



## Topic Models

# Year 10





## MY TOPIC MODEL IN Year 10 Careers

### Job leaflet activity

I will research a career that interests me and compile a job leaflet

### Entrepreneur activity

I will identify well known entrepreneurs

I will recognise the skills required to be enterprising

## Types of Careers

Time Frame - 6 Weeks

Assessment of completed tasks by subject teacher

### STEM Activity

I will develop my understanding of STEM (Science, Technology, Engineering and Maths) Careers

### Equal Opportunities and Stereotyping activity

I will understand Equal Opportunities and Stereotyping

#### SKILLS I WILL DEVELOP IN THIS UNIT

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |





# MY TOPIC MODEL IN Yr 10 English

## Reading

I will be able to:

Read a variety of topical/ discursive pieces

Use a range of strategies to read with increasing independence

Use evidence to explain opinions

## Writing

Talk about, plan and edit work

Develop, express and present ideas in a variety of forms

Use a variety of devices for effect

Use persuasive language appropriate to form

## WHERE IS MY WORK AND ASSESSMENT

Google classroom : Classcode 1052: [REDACTED]

## USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## Persuasive Writing Unit

## STRETCH and CHALLENGE

I will be able to :

- ✓ Plan and write an extended piece which will:
- ✓ Be fluent
- ✓ Hold the interest of the reader
- ✓ Include a variety of language techniques
- ✓ Use a widening range of vocabulary and some ambitious vocabulary
- ✓ Use punctuation correctly

TIME FRAME -6 WEEKS

ASSESSMENT - To be added by teacher

## SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

By the end of this unit, I will be able to...

- Express ideas precisely
- Write accurately and effectively
- Use an appropriate writing form
- Select vocabulary to persuade/ inform the reader
- Use accurate spelling, grammar and punctuation

## Overview for Year 10 Poetry

**Tasks:** Complete the comprehension for each poem and ensure the success criterion (as outlined below) are met.

**Context for War Poetry:** Romantic V Realism

**Language Devices used to create imagery:** Simile Metaphor Adjectives Onomatopoeia Alliteration

**Structure:** Verse Line Stanza Rhyme Rhythm Beat Rhyming Couplet Blank Verse  
Syllable Sonnet Enjambment Tone Pace

| Poems                   | Poet          | Task                              |
|-------------------------|---------------|-----------------------------------|
| The Man He Killed       | Thomas Hardy  | Read poem and answer Questions    |
| Who's for the Game?     | Jessie Pope   | Read Poem, P/Point & Do Questions |
| Anthem for Doomed Youth | Wilfred Owen  | Read Poem, P/Point & Do Questions |
| The Solider/ The Dead   | Rupert Brooke | Read Poems & Do Questions         |
| Dulce et Decorum Est    | Wilfred Owen  | Read Poem, P/Point & Do Questions |
| Vitai Lampada           | Henry Newbolt | Read Poems & Do Questions         |

### Success Criteria

**By the end of the unit I will be able to...**

- ✓ Identify if the poet is creating a romantic or realistic view of each of the six poems
- ✓ Know each poet's nationality, participation (if appropriate), and experience of war through independent research
- ✓ Use PQE (Point, Quotation, Evidence) points to identify and analyse, *at least*, four language devices within each poem, explaining the desired effect on the reader.
- ✓ Structure - **For each poem identify:-**

| Must be able to:   | Should be able to  | Stretch   |
|--|--|---|
| <b>For each poem identify:-</b> <ul style="list-style-type: none"> <li>✓ how many stanzas it contains</li> <li>✓ how many lines in the poem</li> <li>✓ The Tone of the Poem</li> </ul> | <b>For each poem identify:-</b> <ul style="list-style-type: none"> <li>✓ the amount of syllables on each line</li> </ul> | <b>For each poem identify:-</b> <ul style="list-style-type: none"> <li>✓ if there are rhyming couplets</li> <li>✓ if it is a sonnet</li> <li>✓ enjambment</li> <li>✓ how the rhythm correlates with the tone of the poem</li> </ul> |

**Useful Link Phrases & Words:** achieving imagery ; creating a picture/image; suggesting; helping you imagine; helps us understand; covers; portrays; creates a sense of...; demonstrating; illustrating; giving us a feeling of...; arousing; stirring;





## MY TOPIC MODEL IN Yr 10 FRENCH

### GRAMMAR

I will be able to:

- ✓ use *avoir mal à*
- ✓ use the perfect tense of *faire*
- ✓ use negative expressions
- ✓ use imperatives
- ✓ use expressions with *avoir* and *être*

### KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 29-30

The keywords are laid out on Pg. 4 of the Homework booklet attached

## Module 3 En Bonne Santé

### STRETCH and CHALLENGE

I will be able to :

- ✓ Read Texts in the present, past or future. Details and opinions
- ✓ Write short texts in the present, past or future.
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

### WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

### USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.duolingo.com](http://www.duolingo.com)

[www.babbel.com](http://www.babbel.com)

By the end of this unit, I will be able to...

