



Strood Academy Year 10 Distance Learning Resources

In this document there is a summary for each subject regarding the content of work teachers are setting and also links to useful resources. Students in year 10 should follow the timetable below as subjects will be setting work for each lesson:

	M	T	W	T	F
1	Opt A	Sci	Sci	Sci	Sci
2	Eng	Eng	Eng	Eng	Opt A
3	Ma	Opt C	Ma	Ma	Ma
4	Opt B	Revision/recall	Opt B	Opt C	Revision/recall

- **Reading 15 mins** in the day: GLT reading programme online reading programme. Please encourage students to listen to books below on Youtube and if possible complete the short quiz attached under each video clip link.

Year 10- Orange boy.

https://www.youtube.com/playlist?list=PLfWw_AneGN0y6LHaXUcfvgKtIEBcMrpmQ-

Alternatively

- **MyON reading library** please spend 15 mins reading material of your choice from <http://myon.co.uk>
Individual logins are available for students via their English google classrooms, please contact your English teacher if there are any problems. There will be further guidance on texts and activities to complete from your class teachers in the coming weeks
- **Physical activity 30 mins** Joe Wicks PE lesson to get you active, keep you healthy and fit, please encourage students to get involved!
<https://www.youtube.com/playlist?list=PLYCLoPd4VxBvQafyve889qVcPxYEjdSTI>
- **Careers links and guidance** Use these websites to consider future career paths and the qualifications they require.
<https://nationalcareers.service.gov.uk/>
<https://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training>
<http://apprenticeships.gov/>

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Subject	Online Platform and topics being covered	Other online resources	Notes and Guidance
English	<p>Module 4: Transactional and Descriptive writing</p> <p>Module 5: Descriptive and Narrative writing/ Anthology Poetry / Speaking and Listening component.</p> <p>Module 6: Anthology Poetry</p> <p><u>Classroom Codes:</u></p> <p>10T1: rhyshmh 10T2: g435j3y 10T3: oata27a</p> <p>10H1: syxqxbd 10H2: 5cglep6 10H3: urwf4r2</p> <p>10V1: jsgcyzk 10V2: rhwbstd 10V3: v32in6k</p>	<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zckw2hv</p> <p>Mr Bruff offers poetry analysis videos of the AQA Power and Conflict poems. These can be found on YouTube. Simply type in Mr Buff poem analysis (and then the name of the poem.</p> <p><u>For example:</u> Mr Bruff poem analysis on 'War Photographer': https://www.youtube.com/watch?v=HeZCQIUMQxl</p> <p>LitCharts: https://www.litcharts.com/</p> <p>Seneca Learning https://www.senecalearning.com/</p>	<p><u>Speaking and Listening:</u> This is a required component of the English specification. Students should be taking time to carefully plan their presentations, ready to perform when we return. Please note that ALL students need to complete the Speaking and Listening component of the curriculum in order to obtain an English GCSE.</p> <p><u>Anthology Poetry:</u> Students are learning the poems for the Power and Conflict cluster of AQA Literature.</p> <p>For curriculum related queries please contact:</p> <p>Miss Sims (Head of Department) alex.sims@stroodacademy.org</p> <p>Miss Melton (Second in Department) alice.melton@stroodacademy.org</p> <p>Mr Young (Second in Department) aaron.young@stroodacademy.org</p> <p>For queries relating to your child's learning, please contact their English teacher:</p> <p>10T1: alex.sims@stroodacademy.org 10T2: robert.harvey@stroodacademy.org 10T3: leslie.mukaronda@stroodacademy.org</p> <p>10H1: eleanor.louka@stroodacademy.org 10H2: lacey.robichaeu@stroodacademy.org 10H3: helen.desson@stroodacademy.org</p> <p>10V1 alice.melton@stroodacademy.org 10V2: simon.palmer@stroodacademy.org</p>

