

Plymstock School

A Parent's Guide to Distance Learning

**The aim of this document is to support
parents to enable their children to
learn at home.**

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At this difficult time the decision has been made to close Plymstock School until further notice.

As yet we do not have any confirmed information about the public exam season, but will let you know as soon as we get that information.

This guide is designed to support you in the continuation of your child's learning. As far as possible teachers will set work on Show My Homework and/or Google classroom, both of which can be accessed on a phone as well as on a computer. Textbooks have been issued to those students who do not have access to either technology at home. All students have been asked to take their exercise books, folders and sketch books home with them. Some subjects have issued booklets/printed work for students to use at home. Students have also been guided to take their exercise books, folders and sketchbooks home with them so they can complete any work in these.

Communication between staff, students and parents should be using Show My Homework or the school email system only and remembering that any questions or feedback between staff, parents and students should be in the exact same professional manner that would take place in a normal face to face lesson for students or in the usual manner for parents. If you or your child has any questions regarding the work that has been set please direct your queries to the relevant Head of Department who will inform the class teacher. Email addresses can be found on the website and attached to the back of this document. I encourage you to remember that staff are operating on a normal working day but please do not expect immediate responses to any communication made, staff are also working in unfamiliar circumstances and teach many students.

Guides have been placed on the website to help you access the platforms that will be used for distance learning. Your child will also know how to access these.

Any safeguarding concerns should be addressed to the Designated Safeguarding Lead (DSL) at the following email address: lwalton@plymstockschool.org.uk. A direct link is also available in the 'contacts section' of MyEd.

We hope that this information will provide useful tips on how to support your child during this time, so that the disruption caused over the coming days and/or weeks will not have a lasting impact on our young learners. Doing this is not necessarily as easy as it might seem, however, and so it is likely that they will need some support, monitoring and most importantly someone to hold them to account (check what they are doing), otherwise they may well be behind their classmates when we return to school.

1. How can we keep as 'normal' a routine as possible?

As far as possible, teachers/curriculum leaders will set work as follows:

Years 11 & 13: in the majority of classes and subjects the courses have been fully taught and completed; therefore the tasks set will be predominantly consolidation and revision.

Years 10 & 12: teachers will set work that will continue their learning along with consolidation tasks of prior learning.

Years 7 to 9: tasks will be set by their teachers which will enable them to progress in their learning.

These tasks can be completed alongside the use of the other resources listed at the end of the guide and provided on the school website. In the case that it is not possible to do this, due to illness for example, there are many other resources that can be used to ensure time to learn is not lost.

2. Planning Learning

We recommend getting students to plan what they are doing each day, this could include the time that would normally be spent walking or travelling to and from school; a learner can plan what they will cover over the course of the day and then take time to record and review what they covered at the end of the school day. The plan can be a mix between specific activities that have been set, use of Knowledge Organisers to review what has been learnt so far this academic year and what is being learnt in the current term. Links to online resources will be provided to students via Show My Homework and can also be found in the supporting information at the end of this document.

Here are two examples of how a day studying from home might look:

Day A

Tutor / Travel Time		At the start of the day, check on Show My Homework for any assigned work and plan the schedule for the day, checking the timetable.
Lesson 1 – 9:00-10:00	English	Complete any tasks assigned in Show My Homework during the time the normal lesson would take place. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10:00-11:00	Science	
Lesson 3 – 11:20-12:20	Maths	
Lesson 4 – 12:20-13:20	Art	
Lesson 5 – 2:00-3:00	French	