- ✓ use *avoir mal à* to talk about illnesses
- ✓ use *avoir* and *être* expressions to say what's wrong
- ✓ use positive and negative expressions to describe healthy and unhealthy living
- ✓ use imperatives to give advice about health
- ✓ use the perfect tense in the context of keep-fit activities





## MY TOPIC MODEL IN Yr 10 FRENCH (2<sup>nd</sup> teaching)

### GRAMMAR

I will be able to:

- ✓ use *jouer + à*
- ✓ use *jouer + de*
- ✓ use *aimer + infinitive*
- ✓ use *on peut + infinitive*
- ✓ use *aller + infinitive*

### KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 11,12

Vocab for 'en vacances' in google classroom

The keywords are laid out on Pg. 4 of the Homework booklet attached

### WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

### USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.duolingo.com](http://www.duolingo.com)

[www.babbel.com](http://www.babbel.com)

## Module 6 On s'amuse/ En vacances

### STRETCH and CHALLENGE

I will be able to :

- ✓ Read Texts in the present, past or future. Details and opinions
- ✓ Write Short texts in the present, past or future
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

By the end of this unit, I will be able to...

- ✓ Use "*Jouer + à*" to talk about sports and games.
- ✓ Use "*Jouer + de*" to talk about musical instruments I play.
- ✓ Use "*aimer + infinitive*" to talk about things that you like to do.
- ✓ Use "*on peut + infinitive*" to talk about things that you can do.
- ✓ Use "*aller + infinitive*" to talk about things you do on holiday.





# MY TOPIC MODEL IN Yr 10

## Geography

### WHERE IS MY WORK AND ASSESSMENT

All work and assessments on PowerPoint presentation within Google Classroom

Google classroom : Classcode

### USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

### STRETCH and CHALLENGE

Extension tasks identified throughout activities

Opportunity for independent research on Wateraid

- ✓ Location of the Wateraid projects\include maps at a variety of scales, local, national and global.
- ✓ Impact on the people of the area
- ✓ Impact on the health, wealth and standard of living of local people.

### KEY WORDS:

You will find all of the core vocab on the glossary pages on slides numbered 2 and 3 on Powerpoint

## Module 3 Development

**TIME FRAME - 8 WEEKS**

**ASSESSMENT** - Complete research on a Wateraid project.

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

**By the end of this unit, I will be able to...**

- ✓ Development Indicators
- ✓ Development Comparisons
- ✓ Development Gap
- ✓ Benefits of Aid
- ✓ Trocaire Lenten Campaign





# MY TOPIC MODEL IN Year 10

## History

By the end of this unit, I will be able to...

- Examine why war broke out in 1939
- Recall key terms such as Blitzkrieg, Blitz and D Day
- Identify key turning points in the war
- Examine how and why the USA joined the WW2
- Assess the impact of the nuclear war attacks 1945
- Explain what the UN is, what it does and how it is organised
- Outline some of the successes of the UN
- Examine sources in relation to the dropping of nuclear bombs on Japan
- Assess why the bombs were dropped

### KEY WORDS:

You will find all key words in the 'Wise Up Words' sections in the textbook pg 80-121

## World War 2

TIME FRAME - 4 weeks

ASSESSMENT - complete set questions and worksheets on google classroom

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

### WHERE IS MY WORK AND ASSESSMENT

Textbook: Technology, War and Independence pg 80-121

You can find powerpoints and worksheets on google classroom (code: XXXXXXXXXX)

A copy of the WW2 chapter of the textbook is also available on google classroom

### USEFUL WEBSITES

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Historical concepts:

- Examining cause and consequence of Historical events
- Interpreting sources and using evidence

### STRETCH and CHALLENGE

I will be able to :

- ✓ Analyse the long, medium and short term consequences of the nuclear attacks of 1945
- ✓ Analyse the different ways that the UN works in make people's lives better
- ✓ Draw comparisons between 9/11 and the Pearl Harbour attacks





### Learning Intentions:

#### Pupils will know:

- What the term food provenance means
- Why people are more aware of food provenance

### Stretch & Challenge:

#### I will be able to:

- Discuss how food provenance helps consumers.
- Carry out secondary research using a range of sources, and complete a newspaper article to persuade consumers to buy free range eggs.

### Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 74 -75)
- Notes of Food Provenance
- You tube clip – Crunchy Carrots -From farm to fork - <https://www.youtube.com/watch?v=Pf74rrn1uLk>
- Pictures of trawling and pots.
- You tube clip – Compassion in World Farming- Farm Animals and Us - <https://www.youtube.com/watch?v=MRYSIdeyKbw>
- Google classroom.
- Google classroom code:

## Year 10

## Food Provenance

### Time Frame:

2 weeks

### Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

### Key words:

Food provenance  
Intensive farming  
Free range farming  
Organic farming  
Food processing  
Sustainable  
Food miles

### Assessment:

Create a spider diagram on what food provenance and why it is important to people in today's society.

Class discussion on content of two video clips.

Food Provenance Homework Questions

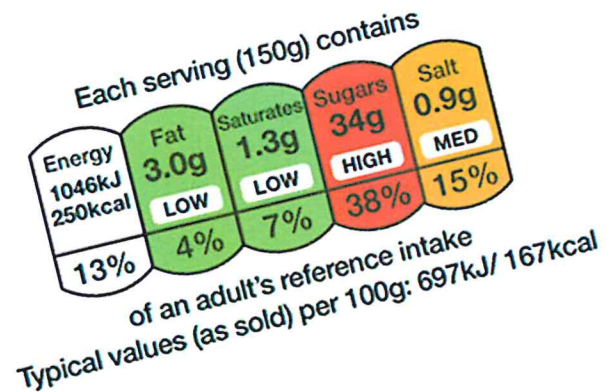
Optional extension questions

Further Extension Question

Useful website

<http://www.nutrition.org>





## Learning Intentions:

### Pupils will know:

- What pieces of information can be found on a label.
- Why the pieces of information are important on a food label.

### Pupils will do:

- Pupils will look at a food label and identify the key information displayed.

## Stretch & Challenge:

### I will be able to:

- Explain the term Reference Intake (RI).
- Analyse how information on a label can be used in planning a healthy balanced diet.

## Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 62-63 & 65)
- FSA explains Food Labels video clip: <https://www.youtube.com/watch?v=1VUJ8VN9Psl>
- Food label
- Traffic light label (page 65)
- Google classroom.
- Google classroom code [redacted]

# Year 10 Food Labelling

## Time Frame:

2 weeks

## Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

## Key words:

Mandatory  
Use by date  
Best before date  
Reference intake (RI)

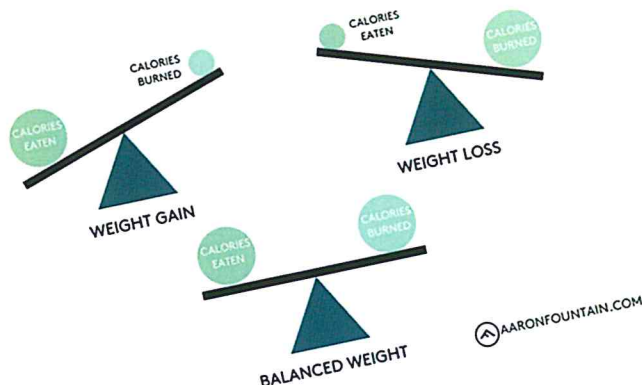
## Assessment:

Spider diagram of why food labelling is important.  
Get a food label and identify the key information.  
Explain in detail what each section of the traffic light label means.  
Food labelling Homework Questions  
Optional extension questions  
Further Extension Question

Useful website  
<http://www.nutrition.org>







### Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 18-19)
- Google classroom.
- Google classroom code [redacted]

### Key words:

Energy balance  
Basal metabolic rate (BMR)  
Kilocalories  
Estimated Average Requirements.

### Learning Intentions:

#### Pupils will know:

- What the term energy balance means.
- What factors affect energy balance.

#### Pupils will do:

- Pupils will take part in a walk around where they live to illustrate calories burnt during a physical activity.

### Stretch & Challenge:

#### I will be able to:

- Use data to determine the energy requirements of a particular target group.
- Outline the meaning of the term EAR.

## Year 10 Energy Balance

### Time Frame:

1 week

### Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

### Assessment:

Map My Run App downloaded  
Energy Balance Homework Questions  
Optional extension questions  
Further Extension Question  
Can you guess...how many calories worksheet.