			10V3: emma.harris@stroodacademy.org
Maths	<p>H1 rucf4u2 H2 52udg52 H3 mtfcedy T1 hdg7yl5 T2 peoraij T3 3i74gsd V1 jxjtpua V2 le5n7rd V3 h6cfm4d CGA Intervention 3nvwta Topics Covered <u>Set 1</u></p> <ul style="list-style-type: none"> ● LCM AND HCF ● PLACE VALUE AND ESTIMATING ● INDEX NOTATION ● STANDARD FORM ● FRACTIONS, RATIO AND PERCENTAGES ● INTRO FRACTIONS ● RATIO ● PERCENTAGES ● INTEREST AND COMBINED/ WORDED PROBLEMS ● DIRECT AND INDIRECT PROPORTION ● SIMILAR SHAPES ● CONGRUENT SHAPES ● COMPOUND UNITS ● EXPANDING BRACKETS AND FACTORIZATION ● SOLVING EQUATIONS ● SUBJECT OF A FORMULA ● EXPANDING THREE BRACKETS ● SIMULTANEOUS EQUATIONS ● STRAIGHT LINE GRAPH ● QUADRATIC GRAPHS ● LINEAR SEQUENCE REVIEW ● QUADRATIC SEQUENCE ● EQUATION OF A LINE ● TRANSFORMATION ● ANGLES IN PARALLEL LINES ● ANGLES IN POLYGONS ● PYTHAGORAS THEOREM ● TRIGONOMETRY ● PROBABILITY ● REPRESENTING DATA 	<p>MyMaths</p> <ul style="list-style-type: none"> ● https://www.mymaths.com username and password: <p>Maths Watch:</p> <ul style="list-style-type: none"> ● https://www.mathswatch.co.uk <p>Hegarty maths</p> <ul style="list-style-type: none"> ● hegarty.com 	<p>Head of Faculty - Mr Ravenwood mark.ravenwood@stroodacademy.org</p> <p>Head of Mathematics - Miss McDonnell loren.mcdonell@stroodacademy.org</p> <p>All work will be set on the Google Classrooms and will consist of videos to watch, ppts to read and complete the questions on or online tasks on MathsWatch, Hegerty Maths or MyMaths which students should complete on the relevant website or Google Forms for students to fill in.</p> <p>If students are answering questions on paper they should attach pictures of these to the Google Classroom Assignments.</p> <p>If any student can not access any of the resources for any reason, including not knowing their logins or passwords they should contact their class teacher to obtain this information.</p>

Set 2

- Revision of Term 4 topics
- Introduction to Probability
- Probability of an event not occurring Mutually exclusive outcomes
- Two way Table Combined events
Frequency Tree
- Venn Diagrams
- Data Collection
- Tally Charts, Pictograms
- Bar Charts and Dual Bar Charts
- Pie Charts
- Frequency Polygons
- Scatter Diagrams
- Recap of averages
- Estimated mean
- Stem and Leaf Diagrams
- Multiplying & Dividing (with decimals)
Fractions
- Percentage increase and decrease
Converting FDP
- Ratio - sharing
- Direct proportion
- Exchange rates
- Expanding double brackets
- Sequences
- Equations
- Transformations - translation, rotation
Transformations - reflection,
enlargement Angles in polygons
- Angles in parallel lines
- Area and circumference of 2D shapes
Volume of prisms
- Probability
- Data representation

Set 3

- order positive and negative integers and decimal numbers
- apply the four operations to positive and negative integers and decimal numbers
- place value
- powers and indices
- positive and negative number operations