Day B

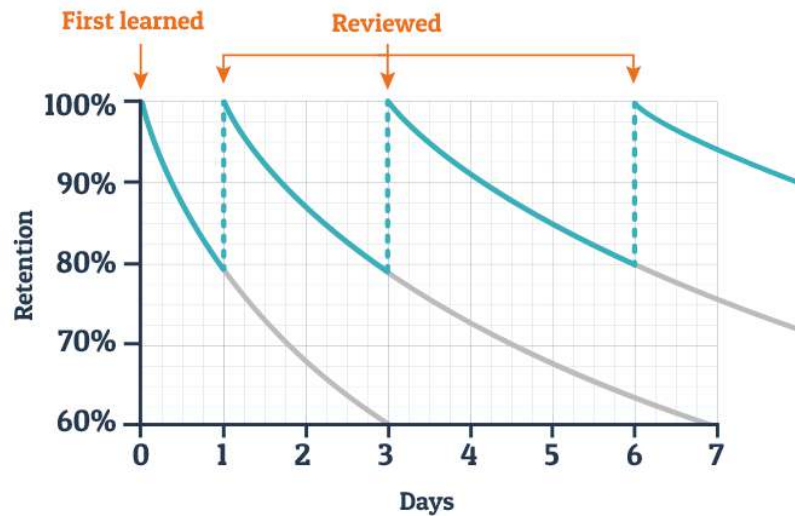
Tutor / Travel Time		At the start of the day, check on Show My Homework for any assigned work and plan the schedule for the day, checking the timetable.
Lesson 1 – 9:00-10:00	Science	Complete any tasks assigned in Show My Homework during the time the normal lesson would take place. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10:00-11:00	Geography	
Lesson 3 – 11:20-12:20	Maths	
Lesson 4 – 12:20-13:20	PE	
Lesson 5 – 2:00-3:00	Music	

If a student has PE or Life Education on any given day, this time can be used for physical activity conducted within the advice of the Government/NHS and/or Public Health England or just reading up on the news.

3. This 'break' also provides an opportunity to review learning so far this year and in past years!

We will avoid any potential long-term impact of not being in school by using the time to review previous learning (this is best done by revisiting their notes and work or with Knowledge Organisers, if available). Learning is best done in short chunks and then reviewed and then revisited on more than one occasion after the information or knowledge was first encountered. This is a process usually planned by teachers but can also be planned by students.

Typical Forgetting Curve for Newly Learned Information



4. How to support your child's learning

You don't have to be an expert in every, or even any, subject to facilitate learning. As a parent, you were largely responsible for modelling to your child how to walk, speak, listen, eat, hold a book, read, have a conversation, etc..... all things that we take for granted, but are all examples of learning in their own right. Advice on **creating a productive learning environment in the home** later in this guide should prove helpful.

5. What should my child do with the work they complete?

The work that is completed which isn't online and automatically marked should be kept so that it can be added to school-based notes if appropriate when we return to school. Anything students produce while working from home will be a potential resource to review when they come to prepare for assessment later in the academic year or in subsequent academic years. Teachers will pick up on and revisit work as appropriate when the school opens again as normal.

6. How can I ensure that they don't lose out on 9 days or more of learning?

All children have access via the internet to materials to support their learning. Following the advice in this booklet will ensure that the time out of school isn't time wasted, particularly creating a productive learning environment in the home.

7. I'm not able to be at home all day to oversee what goes on – how can I help?

If several hours of guided activities take place, along the lines suggested above, you should still be able to see, hear and ask questions about what has been done during the day. If activities have been completed using online materials, students can keep a note of what they are doing and what they have completed and how this links to what they have learnt previously (i.e. the term a particular topic was covered) or what they are learning in the current term. Some time talking through what has been done at the end of the day is a good way of holding students to account for the time they had available to use for learning.

8. Reading

Reading a book or a magazine or information about a topic of interest online is also a good use of time as this will help develop vocabulary, imagination and (in the case of non-fiction texts) understanding of the wider world. We recommend at least 30 minutes per day.

Top tips for creating a productive learning environment in the home

It is important that the time away from school isn't just used by young minds to become professional 'X-Box players' or professional 'Netflix series bingers'! There is, as always, a time and a place for small rewards and time to relax, but these rewards shouldn't take precedence over learning just because school isn't open.