#### Useful Website

<https://www.foodafactoflife.org.uk>







### Learning Intentions:

#### Pupils will know:

- What the term micronutrients means.
- Why consuming a range of micronutrients is important.

### Stretch & Challenge:

#### I will be able to:

- Name the two types of iron.
- Explain the difference between the two types.
- Understand what an antioxidant is and name three disease that antioxidants help to protect the body from.

### Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 16 & 17)
- Google Classroom
- Google classroom code:

## Year 10 Micronutrients Vitamins and Minerals

### Time Frame:

2 weeks

### Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self-Management.

### Key words:

Micronutrients  
Function  
Source  
Connective Tissue  
Absorb

### Assessment:

Flashcards  
Micronutrients Homework  
Optional extension questions  
Further Extension Question  
Class test on Micronutrients (Tracking)







### Learning Intentions:

#### Pupils will know:

- That different age groups have different nutritional needs.
- Why different target groups have different nutritional needs and which nutrients are particularly important for each target group.

### Stretch & Challenge:

#### I will be able to:

- To discuss in detail the key nutritional needs of a particular target group.

### Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 20 -23)
- Google classroom.
- Google classroom code: [redacted]

### Key words:

Health conditions  
Environment  
Target group  
Lactating women  
Folic acid  
Pulses

## Year 10 Nutritional Needs for Different Groups of People (1)

### Time Frame:

2 weeks

### Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

### Assessment:

Power point Presentation

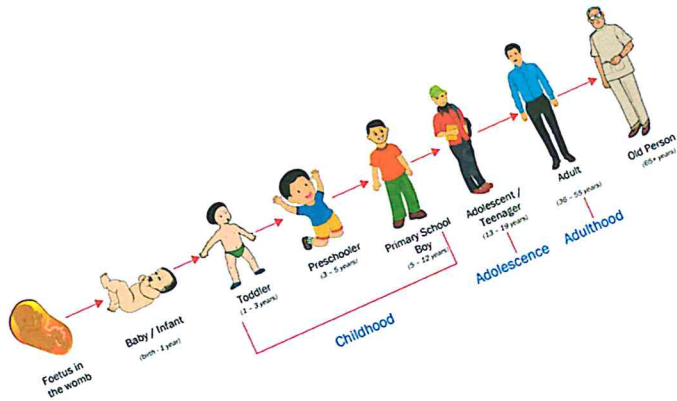
- Pupils will research a specific target group and create a power point.

#### Useful Websites

<https://www.nutrition.org.uk>

<https://www.foodafactoflife.org.uk>





## Learning Intentions:

### Pupils will know:

- That different age groups have different nutritional needs.
- Why different target groups have different nutritional needs and which nutrients are particularly important for each target group.

## Stretch & Challenge:

### I will be able to:

- Suggest and justify dietary advice for an older person (65+ years) wishing to meet their nutritional needs.

## Where is my work and Assessment?

- Exploring Food & Nutrition for KS3 (Pages 20 -23)
- Table based on Nutritional Needs for different groups of people.
- Google classroom.
- Google classroom code [redacted]

## Year 10

# Nutritional Needs for Different Groups of People (2)

## Time Frame:

1 week

## Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

## Key words:

Health conditions  
Environment  
Target group  
Lactating women  
Folic acid  
Pulses

## Assessment:

Nutritional Needs for Different Groups of People Homework Questions  
Optional extension questions  
Further Extension Question

### Useful Websites

<https://www.nutrition.org.uk>  
<https://www.foodafactoflife.org.uk>

## Dietary Needs for Different Groups of People







# MY TOPIC MODEL IN KS3

## Movie Maker

### About the topic

Students will select a topic from another area of learning (perhaps combining 2 subject areas) e.g. Spanish & Geography.

### STRETCH and CHALLENGE

I will be able to :

Slide design templates  
slide layout,  
insert text,  
insert image (internet & clip art), insert animated image, (internet & movie clip within PowerPoint, drawing tools, image effects e.g. border / rotate, navigation Buttons (forward, back, home), insert Link (internal & external), insert sound, slide transitions, custom animations

### KEY WORDS:

Timeline  
Audio  
Titles  
Credits  
Overlays  
Effects  
Dissolve / trim

## Movie Maker

TIME FRAME - 6 WEEKS

ASSESSMENT - upload completed movie

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

### WHERE IS MY WORK AND ASSESSMENT

Fronter Classroom

Review previous movies made (subject topics)

Complete a (Storyboard) Planning sheet about your movie (PowerPoint)

Follow tutorial to create a simple movie

Create your movie which should include:

1. new movie project,
2. import still images,
3. moving image footage, audio, arrange timeline content,
4. add titles, credits and title overlays,
5. apply animation, font style, colour, video effects i.e. on clip e.g. rotate 90, video transition i.e. between clips e.g dissolve, trim audio & video files, saving a *project* as a *completed* movie in a compressed format

By the end of this unit, I will be able to...