	<ul style="list-style-type: none"> ● round numbers to a given accuracy (integers and decimals) ● estimate the answer to calculations by rounding ● multiples ● Factors prime numbers ● prime factors ● LCM ● fraction of an amount ● add and subtract fractions ● multiply fractions ● divide fractions ● mixed to improper fractions ● percentage of an amount ● percentage increase decrease by given amount ● convert f.d.p ● order f.d.p. ● simplify ratio ● divide number into given ratio ● find value, give ratio parts ● direct proportion ● best buys ● algebra expanding single brackets expand 2 brackets ● factorise into brackets 		
<p>Science</p>	<p>Google Classroom Codes -</p> <p>Year 10 Science Home Learning - amgirwv (10tSc2)</p> <p>Biology set 1: agdrhai</p> <p>Physics set 1: yax4zri</p> <p>Chemistry 10hSc1: kzkqi75</p> <p>Chemistry 10tSc1: pbhl5cm</p> <p>Chemistry 10vSc1: fbu3exn</p> <p>10hSc2: 4znyeuc</p> <p>10hSc3: 53hxpg4</p> <p>10tSc2: amgirwv</p> <p>10tSc3: wnv762h</p> <p>10vSc2: ykg6sjl</p> <p>10vSc3: hxmkbm2</p> <p>Topics Covered:</p>	<ul style="list-style-type: none"> ● <i>BBC bitesize:</i> https://www.bbc.co.uk/bitesize/subjects/zng4d2p ● <i>Seneca</i> ● <i>Freesciencelessons.co.uk</i> ● <i>Primrose kitten on youtube.</i> ● <i>Malmesbury Science for required practicals- again on youtube.</i> 	<p>Head of Faculty - Mrs Laura Barter - laura.barter@stroodacademy.org</p> <p>Head of Science - Miss Sarah Ryder - sarah.ryder@stroodacademy.org</p> <p>Work is set on the google classroom with the instructions. Work will consist of videos, powerpoints and research tasks for students to complete.</p> <p>Work set is based around topics that have already been taught since the beginning of year 9 to assist students to develop their memory. Students, however, may find that some new content is embedded where appropriate</p>

Biology:

- Structure of DNA
- DNA Extraction
- Meiosis
- Inheritance
- Sex determination
- Mutations
- Variation
- Evolution & Evidence
- Natural Selection
- Classification
- Selective Breeding
- Genetic Engineering
- Immune System
- Health & Diseases
- Pathogens & Spread of Pathogens
- Physical & Chemical Barriers
- Medicines and Antibiotics
- Communicable & Non-Communicable diseases
- Lifestyle Factors
- Photosynthesis
- Transpiration and Translocation

Chemistry:

- Ionic Bonds
- Ionic Compounds
- Ionic Lattices
- Covalent Bonds
- Properties of Metals
- Allotropes of Carbon
- Properties of Compounds
- Bonding Models
- pH Scale
- Reactions of aqueous solutions
- Neutralisation and titrations
- Salts and solubility

Physics:

- Atomic Models
- Electrons and Orbits
- Background Radiation
- Types of Radiation
- Radioactive Decay

to keep them engaged.

If students cannot access their google classroom, please contact the class teacher in the first instant. If this is not successful please contact any of the staff members listed above.

	<ul style="list-style-type: none"> ● Half Life ● Dangers of Radiation ● Energy Transfers ● Energy Systems ● Insulation and Changing Systems ● Sankey Diagrams & Efficiency ● Calculating Work Done ● Calculating GPE ● Calculating Kinetic Energy ● Calculating Power 		
Spanish	<p>10A - l73b6ep</p> <p>10B - dew7pew</p> <p>10C - 55grkjk</p> <p>Module 4 - Healthy lifestyles and the imperfect tense</p> <ul style="list-style-type: none"> ● food, ● smoking, ● drugs ● healthy food vs unhealthy food ● exercising ● using negatives <p>Module 5 - Marriage and relationships</p> <ul style="list-style-type: none"> ● ideal partner ● future plans ● the gerund ● the near future ● the direct object ● family situation <p>Module 6 - technology in everyday life social media and mobile technology - all tenses</p> <ul style="list-style-type: none"> ● new technologies -platforms ● new technologies - items ● technology language ● varied opinions ● varied tenses ● the imperfect 	<p>Seneca Learning: https://www.senecalearning.com/</p> <p>Our textbook and exercises www.kerboodle.com</p> <p>Lessons and quizzes www.doddlelearn.co.uk</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/z4yyjhy</p>	<p>Head of Languages geraldine.ahern@stroodacademy.org</p> <p>carlos.rojas@stroodacademy.org</p>