1. Ensure all **distractions** are switched off or well out of reach – mobile phones should be switched off / be on silent or placed in another room – the TV also shouldn't be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed.
2. Provide a **table** or suitable flat surface and a chair for work to be completed on. Ensure that students remain hydrated with water and are able to eat in line with their normal routine.
3. **Conversation** – once learning has taken place, talk about it – ask your child what they learned during their last hour or during the day – ask questions – you don't necessarily need to know the answers. If you have more than one child, get them doing this together.
 - “What do you know now that you didn't when you started this task?”
 - “Explain to me”
 - “Tell me about
 - “I can see that during your first topic this year, you learnt about - what can you remember about it.
4. Don't do the work for them or give them the answer. Learning can be frustrating at times and it can sometimes feel easier to just give a learner the answer. The brain needs to make connections itself rather than use the connections that you have in your brain already.
5. Don't accept “I can't do it” or “I don't understand” for an answer. Learning can be difficult, it shouldn't always be easy, but provided the task is appropriate and the information is provided or can be found (the internet is usually very helpful here), it is possible to complete tasks, check them, learn information and then return to the information later in order to revisit it (or revise) and then again at some point later.

Subject based resources and information to support your child's learning:

Art, Craft and Design

Year group	Resources
7-10	<ul style="list-style-type: none"> • Students in these groups would be set work once a week on SMHW relevant to their current project using the following media/skills: • Drawing – pencil and biro • Photography using their phones/cameras • Researching artists and making handwritten or typed notes/analysis • If necessary students will be directed to specific websites and other online sources of information by their teachers.
11 Art and Photography	<ul style="list-style-type: none"> • All students will be completing their coursework for the deadline on April 24th and will be given both a generic and an individual list of areas they will need to improve. Students will also be given weekly whole class updates and instructions via SMHW as they approach the coursework deadline. • Art students will have their sketchbooks and folders at home to work independently. • Photography students will work on Google Drive, storing imagery and using Google Slides to improve or extend their Powerpoints. • All Y11 Art and Photography students will be expected to communicate with their teacher once a week using their school email account, attaching photographs made of work-in-progress for teachers to see and respond to.
12 and 13 Art and Photography	<ul style="list-style-type: none"> • Y12 and Y13 students will continue self-directed work and exam prep, adapting their plans/resources as necessary. The Y13 exam is scheduled for 4th, 5th and 6th of May. In the event of the school being closed at this time we shall await guidance from JCQ and the exam boards. • Students will receive weekly tutorials via email with the teaching team, as for Y11 (see above).

Business Studies and Enterprise and Marketing

Year group	Resources
11 Business	<ul style="list-style-type: none"> • Students are to use SMHW as their main source of revision. • SMHW will contain the following for each topic <ul style="list-style-type: none"> ○ Knowledge organisers ○ Revision sheet ○ Exam style questions
11 Enterprise and Marketing	<ul style="list-style-type: none"> • Coursework deadlines will be directed by SMHW • Google classroom will be used to issue coursework materials and to give feedback on completed work • Re-sit exam content and revision materials will be given on SMHW
12 Business	<ul style="list-style-type: none"> • Coursework deadlines will be directed by SMHW • Google classroom will be used to issue coursework materials and give feedback on completed work • Exam content and revision materials will be given on SMHW
13 Business	<ul style="list-style-type: none"> • Coursework deadlines will be directed by SMHW • Google classroom will be used to issue coursework materials and give feedback on completed work • Re-sit exam content and revision materials will be given on SMHW