- ✓ Plan a movie structure
- ✓ work with timelines effectively
- ✓ combine Digital Technology with other subjects





# MY TOPIC MODEL IN

## Yr 10 Irish

### GRAMMAR

I will be able to:

- The preposition 'le' with likes and dislikes
- Present tense verbs
- Use time references
- Use the verbal noun
- Use 'bheith'
- Use a broad range of verbs in the Past and Present tense

### KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 93 - 114  
Help with the keywords is in an attached document.  
Home works are specified in the workbook.

### WHERE IS MY WORK AND ASSESSMENT

Keywords book

Work booklet

Google classroom : Classcode

### USEFUL WEBSITES

[www.duolingo.com](http://www.duolingo.com)

[www.babbel.com](http://www.babbel.com)

## Unit 4

### Hobbies & interests

### STRETCH and CHALLENGE

I will be able to :

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic

### TIME FRAME - 4 WEEKS

ASSESSMENT - Complete reading task on page 103

- Write a paragraph about your hobbies to include as much varied vocabulary as possible and time references from Page 65
- Using the past tense write about activities I engaged in yesterday.

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

By the end of this unit, I will be able to...

- ✓ List many sports and hobbies in Irish
- ✓ State likes, dislikes and preferences regarding hobbies
- ✓ Read about other peoples' hobbies
- ✓ Use past and present tense verbs to discuss hobbies which you do regularly.
- ✓ Express how I spend my free time using 'bheith'



*You all should be able to:*

- Write an algebraic expression using the rules of algebra
- Simplify an algebraic expression by collecting like terms
- Calculate the value of an expression by substituting values into it
- Multiply out single brackets using any coefficient
- Multiply out and simplify two single linear brackets
- Solve simple linear equations where the unknown appears on only one side
- Solve linear equations where the unknown appears on both sides, to include brackets

***USEFUL SITES***

Keadymaths

- 1) Classwork
- 2) Questions/Answers
- 3) Videos

*Most of you should be able to:*

- Factorise a simple expression easily by taking all common factors outside the bracket
- Change the subject of a formula where the subject appears once
- Solve algebraic equations involving squares and cubes using trial & improvement

*Some of you should be able to:*

- Solve equations involving fractions
- Factorise a simple quadratic in the form  $x^2 + bx + c$   
Change the subject of a formula where the subject appears more than once

# Year 10 Algebra

***KEY WORDS***

|               |              |                |
|---------------|--------------|----------------|
| ‘Simplify’    | ‘Expression’ | ‘Substitution’ |
| ‘Coefficient’ | ‘Equation’   | ‘Factorise’    |
| ‘Formula’     | ‘Quadratic’  |                |

***ASSESSMENT***

End of unit homework

***THINKING SKILLS***

- 1) Studying and representing relationships.
- 2) Making generalizations.
- 3) Analyzing how things change.

*You all should be able to:*

- Draw and label the  $x$  and  $y$  axis with positive and negative values
- Plot and label co-ordinates in all four quadrants
- Draw and label horizontal and vertical lines on a co-ordinate axis
- Draw and label the lines  $y = x$  and  $y = -x$
- Read and interpret conversion graphs

*Most of you should be able to:*

- Draw  $y = mx + c$  lines using the method of substituting into a table to derive co-ordinates
- Solve linear simultaneous equations graphically
- Write down the gradient and  $y$ -intercept from the equation of a straight where  $y$  is the subject
- Find the equation of a straight line, when given the gradient and the  $y$  intercept
- Recognise that lines are parallel from the equation of straight line

*Some of you should be able to:*

- Write down the gradient and  $y$ -intercept from the equation of a straight where  $y$  is not the subject
- Calculate the gradient when given two co-ordinates

# Year 10

## Straight Line Graphs

### KEY WORDS

|                |             |              |
|----------------|-------------|--------------|
| 'Quadrant'     | 'Axis'      | 'Conversion' |
| 'Co-ordinates' | 'Gradient'  | 'Intercept'  |
| 'Parallel'     | 'Quadratic' |              |

### USEFUL SITES

#### Keadymaths

- 1) Classwork
- 2) Questions/Answers
- 3) Videos

### ASSESSMENT

End of unit homework

### THINKING SKILLS

- 1) Interpreting relationships.
- 2) Understanding shared characteristics.
- 3) Adapting methods to suit situations.