<p>Health & social care</p>	<p>Classroom Codes:</p> <p>10A - cxivdop 10B - 7ml6aws</p> <p>Students are continuing with their Component 2 coursework which they have started this term. Students have access to preparation resources and feedback on their assignment direct from their teachers.</p>		<p>Head of Faculty - Mrs Laura Barter - laura.barter@stroodacademy.org</p> <p>Head of Science - Miss Sarah Ryder - sarah.ryder@stroodacademy.org</p> <p>Health & Social Care Teacher - Mrs Kimberley Doley - kimberley.doley@stroodacademy.org</p> <p>Work is set on the google classroom with the instructions. Work will consist of videos, powerpoints and research tasks for students to complete. These tasks will help to support students with the writing of their coursework for Component 2.</p> <p>Feedback will be given to students directly through comments in their google docs to help them progress and access the assignment criteria.</p> <p>If students cannot access their google classroom, please contact the class teacher in the first instant. If this is not successful please contact any of the staff members listed above.</p>
<p>Geography</p>	<p>Class Code: jvwdgiu</p> <p>Term 5</p> <ul style="list-style-type: none"> ● Population Pyramids ● Population Change and Causes ● Child Labour in South Asia ● Case Study of Child Labour - Documentary <p>Term 6</p> <ul style="list-style-type: none"> ● Consequences and Combatting Child Labour ● Migration and the Refugee crisis ● Case Study of European crisis - Documentary ● Healthcare issues in sub-Saharan Africa 	<p>All of our lessons and resources can be found on our Strood Academy Geography website:</p> <p>https://sites.google.com/stroodacademy.org/ibgeographystroodacademy/home?authuser=0</p> <p>Link to Eduqas Specification https://www.eduqas.co.uk/media/j0zo4wbh/eduqas-gcse-geography-a-spec-from-2016-e-24-01-20.pdf</p> <p>(Sections 7.2.1 / 7.2.2)</p>	<p>The Population and Issues Unit (7) is worth 10% of the GCSE Geography Grade.</p> <p>Within this unit we know that the pupils are guaranteed to have a question about a key issue. In prior years this has been related to child poverty but also migration and HIV/disease transmission (topical at present).</p> <p>Accepting that Remote Learning is difficult and parents might not be Geography specialists we have linked three documentaries which will give students a strong knowledge foundation</p>

- Case Study of HIV in Africa - Documentary
- Approaches to preventing disease transmission

BBC Bitesize / Geography

<https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/6> (Causes)

<https://www.bbc.co.uk/bitesize/guides/zp9mqhv/revision/1> (Issues)

YouTube Documentaries:

<https://www.youtube.com/watch?v=oUs88p8wtBM> - Dispatches - Child Labour

https://www.youtube.com/watch?v=ZQ_fz9EW5lw - Borderless (2019) and Trafficking

<https://www.youtube.com/watch?v=eWqhUYWnxgs> - United Nations - HIV / Aids

ARC-GIS

<https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=cabf7894627346c9b496cf77fd5f03bb> - Maps in Colour

DoddleLearn - Free slides and Quizzes

doddlelearn.co.uk/app/

EXTENSION FOR INTEREST:

Those with access to NETFLIX:

'Corona-virus explained' (2020) - Explains the Geographical spread of Pandemics over 100 years

<https://www.youtube.com/watch?v=sgZ7RKyDrLg>

OR: Those with access to BBC iPlayer

on those issues. Classwork will be focused on the *skills* needed to extract information and *exam technique*.

Where possible students should be completing all the Tasks on the slides or where relevant the DoddleLearn tasks set by staff members

Contact (*please drop me an email if parent or student*):

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CAREER:

For those considering the subject as a career or post-16; the Extension links the subject with Biology and Mathematics and how the Geographical spread and study of Viruses is a key component of health geography; as the world becomes more interconnected and globalised how can Geographers partner with others to examine and respond to this new global threat.