Design and Technology

Year group	Resources
7,8,9	<ul style="list-style-type: none"> Information will be posted on SMHW, including copies of any booklets, worksheets and lesson information, for students to download. Specific tasks will be set by class teachers to guide students' learning All students are encouraged to watch programmes such as Masterchef, Bake-off, Grand Designs, DIY SOS, The Repair shop, The Great Interior Design Challenge, The Apprentice, Dragons' Den http://www.Technologystudent.com - all aspects of D&T from design to manufacturing https://www.howstuffworks.com - useful for research on high tech and smart products
DT GCSE	<ul style="list-style-type: none"> Information will be posted on SMHW, including copies of any booklets, worksheets and lesson information, for students to download. Specific tasks will be set by class teachers to guide students' learning – the websites below will support these tasks https://www.edugas.co.uk/qualifications/design-and-technology/gcse/ - Digital resources for the exam unit http://www.bpf.co.uk - Revision on plastics, sustainability, processes & case studies http://www.Technologystudent.com - All aspects of D&T from design to manufacturing. A range of exemplar exam questions to attempt https://www.youtube.com/results?search_query=how+its+made - Research on a variety of manufacturing processes used in industry https://www.youtube.com/results?search_query=how+it+works+full+episodes - How products are designed, constructed and produced
Food Preparation and Nutrition GCSE	<ul style="list-style-type: none"> Information will be posted on SMHW, including copies of any booklets, worksheets and lesson information, for students to download. Specific tasks will be set by class teachers to guide students' learning – the websites below will support these tasks https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585 - Full specification of the course Learning and Teaching area on the school website – all 10 and 11 PowerPoints can be found here app.senecalearning.com/join-class - (enter the class code e4okwoj5t) List of useful websites linked to GCSE content and specification will be attached to SMHW
BTEC Construction	<ul style="list-style-type: none"> Information will be posted on SMHW, including copies of any booklets, worksheets and lesson information, for students to download. Specific tasks will be set by class teachers to guide students' learning – the websites below will support these tasks https://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments - Specification and external assessment resources. Lots of past papers for unit 1 to practise exam technique and extend subject knowledge https://www.channel4.com/programmes/grand-designs/ - See design and construction in a variety of different ways from modern to traditional including sustainable construction methods

	<ul style="list-style-type: none"> • https://www.bbc.co.uk/programmes/b006pnjk/episodes/guide (DIY SOS) - See design and construction in a problem solving way to adapt buildings for functional use. Very good for seeing all the different building trades together.
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Drama

Year group	Resources
10	<ul style="list-style-type: none"> • Students are to complete their devising logs • Folder on teaching and learning area • Updates will be placed on SMHW
11	<ul style="list-style-type: none"> • All resources can be found on memory stick • Exam focus and questions will be placed on SMHW • Performances can be found on the teaching and learning drive

English

Year group	Resources
ALL	<ul style="list-style-type: none">• Students will be set tasks by their teachers on SMHW• Students should be reading a novel for at least half an hour every day

GCSE English Revision Websites and Resources

- GCSE revision - Youtube
- Spelling exercises - <https://howtospell.co.uk/spellingquiz.php>
- For general English work as well as GCSE revision - <https://www.bbc.co.uk/bitesize>
- For developing grammar - https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm

In addition to work set by their teachers, GCSE and A Level students should be using the past papers available on the shared area and revising and re-reading their Literature texts.

Epic and Religious Studies

Year group	Resources
7, 8 and 9	https://www.natre.org.uk/uploads/Spirited%20Arts/Spirited%20Arts%202020%20competition%20details.pdf
10	<ul style="list-style-type: none"> • Complete relationship booklet • Sikhism booklet issued
11	<ul style="list-style-type: none"> • Textbooks issued for both Sikhism and Christianity • Guidance will be given on SMHW • Resources on memory stick and teaching and learning drive
12	<ul style="list-style-type: none"> • Students should go through the next topic in the textbook, making notes, preparing resources and revision notes alongside researching YouTube and other sites for extra resources to share with peers upon their return (such as crash course philosophy). The expectation is that students will also revise the topics that we have already covered.

Revision Websites

<https://www.rsrevision.com/GCSE/index.htm>

<https://www.bbc.co.uk/bitesize/examspecs/z68sjhv>

<http://www.bbc.co.uk/ethics/abortion/>

<http://www.bbc.co.uk/ethics/capitalpunishment/>

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<https://www.thestudentroom.co.uk/gcse/>