# MY TOPIC MODEL IN

## Year 10 Music-

### Film Music

I will be able to:

- Listen to film themes
- Know how music is used in film.
- Know how scores are produced.
- Know how music is used in different film genres.
- Know the music used in major blockbusters

### KEY WORDS:

You will find the important key terms for this topic on the worksheets. They can also be seen in the PowerPoints

## Module 4 Film Music

### STRETCH and CHALLENGE

I will be able to:

- ✓ Develop aural skills and recognise various film themes in music.
- ✓ Recognise how music is used in films.
- ✓ Perform simple film themes

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |  |
|--|--|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> Being Creative  |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

### WHERE IS MY WORK AND ASSESSMENT

Exercise books

Google classroom : Classcode

### USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.youtube.com](http://www.youtube.com)

By the end of this unit, I will be able to...

- ✓ Know how music in film creates atmosphere, sound effects, theme tune, emotion, on-screen musicians, represent a character or event (leitmotif), popular music.
- ✓ Listen to film themes from a variety of films.
- ✓ Perform simple tunes from films
- ✓ Compose music to a short film clip.





# MY TOPIC MODEL for KS3 P.E



## Useful Websites:

- [www.learninggaa.ie/footballskills](http://www.learninggaa.ie/footballskills)
- [www.joewicks.co.uk](http://www.joewicks.co.uk)
- [www.coachmag.co.uk](http://www.coachmag.co.uk)
- [www.pinterest.com](http://www.pinterest.com)

## Daily Checklist:

Day I will have succeeded in:

At least 30min of **Physical** activity

I have spent time with my siblings  
(**Emotional**)

I have taken the recommended  
daily intake of water - 2L

I have laughed and smiled at  
something today - (**Mental**)

## KEY WORDS:

Pulse rate – (220 – your age = maximum heart rate)

Nutrition

Fun

Challenge

Flexibility

Strength

Water intake

Fitness

Movement

How do you feel after exercise?

*Now more than ever our  
Physical, Emotional and  
Mental health is so  
important each day.*

## Hurling and Camogie Challenge:

How many you can do in 30 or 60 seconds of each of these?

- ✓ Jab / roll lift
- ✓ Hand pass against a wall
- ✓ Strike against a wall (left / right side)
- ✓ Bin challenge - See how many times you can score into your wheelie bin
- ✓ Foot flick and strike - use tennis ball

## GAA Challenge:

- ✓ 20 Solo's right foot
- ✓ 20 Solo's Left foot
- ✓ 20 Pick-up – Right foot
- ✓ 20 Pick-up – Left foot
- ✓ 20 Fist pass right hand
- ✓ 20 Fist pass right hand
- ✓ 20 High / body catches

❖ **Aim for 75% MHR during exercise:**

**For example: age = 15**

**220 – 15 = 205 MHR**

**75% = 160 RPM Approx**

## Alphabet Fitness Challenge:

Choose a word / name every day and do your exercises accordingly:

- A - 20 Burpees
- B - 20 lunges
- C - Run up / down stairs – 10 times
- D - 20 sit ups
- E- 20 press ups
- F - Hold plank – 60 seconds
- F- Wall sit – 60seconds
- G- Shuttle runs x 10
- H- See how far you can walk in 3 minutes (distance covered)
- I- See how far you run in 3 min
- J- 20 Squats
- K- 20 mountain climbers
- L- 50 Steps up
- M- Tricep dips x 20 (chair)
- N- Star Jumps x 20
- O- High knees – 60 seconds
- P- 20 leg lifts
- Q- 10 knee to elbow plank
- R- Russian twists
- S- 10 arm circles – each arm
- T- 30 Toe touches
- U- 50 ball bounces
- V- Skipping – 60 seconds
- W- Hurdle jump x 20 (using your school bag)
- X- 1 leg balance for 30 seconds
- Y- Tuck jump – 30 seconds
- Z- Side plank – 30 seconds





TOPIC: REFLECTING ON THE ATTITUDE AND OUTLOOK OF JESUS  
DURATION: 4 weeks

Year 10 RE

## WHERE IS MY WORK AND ASSESSMENT

Google classroom: Classcode [redacted]  
YOU WILL FIND all resources needed on google classroom

## USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

## By the end of this unit, I will be able to...

- explore the different attitudes that people have towards themselves, others and the world around them;
- examine Jesus' attitude to others and to the world around him;
- study a series of Gospel stories where Jesus gives clear example on how his followers should relate to others;

-appreciate the challenge that the teaching of Jesus offers to people/society today.  
-give examples from the teaching of Jesus of his sense of connectedness to and respect for the world around him;  
recall the Parable of the Mustard Seed (Matthew 13:31-32) and explain what it teaches about God's presence in the world  
recall the story of 'The Woman Given Peace By Jesus' (Luke 7:36-50);  
explain what Jesus' behaviour towards the woman teaches us about how we should relate to others. recall the story of 'The Woman Crippled for Eighteen Years' (Luke 15:10-17);

## KEY WORDS:

attitude: the way you think  
self-worth: the value you have for yourself  
Jericho: ancient town north of the Dead Sea  
crusade: campaign; movement; fight  
heckled: jeered; interrupted  
Sabbath: holy day (The Jewish Sabbath lasts from Friday evening to Saturday evening)  
assumptions: things taken for granted  
bias: feeling in favour of something or someone  
evaporated: dried up; disappeared  
indefensible: something that cannot be explained or justified  
make judgements: come to conclusions; decide what someone is like  
prejudiced: having an unfair feeling against someone for no good reason.

## TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

## SKILLS I WILL DEVELOP IN THIS UNIT

(✓)

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT      |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing |
| <input type="checkbox"/> Information         | <input type="checkbox"/> Self     |
| <input type="checkbox"/> Working with others |                                   |

## STRETCH and CHALLENGE

Complete Talking points Pg 84 as questions in your exercise book.  
Complete - In your journal exercise (page 86).

- Complete the 'In Your Religion Journal' exercise (page 85).  
Complete the 'Why Don't You?' (page 98).  
4. Complete the 'In Your Religion Journal' exercise (page 98).





# MY TOPIC MODEL IN Yr 10

## SCIENCE

### SCIENTIFIC SKILLS.

- Display high quality of written when describing how to carry out investigations.
- Apply formulae for calculations.
- Effectively use collect data to construct appropriate tables of results and distance-graphs to display results.

### KEY WORDS:

- Pushes, pulls, balanced and unbalanced forces, resultant forces, Hooke's Law.
- Friction.
- Speed, velocity, distance-time graphs.
- Pressure.
- Moments, levers.

## TOPIC 3

### Forces & Motion.

TIME FRAME - 4 WEEKS

ASSESSMENT - year 10 work book.

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

WHERE IS MY WORK AND ASSESSMENT

Year 10 work book an GC.

Google classroom : Class code

### USEFUL WEBSITES

[www.bbcbitesize.com](http://www.bbcbitesize.com)

[www.s-cool.com](http://www.s-cool.com)

[www.educationquizzes.com](http://www.educationquizzes.com)

By the end of this unit, I will be able to...

- ✓ Describe forces are pushes and pulls.
- ✓ Describe how forces are balanced and unbalanced.
- ✓ Calculate resultant force.
- ✓ Investigate relationship between force and extension.
- ✓ Investigate friction and relationship to surface and force.
- ✓ Calculate speed using distance and time.
- ✓ Calculate pressure using force and area.

### STRETCH and CHALLENGE

I will be able to

- ✓ Deduce units from formulae.
- ✓ Correctly write formulae and use for calculations.
- ✓ Construct various graphs and calculate gradients.
- ✓ Convert units were applicable.





# MY TOPIC MODEL IN Yr 10

## SCIENCE

### SCIENTIFIC SKILLS.

- Display high quality of written when describing how to carry out investigations.
- Apply concepts of basic ratios to balance and solve chemical equations.
- Effectively use collect data to construct appropriate tables of results and graphs to display results.

### KEY WORDS:

- pH, indicators, neutralisation, Dilute, concentrated, strong weak.
- Dissociate. Partially, completely.
- Hydrogen ions.
- Hydroxide ions.
- Carbon dioxide, Hydrogen, salts.

## TOPIC 5

### Acids and alkalis.

TIME FRAME - 4 WEEKS

ASSESSMENT - year 10 work book

### STRETCH and CHALLENGE

I will be able to

- ✓ Predict the names of salts formed from acid reactions.
- ✓ Correctly write formulae of acids and alkalis.
- ✓ Construct balanced symbol equations for acid reactions.
- ✓ Use my grammar learning to write/ speak about the topic.