		<p>Horizon Guide to Geography of Pandemics (2020) -</p> <p>https://www.bbc.co.uk/iplayer/episode/b00m3z7w/the-horizon-guide-to-pandemic</p>	
<p>History</p>	<p><u>Google Class Codes</u> 10a Hi1 : kwce4yz 10b Hi1 : wgmpvj3 10b Hi2 : kwce4yz 10c Hi1 : kwce4yz 10c Hi2 : hpzlg5</p> <p>Term 4 topics</p> <ul style="list-style-type: none"> • Battle of Hastings • Revolts and Rebellions <p>Term 5 Topics</p> <ul style="list-style-type: none"> • Norman Castles • The White Tower • The Feudal System • Domesday book <p>Term 6</p> <ul style="list-style-type: none"> • Norman Law and Order • Life in a Norman Village and Norman Town • 11th Century Church • The Impact of Lanfranc • 11th Century Monastic orders • Norman Kings and the Popes 	<p>BBC Bitesize / History</p> <p>Ks3 Norman overview</p> <p>https://www.bbc.co.uk/bitesize/guides/zsjnb9g/revision/1</p> <p>Useful BBC Bitesie Norman GCSE pages (specific topics can be found on the side bars)</p> <p>https://www.bbc.co.uk/bitesize/topics/zgdk4j6</p> <p>https://www.bbc.co.uk/bitesize/guides/zcmfk7h/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z8nr7hv/revision/1</p> <p>YouTube: lots are clips are also within the Google classroom</p> <p>https://www.youtube.com/watch?v=zigjVCFzZ38</p> <p>https://www.youtube.com/watch?v=oLy1LskT6Y8&t=352s</p> <p>https://www.youtube.com/watch?v=kNWoXIAZdkM&t=2s</p> <p>https://www.youtube.com/watch?v=1TeTcVhrwzU</p>	<p>The Norman Unit is worth 25% of the GCSE History Grade.</p> <p>Within this unit we know that the pupils are guaranteed to have a question about the Tower of London (The White Tower) so these lessons are extremely important.</p> <p>Where possible students should be completing PEQ (practice exam questions) after the general questions on that topic.</p> <p>Head of Faculty: christopher.simmons@stroodacademy.org</p> <p>Head of History: bradley.lembo@stroodacademy.org</p>

		<p>https://www.youtube.com/watch?v=omBlzXaVwU&t=326s</p> <p>https://www.youtube.com/watch?v=y9N3Jl5C5ZQ</p> <p>https://www.youtube.com/watch?v=IUa4u0N0MCY&t=6s</p> <p>https://www.youtube.com/watch?v=snVbGOrHZaY&t=60s</p> <p>Spartacus Educational website</p> <p>https://spartacus-educational.com/MEDnormandy.htm</p> <p>https://spartacus-educational.com/MEDwilliam1.htm</p> <p>https://spartacus-educational.com/NORhastings.htm</p> <p>https://spartacus-educational.com/NORlanfranc.htm</p> <p>https://spartacus-educational.com/NORmonasteries.htm</p> <p>https://spartacus-educational.com/NORcastles.htm</p> <p>https://spartacus-educational.com/MEDwilliamII.htm</p>	
<p>3D Design Technology</p>	<p>Overview: Students are currently completing projects which will contribute to their final coursework submissions.</p>	<p>Online resources: Seneca Learning:</p>	<p>Head of Faculty: Heidi.beard@stroodacademy.org</p>

	<p>This unit equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p>The teachers have been providing work which contributes to the following Assessment Criteria: AO1: Artist and designer research. AO2: Experimentations and artist influences. AO3: Recording ideas through photographs, drawings and observations. AO4: Final piece outcome.</p> <p>Outline: Module 4: Module 5: Module 6:</p> <p>Classroom codes: 10B Td: sd2ronv 10C Td: 3pvohqp</p>	<p>https://www.senecalearning.com/</p> <p>http://www.technologystudent.com/despro_fish/NEW_GCSE3.html</p> <p>How It's Made YouTube: https://www.youtube.com/channel/UCWBkudOTaVbvkcBc0pyZFMA</p> <p>Engineer Guy Youtube: https://www.youtube.com/user/engineerguyvideo</p>	<p>Head of Design: Harkirat.janagel@stroodacademy.org</p>
<p>Dance</p>	<p>Overview: This component is designed to give students a practical overview of the skills, techniques and practices required for the discipline of dance. Students will develop and apply these techniques to the rehearsal and performance process, both with regard to their own work and when interpreting that of others. They will develop technical, stylistic and interpretative skills in relation to current works or repertoire.</p> <p>Focus: Alvin Ailey <i>Revelations</i></p> <p>Google Classroom Code: pbi5gs3</p>	<p>Online Resources:</p> <p>https://www.youtube.com/watch?v=BG1lg9GV9WY (<i>Revelations</i> Overview)</p> <p>https://www.youtube.com/watch?v=RrPJ4kt3a64 (<i>Revelations</i> in full)</p> <p>https://www.youtube.com/watch?v=ybjGu02VwNs (AAADT Masterclass)</p> <p>https://www.alvinailey.org/ (AAADT Website)</p> <p>https://www.alvinailey.org/performances-tickets/ailey-all-access (<i>Revelations</i> Dance Workshop with Hope Boykin)</p> <p>https://marthagraham.org/history/ (Martha Graham)</p>	<p>Contacts:</p> <p>Head of Faculty: lee.cogger@stroodacademy.org</p> <p>Head of Performing Arts & Teacher of Dance: louiza.philippou@stroodacademy.org</p> <p>Students are asked to submit their work in their C2 folders on GoogleDrive (a method that was used prior distance learning). Work set will be a mixture of theory and practical.</p> <p>Every week on Google Classroom, new videos, tutorials, interviews, choreography and articles will be uploaded.</p>