<https://www.edugas.co.uk/qualifications/religious-studies/gcse/>

Geography

Year group	Resources
7	<p>Students will complete a booklet, which introduces the unit of work we will be studying on oceans. All the information to answer the questions will be found within the document provided. Students can either print off this document, if they have access to a computer, type into the document or access this via Google classroom. Google classroom will allow students to edit the document without Microsoft. Once logged in, they may type into the document and share this with their classroom teacher, once complete.</p>
8	<p>Students will complete a booklet, which explores weather hazards. All the information to answer the questions will be found within the document provided, or through own research. Students can either print off this document, if they have access to a computer, type into the document or access this via Google classroom. Google classroom will allow students to edit the document without Microsoft. Once logged in, they may type into the document and share this with their classroom teacher, once complete.</p>
9	<p>Students will complete a booklet in the Taiga as part of Forests Under Threat. All the information to answer the questions can be found either within the document, or the extract from the textbook.</p> <p>students will be required to use the following link: https://app.senecalearning.com/classroom/course/462bb5d2-8ea2-4083-b0fc-e25e4d85d946/section/be8d83f0-4173-11e8-b81e-e5643af1ba78/session, to access unit 7 'Forests Under Threat' to develop subject knowledge on the forests, through self-quizzing. This will be in addition to the completion of tasks issued via SMHW.</p>
10	<p>Students will complete a booklet and exam question on geology as part of The UK's Physical Landscapes. All the information to answer the questions can be found either within the document, or the extract from the textbook.</p> <p>For students in year 10, students will be required to use the following link: https://app.senecalearning.com/classroom/course/462bb5d2-8ea2-4083-b0fc-e25e4d85d946/section/be8d83f0-4173-11e8-b81e-e5643af1ba78/session, to access unit 4 'The UK's Evolving Landscape' components 4.1, 4.1.1, 4.1.2 and 4.1.3. to develop subject knowledge on the geology of the UK, through self-quizzing. This will be in addition to the completion of the short geology booklet, issued via SMHW. All students have signed up to Seneca.</p>
11	<p>Students will complete a booklet and exam question tectonics as part of Hazardous Earth. All the information to answer the questions can be found either within the document, or the extract from the textbook.</p> <p>For students in year 11, students will be required to use the following link: https://app.senecalearning.com/classroom/course/462bb5d2-8ea2-4083-b0fc-e25e4d85d946/section/be8d83f0-4173-11e8-b81e-e5643af1ba78/session, to revise all aspects of the course. This will be in addition to the completion of the Hazardous Earth booklet based upon weather hazards and earthquakes, issued via SMHW. All students have signed up to Seneca.</p>
12/13	<p>At A-Level, students will be required to use the following link: https://app.senecalearning.com/classroom/course/e863f76a-c037-441e-b405-96c1e8649284/section/5f8a85bb-c1a6-42a9-8cab-cf942ddeaf78/session, whereby they can access revision materials and self-quiz on tectonic processes and hazards, coastal landscapes and change, globalisation, regeneration places, superpowers, the carbon cycle and the water cycle. This will be in addition to enquiry questions booklets already issued in class for Coastal Landscapes and Change for year 12 and The Water Cycle for year 13.</p>

Health and Social Care

Year group	Resources
10	<ul style="list-style-type: none"> • Continue to complete RO22 Communication Coursework – Task 1 Types of Communication • All Lesson Presentations to support learning are accessible via Learning & Teaching on the School System - Year 10 – L2 Cam Nat RO22 Communication in Care Settings • Revision Materials and Retrieval Practice (Need to Know) Booklets are also accessible via this route.
11	<ul style="list-style-type: none"> • RO21 – LO4 and L03 to complete – Revision for Exam in June • All Lesson Presentations to support learning are accessible via Learning & Teaching on the School System - Year11 – L2 Cam Nat RO21Care Values • Revision Materials and Retrieval Practice (Need to Know) Booklets are also accessible via this route. Students do already have paper copies • Past Papers and Mark Schemes: https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/
12	<ul style="list-style-type: none"> • Continue with Unit 1 Coursework and Revise Unit 2 and Unit 3 • All Lesson Presentations to support learning are accessible via Learning & Teaching on the School System Year 12 – L3 Cam Tech – Unit 1 (Coursework) Units 2 & 3 (Exam Units) • Revision Materials and Retrieval Practice (Need to Know) Booklets are also accessible via this route. Students do already have paper copies • Past Papers and Mark Schemes: https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/assessment/

