, little prior knowledge is required to access and understand these topics. Most of this is new learning, and it will be revisited in Year 11 before GCSE exams when we are back in school.</p> <p>Students will learn the names of structures and chemicals involved in communication within the body. They will also learn how to explain how the body responds to change as they develop their long answer response skills. They will be guided by quizzes to check their recall of key ideas and become familiar with how to tackle common exam questions.</p>	<p>Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete. Students should spend approximately 50 minutes on each lesson. For most lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. Can they give an example of a reflex action and give a step-by-step description of how it works? Can they name a hormone and give 3 facts about it?</p> <p>Students should remember that they also have access to Kerboodle. This provides them with a digital text book. The relevant text book for this unit is "AQA GCSE Biology for Combined Sciences: Trilogy". On Kerboodle the units are B10 (The Nervous System) and B11 (Hormonal Control). Links to specific resources on Kerboodle will also be given in some lessons where relevant. Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.</p> <p>Students have been sent an email link to their school email address to sign up to Kerboodle resources.</p> <p>The school institution code is wt9. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson, some of which will have an exam-style nature and will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.</p> <p>Before half term, students will complete a review task where they will get a chance to demonstrate how they can apply their knowledge to a specific scenario. They will get feedback from the teacher on their use of English to communicate their scientific ideas.</p> <p>After half term, all students will complete a formal assessment which will focus on the topics studied since December, including while working remotely, with a synoptic element to check links to knowledge learnt previously in Science. Students will be given more details about this, including what to revise, nearer the time.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will be one live lesson each week, at times below. Details of this will be posted in the Google Classroom. A link will appear shortly before the lesson is due to commence.</p> <p>10.1 – Ms Costello 15th January; Period 3</p> <p>10X – Miss Thomas 7th & 14th January; Period 3</p> <p>Live lessons will be used both to check and review learning up to that point and introduce new concepts.</p>
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MFL - French

<p>During the period of online learning students will be learning about "Mes résolutions". The key focus here is that students will learn how to use a verb plus an infinitive to say what their resolutions are for the new year.</p> <p>This is a slight adaptation from the curriculum but this leads on to Unit 4, Customs and Festivals, smoothly.</p> <p>We will also spend some time during the live lessons to go through the speaking questions (Unit 3) that consolidate learning from half term 2. Students will be given the opportunity to make improvements to their responses following feedback.</p>	<p>Live lesson: Wednesday 9:45am</p> <p>Here, the live lesson is planned to take place during the first half of a double lesson, so if necessary we can continue. Some pre learning will take place during the first lesson of independent work and this will then be reviewed and consolidated during the live lesson.</p> <p>During a live lesson the teacher will provide a do it now task, explanations and assess pupils through questioning and activities.</p> <p>During independent learning an online Do it now and plenary/ exit pass/ exit quiz will be expected to be completed through Google Forms.</p> <p>For pre-learning, students will be provided with a Powerpoint to read through and make notes from. With the Powerpoint there will be activities to complete. Some may be on external websites, but this will be explained and links provided in the Google Classroom.</p> <p>There also may be extra information provided through websites such as BBC Bitesize, Languages Online or Quizlet.</p> <p>The final assessment for this half term will be speaking and listening based on what they have completed from Unit 4 (customs and festivals). The speaking consolidation of Unit 3 will help with preparation for a similar process with Unit 4.</p>	<p>At the end of the period of lessons based on "Mes Résolutions" students will be expected to write a short paragraph giving details about what their resolutions for the year are. Once submitted this will be marked and feedback given. Immediate feedback will be given when Google Form Quizzes are completed.</p> <p>Following on from this we will spend some time reviewing students speaking question responses. During a live lesson, immediate feedback will be given on pronunciation and how improvements can be made. Students will also be told what they did well. With this information they can make improvements to their answers and submit then for final marking.</p>	<ul style="list-style-type: none"> • Students will have access to the teacher during their live lesson and for a period at the beginning of the lesson during independent work (via Google Chat). • Live teaching will take place via Google Meet. • Other external links such as BBC Bitesize, Greenshaw Trust, Languages Online and Quizlet may be used. • Powerpoints or other external resources will be uploaded for independent lessons.
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MFL - German

<p>Students will have some short GCSE questions to consolidate learning from the previous half term. This is essential preparation for their final GCSE and is a skill that needs developing through the course. Last half term our focus was on the photo card element of the speaking and writing exam. They will also have vocabulary revision as this is again an essential part of the learning process and needs to be a continuous element of home learning.</p>	<p>Live lesson Wednesday; Period 1</p> <p>Parents can help by testing vocabulary (no language needed!) Ask your child if they can name 5 foods in German, 5 rooms of the house etc.</p> <p>This constant revision will help it become embedded. Also encourage the use of quizlet.com, vocabexpress.com and Memrize on devices. 10-15 minutes x3 days a week is all that is needed.</p>	<p>Students will have their GCSE questions marked to AQA mark schemes with written feedback when work has been submitted.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) will be scheduled to consolidate the language acquisition task for one lesson per week. • PowerPoints provided to introduce vocabulary. • Copies of task sheets and also online resources to support. • Teacher available to answer questions via Google Chat
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History