		https://www.dancespirit.com/horton-technique-2326036575.html (Lester Horton)	
Drama	<p>Overview: Component 1 Section A: Understanding Drama, Roles and Responsibilities The multiple choice section of the GCSE is worth 4 marks. Students are required to demonstrate their knowledge of the roles and responsibilities within the Theatre industry. This section also focuses on staging terminology. Once confident, with an in-depth knowledge of this section, students will apply it to all sections of the course.</p> <p>Component 1 Section C: Understanding Drama Students will then move onto analysing and evaluating a professional theatre product 'Timpsons the Musical'. They will create revision notes, analyse and evaluate the performing/or design skills used within the production.</p> <p>Component 2: Devising Theatre Year 10 Drama students are currently completing their devised theatre logs. This is coursework to accompany the performances they devised and performed in Term 3. This component is worth 40% of the GCSE.</p> <p>Google Classroom Code: 3va62oh</p>	<p>Online Resources:</p> <p>AQA Roles and Responsibilities: https://filestore.aqa.org.uk/resources/drama/AQA-8261-RSG.PDF</p> <p>Staging and Theatre terminology: https://www.stagingconcepts.com/news/stage-and-theater-terminology-101/</p> <p>GCSE Bitesize Drama: https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</p> <p>Timpsons the Musical: https://www.youtube.com/watch?v=LfzOOWCi8Ag</p> <p>AQA GCSE Drama revision for theatre evaluation: https://www.youtube.com/watch?v=tUOfDo4O7eI</p>	<p>Contacts:</p> <p>Head of Performing Arts: louiza.philippou@stroodacademy.org</p> <p>Teacher of Drama: hayley.riby@stroodacademy.org</p>
Art	<p>Overview: Students are currently completing projects which will contribute to their final coursework submissions. This unit equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p>The teachers have been providing work which contributes to the following Assessment Criteria: AO1: Artist and designer research. AO2: Experimentations and artist influences.</p>	<p>Exemplar sketchbooks:</p> <p>https://www.youtube.com/watch?v=lZM3-7Bh3_M</p> <p>https://www.youtube.com/watch?v=61DZqjNP_AM</p> <p>https://www.youtube.com/watch?v=XOh2_Wn_OkI</p>	<p>Head of Faculty: Heidi.beard@stroodacademy.org</p> <p>Head of Art: Marissa.blackman@stroodacademy.org</p> <p>Students can complete their work in a variety of ways. Google docs can be a very beneficial way of completing artist research as it will ensure no work is misplaced and Strood</p>