History

Year group	Resources
7	<ul style="list-style-type: none"> Henry VIII project supported by Google Classroom https://www.historylearningsite.co.uk
8	<ul style="list-style-type: none"> WW1 Project supported by Google Classroom https://www.historylearningsite.co.uk
9	<ul style="list-style-type: none"> Students are studying the Superpower Relations and The Cold war until as the start of the GCSE course The GCSE course is supported by the website: http://www.historynetwork.co.uk/gcse/ https://www.historylearningsite.co.uk
10	<ul style="list-style-type: none"> Students are currently studying Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. The course is being resourced through Google Classroom and will have all the relevant materials uploaded to support student learning. Students will be asked to register with Google Classroom and watch the lesson videos to help them work through their booklets The GCSE course is supported by the website: http://www.historynetwork.co.uk/gcse/
11	<ul style="list-style-type: none"> Students have now completed the taught part of the GCSE and have started their revision. All students will have a revision guide as well as access to all the available revision materials via either a memory stick or through the school's shared Learning drive. The file with all the materials is called 'GCSE Revision'. It is advised that students watch the guidance film in the file to be found at: https://www.youtube.com/watch?v=JjZCGaLowmk&t=123s The GCSE course is supported by the website: http://www.historynetwork.co.uk/gcse/ whilst further resources can be found at: https://www.historylearningsite.co.uk
12	<ul style="list-style-type: none"> Britain: Losing and Gaining and Empire - 1763-1914 - This course is fully outlined at: http://www.historynetwork.co.uk/gaining-and-losing-and-empire/ Whilst it is fully resourced through Google Classroom and the school's shared Learning drive, all materials for the teaching and learning of the course, including revision are provided
13	<ul style="list-style-type: none"> Boom, Bust & Recovery 1917-1954 This course is fully outlined at: http://www.historynetwork.co.uk/boom-bust-recovery-1917-1954/ It is fully resourced through Google Classroom and the school's shared Learning drive. All materials for the teaching and learning of the course, including revision are provided.

Computer Science and iMedia

Year group	Resources
7, 8 and 9	<ul style="list-style-type: none"> • Tasks will be set directly by their teachers on Google Classroom
10 Computer Science	<ul style="list-style-type: none"> • www.teach-ict.co.uk – passwords can be obtained from your teacher • Relevant Google Classroom using their individual log in details • all topics that we have covered are on Google Classroom in the revision portal. Tasks will be set in the style of the home learning you have completed to help structure your revision for the Year 10 mock exams. • As well as the above allowing you to independently learn, we will be setting a series of tasks that you can access and that will take approximately the same amount of time you would have in lessons
11 Computer Science	<ul style="list-style-type: none"> • www.teach-ict.co.uk – passwords can be obtained from your teacher • Relevant Google Classroom using their individual log in details • Students have completed all of the learning for their courses and are now in the revision period. They have access to revision resources to all topics via the two sources above. For GCSE Computer Science the Google Classroom revision portal has a wide range of revision materials to suit all learning styles and this is the best place to go. • As well as the above allowing you to independently learn, we will be setting a series of tasks that you can access and that will take approximately the same amount of time you would have in lessons.
12 Computer Science	<ul style="list-style-type: none"> • www.teach-ict.co.uk – passwords can be obtained from your teacher • Relevant Google Classroom using their individual log in details • Use this time to get ahead on your NEA. For each topic we will upload a video explaining what is required for the sections you should be working on and there will be exemplar portfolios so that you can see what has been produced in the past. • You will be expected to submit all sections according to the deadlines that are set on SMHW and we will then assess them and return the work with feedback.
13 Computer Science	<ul style="list-style-type: none"> • www.teach-ict.co.uk – passwords can be obtained from your teacher • Relevant Google Classroom using their individual log in details • Students have completed all of the learning for their courses and are now in the revision period. We are gradually transferring all the worksheets and home learning tasks to the classroom for you to be able to independently address the gaps in your own knowledge. • As well as the above allowing you to independently learn, we will be setting a series of tasks that you can access and that will take approximately the same amount of time you would have in lessons.
iMedia	<ul style="list-style-type: none"> • Students have been provided with a printed set of Knowledge organisers and a booklet of past paper questions that they can use to revise and practise their exam technique. • Mark Schemes will be uploaded to SMHW along with the Knowledge Organisers and Past Paper questions so that you also have access to a digital copy.