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

### WHERE IS MY WORK AND ASSESSMENT

Year 10 work book an GC.

Google classroom : Class code

### USEFUL WEBSITES

[www.bbcbitesize.com](http://www.bbcbitesize.com)

[www.s-cool.com](http://www.s-cool.com)

[www.educationquizzes.com](http://www.educationquizzes.com)

By the end of this unit, I will be able to...

- ✓ Describe how to make red cabbage indicator.
- ✓ Describe how to use litmus and universal indicator to identify different types of solution.
- ✓ State the colours and numbers of the pH scale.
- ✓ Correctly use the terms neutral, strong, weak, concentrated, dilute in terms of acids and alkalis.
- ✓ Deduce word equations for acid reactions.





# MY TOPIC MODEL IN Yr 10 SPANISH

## GRAMMAR

I will be able to:

- ✓ Saying what it was like
- ✓ Using the preterite of **ser** and **ir**
- ✓ Using the preterite of **ar** verbs
- ✓ Expressing opinions about past events
- ✓ Using present and preterite together

## KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 17-18  
The keywords are laid out on Pg. 4 of the Homework booklet attached

## Module 3 Mis Vacaciones

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

## SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

## WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

## USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.duolingo.com](http://www.duolingo.com)

[www.babbel.com](http://www.babbel.com)

By the end of this unit,  
I will be able to...

- Saying where you went on holiday
- Saying how you travelled
- Saying what you did on holiday
- Giving more details of your holiday
- Presentation on your holiday

## STRETCH and CHALLENGE

I will be able to :

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic





# MY TOPIC MODEL IN Yr 10 ( 2<sup>nd</sup> teaching) SPANISH

## GRAMMAR

I will be able to:

- ✓ Saying what it was like
- ✓ Using the preterite of **ser** and **ir**
- ✓ Using the preterite of **ar** verbs
- ✓ Expressing opinions about past events
- ✓ Using present and preterite together

## KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 17-18

The keywords are laid out on Pg. 4 of the Homework booklet attached

## Module 6 Las vacaciones

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

## SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills     | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving     | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management      |

## WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

## USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

[www.duolingo.com](http://www.duolingo.com)

[www.babbel.com](http://www.babbel.com)

By the end of this unit,  
I will be able to...

- Saying where you went on holiday
- Saying how you travelled
- Saying what you did on holiday
- Giving more details of your holiday
- Presentation on your holiday





# MY TOPIC MODEL

## Yr.10 Technology and Design

### WHERE IS MY WORK AND ASSESSMENT

Mobile Phone Holder pupil booklet  
Google classroom: Classcode:

### USEFUL WEBSITES

[www.tes.com](http://www.tes.com)

<https://www.the-warren.org/rmcontents.html>

<http://www.technologystudent.com/>

<https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/1>

### Learning Outcomes:

I will be able to:

- Identify what 'CAD' is, including its advantages and disadvantages and where it is used.
- Identify what 'CAM' is, including its advantages and disadvantages and where it is used.
- Name and identify the 4 main scales of production.
- Be more aware of the career pathways available through CAD/CAM and other Technology related careers.
- Understand the difference between hardwoods and softwoods and name examples.
- Explain why a countersunk hole is required for some screw nails.

### STRETCH and CHALLENGE

I will be able to:

- ✓ Use graphic skills to create designs with annotation.
- ✓ Use ICT skills to create a careers leaflet.
- ✓ Research other softwoods and hardwoods and give examples of where they would be used.

### KEY WORDS:

You will find all of the core vocab in your work booklet.

Keywords: CAD; CAM; CNC; Scales; Production; Batch; One-off; Mass; Continuous; Hardwoods; Softwoods; Try square; Marking gauge; Tenon; Plane; Sanding; Stain; finish; Varnish; Screws; Countersunk; Round Head; Raised Head; Phillips; Clearance; Isometric.

## Module: Mobile Phone Holder

TIME FRAME - 6 WEEKS

ASSESSMENT - Completion of booklet and practical.

### SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- |  |   |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT                  |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
|  | <input type="checkbox"/> Self Management      |

By the end of this unit, I will be able to...

- ✓ Know what is CAD, CAM and CNC and give everyday examples of products manufactured using these techniques.
- ✓ Know different production methods.
- ✓ Know careers relating to this topic and Technology and Design.
- ✓ Know and understand the differences between a hardwood and softwood and give examples of each.
- ✓ Know some woodworking tools and how and why to finish off wood.