	<p>AO3: Recording ideas through photographs, drawings and observations. AO4: Final piece outcome.</p> <p>Outline: Module 4: Food and research Module 5: Final piece and response Module 6: Independent project</p> <p>Classroom codes: 10A Ar: zmliwqj 10B Ar: sprq7t</p>	<p>https://www.youtube.com/watch?v=3Eqt0rQGY4M</p>	<p>Academy staff can have access to mark and direct students on a prompt one to one basis.</p> <p>Students can also complete their work in a creative manner such as drawing, painting and sketching. We suggest students work in a broad range of mediums to develop their skill and ability.</p> <p>Students should always analyse their work and evaluate their findings. Teachers will direct the students on how to do this but this should be independent and written in their own words.</p>
<p>Enterprise</p>	<p>Google Classroom codes 10 A - 4kmapqw 10 C - stlyxxi</p> <p>Students has been working on Component 2</p> <p>Learning Aim A: Planning a micro-enterprise activity. You need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices. **(Assignment Brief in Google classroom)</p> <p>Learning Aim B: Pitch the plan Now that you have prepared your plan, you will need to make a 'pitch', individually explaining your idea to an audience of tutors, other learners and possibly other staff members. The pitch must:</p> <ul style="list-style-type: none"> ● be a summary of the final plan ● clearly show all key elements of the plan in a local sequence. <p>Term 6 Ideally if we are back in school the students will continue to pitch their presentations to us or we might</p>	<p>All information and resources required are in their Google classrooms</p>	<p>Subject Leader: wilma.millar@stroodacademy.org</p> <p>Business and IT teacher: cami.eloff@stroodacademy.org</p> <p>IT teacher: abimbola.okuble@stroodacademy.org</p>

	<p>need to find an alternative method to present it maybe through Google MEET.</p> <p>Learning Aim C: Reviewing success Now you have completed stage one and two, the final stage is to review the success of your pitch and suggest improvements.</p> <p>You must prepare a written review that evaluates the success of the plan and pitch and recommends how improvements to both the plan and pitch could be made.</p> <p>Your review will be based on your opinions, supported by the feedback you received from the audience, for example tutors, other learners, and local entrepreneurs.</p>		
<p>Photography</p>	<p>Overview: Students are currently completing projects which will contribute to their final coursework submissions. This unit equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p>The teachers have been providing work which contributes to the following Assessment Criteria: AO1: Artist and designer research. AO2: Experimentations and artist influences. AO3: Recording ideas through photographs, drawings and observations. AO4: Final piece outcome.</p> <p>Outline: Module 4: Identity Unit Module 5: Final responses and outcomes: Reflecting on suitable themes. Module 6: Independent Project</p> <p>Classroom codes: 10A Pt k43h5et 10B Pt uthfpwv</p>	<p>Resources to support: https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1</p> <p>Exemplar sketchbooks: https://www.youtube.com/watch?v=SUSRI3PwGE4 https://www.youtube.com/watch?v=wopJr2kvpQ</p>	<p>Head of Faculty: Heidi.beard@stroodacademy.org</p> <p>Head of Art and Photography: Marissa.blackman@stroodacademy.org</p> <p>Photography Teachers: Tegan.denchfield@stroodacademy.org Fenella.Ross-elmer@stroodacademy.org</p> <p>Students can complete their work in a variety of ways. Google docs can be a very beneficial way of completing artist research as it will ensure no work is misplaced and Strood Academy staff can have access to mark and direct students on a prompt one to one basis.</p> <p>Students should always analyse their work and evaluate their findings. Teachers will direct the students on how to do this but this should be independent and written in their own words.</p>

<p>Media Studies</p>	<p>Google Codes</p> <p>10C: oaolza6</p> <p>Module 5: complete Radio, Games and TV</p> <p>Module 6: coursework - NEA details will be sent out via GC for students</p>	<p>https://www.bbc.co.uk/bitesize/subjects/ztnygk7</p> <p>https://www.youtube.com/watch?v=Gp5Xg8UI_JU</p>	<p>Subject leader:</p> <p>amanda.perrior@stroodacademy.org</p> <p>Teacher:</p> <p>david.rees@stroodacademy.org</p>
<p>ICT</p>	<p>Overview: 10A and 10C Students currently working on component 1 - User interface and project design. This comprises learning aims A; B and C. At the moment, the majority of pupils have completed A and B. We are now working on C.</p> <p>The lesson should start with pupils going over the brief and highlighting each criteria that needs to be met.</p> <p>Part A Each lesson should focus on implementing the design of their interface, this will require use of specialist software for some and for the majority they can use basic software like google slides or sheets to complete the interface design for their touch screen system.</p> <p>Part B The second part of the project, pupils will need to share their completed design with a peer for feedback, this will allow them to meet the criteria - client feedback and improvements using iterative methodology. The feedback received will allow them to make changes to the system and also meet the clients requirements.</p> <p>Part C students will now use feedback received to make improvements to the system in line with the clients or peers requirements. They will also test the system to</p>	<p>Resources to support</p> <p>https://drive.google.com/open?id=1MDuoj-BeC1D9b64mWrXYm0VQnh4j2Wkv&authuser=3</p> <p>https://drive.google.com/open?id=179F43sZl6X1xwlQpN5fISP68BjpyEDLI&authuser=3</p> <p>https://drive.google.com/open?id=159e8ZbPWinHgfZ0Yxgw4dsBAsnNjvk-&authuser=3</p> <p>http://web.cs.wpi.edu/~matt/courses/cs563/talks/smartin/int_design.html</p> <p>https://www.usability.gov/what-and-why/user-interface-design.html</p>	<p>Subject Leader: wilma.millar@stroodacademy.org</p> <p>Business and IT teacher: carmi.eloff@stroodacademy.org</p> <p>IT teacher: abimbola.okuble@stroodacademy.org</p>