<p>Students will continue with the unit of work on 'Weimar and Nazi Germany 1918-1939' and complete this topic by the end of February when they will set a past paper as an assessment.</p> <p>This will ensure students remain on track to cover all of the required content that forms part of GCSE History.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p>	<p>The work set will feed into the end of unit assessment (a past paper) that students will sit once the unit is complete at the end of February.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work. • Work set will use bespoke Powerpoints/resources produced by SET staff. • The class teacher will be available to answer questions via Google Chat.
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Religion and Ethics

<p>Students will use this period of remote learning to revise the areas of the GCSE course covered so far in year 10 in preparation for a min-mock exam that students will be sitting. The areas that students will be revising are:</p> <ul style="list-style-type: none"> • Christian Beliefs • Relationships & Families 	<p>Lessons will be revision of the work covered so far in lessons, using the resources that have been uploaded to Google Classroom.</p> <p>To support your child you could help them revise by testing their recall of the key knowledge using the materials provided in the Google Classroom.</p>	<p>The work set will feed into the mini-mock exam that students will be sitting during the first half of the Lent term.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and answer any questions that the students have. The live lessons will also be used to build on new skills that are needed for the independent work and to hold discussions on the topics and issues covered. • Work set will use bespoke Powerpoints/resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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Geography

<p>Students will continue working through Theme 1 of the GCSE course which looks at 'Changing Places – Changing Economies'. Work that students did in Key Stage 3 will have provided a good foundation for this work, in particular the year 8 unit 'Where is everyone going to live?' which looked at urbanisation around the world and the year 9 units 'Is the World shrinking?' and 'Why are some countries more developed than others?' that looked at development and globalisation.</p>	<p>Work set will use bespoke resources produced by SET staff and will also make use of published resources and video clips and pre-recorded video clips. Lessons will feature Do It Now tasks that will test recall of knowledge from previous lessons and then a series of short tasks for students to complete independently. Following each lesson students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p> <p>Students should also continue to complete their Theme 1 Revision Booklet and use the revision resources available at - https://jwoolven.wixsite.com/revisegcsegeog</p>	<p>The work set will feed into the end of unit assessment (a past paper) that students will sit once the unit is complete.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete GCSE style exam questions. • Bespoke resources produced by SET staff, supplemented where appropriate by other resources, will be used to set independent remote learning tasks. • The teacher will be available to answer questions via Google Chat
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Art and Design

<p>We will continue to explore the theme of Natural Forms through further contextual research with students developing their own independent investigations.</p> <p>This work will help embed the core skills students have started to develop and give them the opportunity to supplement their personal portfolios with additional connected responses.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills and exemplar materials.</p> <p>They should create a visually rich contextual study of their chosen artist which will include imagery and written content.</p> <p>Students should submit images of their work via their email, Google Slide or whatever system is being used to document their portfolio for digital submission to the exam board.</p>	<p>We will be looking for students to respond to the work of their chosen artists both through direct visual analysis and through personal responses.</p> <p>This work forms a key part of their Component One Personal Portfolio and will lead to the creation of a final outcome in the students preferred medium with students receiving critiques of their work at key points.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff. • All material will be available in Google Classroom. • Students will be expected to produce practical outcomes in response to the lessons given. • Teachers will be available to answer questions on Meet and email.
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Drama

<p>Students will continue studying their set text Blood Brothers. Students will look at exam style questions covering both design and performance style examples.</p> <p>Students will explore these and use their knowledge of the text to answer the questions, analysing, evaluating and justifying with individualised examples from the set text.</p>	<p>Students will be expected to engage with the lessons to deepen their understanding of the exam requirements in Year 11. They will also explore how to answer the exam questions, with justified detailed responses.</p> <p>Students must consider their knowledge and understanding of the set text to inform their detailed responses, as well as bringing their own artistic choices to form their answers.</p> <p>Students should also think about as a designer; costume, set, sound, lighting – how they might answer a design question in the exam.</p> <p>Parent/carers can help by asking the following questions: 1) What is Blood Brother's about? 2) What exam questions did you explore? 3) What are your artistic visions as a designer? 4) What themes are present throughout the play?</p>	<p>The students will receive feedback within the live lessons as a way to push for further development or detail in their work.</p> <p>Students will receive feedback on their written responses to the exam style questions.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) • Recorded teaching. • Bespoke Powerpoints/ resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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