Maths

Year group	Resources
7, 8, 9, 10 and 11	<ul style="list-style-type: none">• Tasks will be set on the following websites and instructions given on SMHW www.vle.mathswatch.co.uk www.mymaths.co.uk www.corbettmaths.com
12 and 13	<ul style="list-style-type: none">• Tasks will be set on the following websites and instructions given on SMHW www.vle.mathswatch.co.uk www.mymaths.co.uk www.physicsandmathstutor.com https://www.kerboodle.com/users/login https://integralmaths.org/

Media Studies

Year group	Resources
12 and 13	<ul style="list-style-type: none">• Revision tasks will be set on SMHW• Revision material can be found in the Learning and Teaching area on the school system

MFL

Year group	Resources
All	<ul style="list-style-type: none">• Tasks will be set on SMHW• www.linguascope.com – passwords can be obtained from your teacher• www.languagesonline.org.uk• www.zut.org.uk – passwords can be obtained from your teacher• www.gut.org.uk – passwords can be obtained from your teacher• www.pearsonactivelearn.com (KS4 students already have individual log-ins)• www.quizlet.com (search for MsBakerMFL / use your own teacher’s account)

Music

Year group	Resources
10 and 11	<ul style="list-style-type: none">• The following websites can be used for revision and to consolidate learning• https://plymstockschool.musicfirst.co.uk – focus on sound for revision and soundation for composing• BBC Bitesize – OCR - https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc• https://www.youtube.com/playlist?list=PLNeHS3oeH242gKpGrZAA-xvafclOjipw6

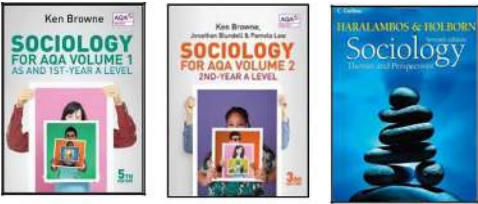
Physical Education

Year group	Resources
10 and 11 GCSE	<ul style="list-style-type: none"> • Students already have packs of workbooks that cover the whole curriculum. • The PowerPoints that accompany these workbooks can be found in the learning and teaching area. <i>Learning and teaching - Physical education - KS4 - GCSE 9-1 - Student resources (PowerPoint)</i> • Students can work through the PowerPoint and fill out their workbooks accordingly, completing all tasks and exam questions along the way (these can be accessed through a mobile phone or tablet also.) Deadlines to complete sections will be set on SMHW. • Students will be issued with a pack of printed, blank, knowledge organisers that they can use for revision and consolidation of each unit.
10 and 11 CamNat	<ul style="list-style-type: none"> • Students already have student handbooks that contain the syllabus, all mark grids and assignment briefs for the year. The lead lesson Powerpoint can be accessed through the learning and teaching area. <i>Learning and teaching - Physical education - KS4 - CamNat Sports Science - Followed by the relevant unit</i> • Students should continue to work through the assignments. All assignment deadlines will be set on SMHW.


Science

Year group	Science resource
7 & 8	<ul style="list-style-type: none"> • There will be topic workbooks, knowledge organisers provided on SMHW • Seneca: https://www.senecalearning.com/ students need to join their class using the links on SMHW and most work will be set via this website • Bitesize: https://www.bbc.co.uk/bitesize/subjects/zng4d2p • Doodle: https://www.doddelearn.co.uk/app/login (logs already provided by teachers)
9 & 10	<ul style="list-style-type: none"> • There will be summary notes and knowledge organisers provided on SMHW • Seneca: https://www.senecalearning.com/ students need to join their class using the links on SMHW and most work will be set via this website • Bitesize: https://www.bbc.co.uk/bitesize/subjects/zng4d2p • Doodle: https://www.doddelearn.co.uk/app/login (logs already provided by teachers) • Youtube –FreeSciencelessons: https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/playlists
11	<ul style="list-style-type: none"> • Courses have finished so they are now revising – same websites as Year 9/10 however they also have their memory stick from Mr Taylor full of resources.
12 and 13	<ul style="list-style-type: none"> • All: Seneca: https://www.senecalearning.com/ students need to join their class using the links on SMHW and most work will be set via this website • Chemistry: https://www.youtube.com/channel/UCyl4QJXN9zNapzmKAn-fJgQ and https://www.physicsandmathstutor.com/chemistry-revision/a-level-ocr-a/ • Physics: https://www.physicsandmathstutor.com/physics-revision/a-level-ocr-a/ • Biology: https://www.physicsandmathstutor.com/biology-revision/a-level-ocr-a/ • BTEC: Youtube playlist https://www.youtube.com/watch?v=RVyHkV3wlyk&list=PLsz05IRkJmFqZiQfTfRhgzCkKWzoemArQ