	<p>ensure that all the expected results have been met. A further analysis of strengths and weaknesses of the project tools and methodologies will be documented in their report before submission.</p>		
<p>PE-GCSE</p>	<p>Year 10 GCSE PE Google classroom code: jwcw4mt</p> <p><u>Module 4 and 5:</u> Students are currently completing their personal exercise programme (PEP) online using Google Docs.</p> <p>For each lesson, students complete a knowledge retrieval starter on Google Forms.</p> <p>For the main section of the lesson, students have access to a PowerPoint accompanied by a commentary to talk them through it, which can be paused and repeated as many times as they wish. This provides the instructions needed to complete the necessary section of their PEP.</p> <p>The retrieval starter, PowerPoint and video can all be found in the Year 10 GCSE PE Google classroom. This also means that they can be returned to at any point if the student needs to add more information to their coursework.</p> <p><u>Module 6</u> At the beginning of module 6, we are looking to students to complete their PEP.</p> <p>We will then be completing retrieval tasks and powerpoints on the gaps in knowledge demonstrated in Years 9 and 10.</p> <p>If the student requires any assistance, they can email their class teacher (Mr Cogger or Mr Kent) or their PE teacher mentor, who has made contact with them.</p> <p>Two or three times a week, we are also posting YouTube clips of sporting performance or practises that are relevant to the practical exam. Students should watch these at their leisure.</p> <p>Students can also revise previous content on the links</p>	<p>https://www.doddlelearn.co.uk/pe/</p> <p>https://www.senecalearning.com/blog/gcse-physical-education-revision/</p> <p>If students cannot remember their login details for either of the above, please email Mr Kent.</p> <p>https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>	<p>Contacts: lee.cogger@stroodacademy.org (Faculty Leader for PE and Performing Arts and class teacher for 10C/PE1)</p> <p>alastair.kent@stroodacademy.org (Class teacher for 10C/PE2)</p> <p>PE Mentors charlotte.corney@stroodacademy.org thomas.evans@stroodacademy.org peter.huggens@stroodacademy.org rachael.walker@stroodacademy.org</p>

	provided.		
Hospitality & Catering WJEC	<p>UNIT 1. This is made up of 5 learning outcomes and will cover the following things:</p> <ul style="list-style-type: none"> -The Hospitality & Catering environment -How catering provisions operate -Meeting Health and Safety requirements -Know how food can cause ill health -Propose a hospitality and catering provision to meet requirements. <p>Classroom Codes: 10A Fd: 6yx4jxv 10C Fd: z5awmgr</p>	<p>BBC Bitesize: Home Economics: Food and Nutrition</p> <p>https://www.bbc.co.uk/bitesize/subjects/zdn9jhv</p> <p>Seneca Learning: https://www.senecalearning.com/</p>	<p>Head of faculty: Heidi.beard@stroodacademy.org</p> <p>Head of design: Harkirat.ianagel@stroodacademy.org</p> <p>Food Teachers: Ruth.croft@stroodacademy.org Lavern.greenaway@stroodacademy.org</p>