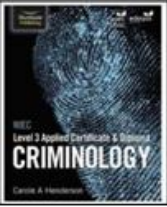
Social Sciences - Sociology

Year group	Resources
12 and 13	<p>Websites</p> <p>Seneca Learning – questions on sociology https://www.senecalearning.com/</p> <p>Tutor2U sociology – lots of information on sociology https://www.tutor2u.net/sociology</p> <p>Good outlines of the topics covered in the specification https://revisesociology.com/</p> <p>Social Science Twitter – re-tweets of relevant info https://twitter.com/socsciptymstock</p> <p>Revision Website https://www.s-cool.co.uk/a-level/sociology</p> <p>Exam Board Website – AQA Sociology https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</p> <p>Text books – students have at home</p>  <p>Sociology is based around three assessment objectives:</p> <p>AO1 Knowledge and Understanding of theories, concepts, evidence & research methods</p> <p>AO2 Application of sociological theories, concepts, evidence and research methods to a range of issues</p> <p>AO3 Analysis & Evaluation of sociological theories, concepts, evidence and research methods in order to present arguments, make judgements and draw conclusions</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Go over lesson notes • Carry out reading – using the text book and the websites indicated • Make a mind map for each topic • Further research any aspects of the course that are not understood • Create flash cards or revision posters • Practise past examination questions • Read the examiners' reports on the AQA website • Check your PLC in your assessment folder • Go over your IaCT in your assessment folder • Write model answers for the mock papers • Go on the Teaching and Learning area of the school intranet and you can find many resources to help you

Social Sciences - Psychology

Year group	Resources
12 and 13	<p>Websites <i>Seneca Learning – questions on psychology</i> https://www.senecalearning.com/ <i>Simply Psychology – lots of information about psychology</i> https://www.simplypsychology.org/ <i>Tutor2U psychology – lots of information on psychology</i> https://www.tutor2u.net/psychology <i>Social Science Twitter – re-tweets of relevant info</i> https://twitter.com/socsciptymstock</p> <p>Key Concepts https://www.bps.org.uk/public/a-z-of-psychology</p> <p>Exam Board Website – AQA Psychology https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</p> <p>Text books – students have at home</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Psychology is based around three assessment objectives: AO1 Knowledge and Understanding of scientific ideas, processes, techniques and procedures AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Go over lesson notes • Carry out reading – using the textbook and the websites indicated • Make a mind map for each topic • Further research any aspects of the course that are not understood • Create flash cards or revision posters • Practise past examination questions • Read the examiners' reports on the AQA website • Check your PLC in your assessment folder • Go over your laCT in your assessment folder • Write model answers for the mock papers • Go on the Teaching and Learning area of the school intranet and you can find many resources to help you

Social Sciences – Criminology

Year group	Resources
12 and 13	<p>Websites</p> <p><i>These are for sociology but there is a lot of relevant information for criminology too</i> http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=647</p> <p><i>Some outlines of the psychological elements of criminology</i> https://www.simplypsychology.org/</p> <p><i>Social Science Twitter – re-tweets of relevant info</i> https://twitter.com/socsciptymstock</p> <p><i>WJEC Criminology Exam Website</i> https://www.wjec.co.uk/qualifications/criminology/</p> <p>Text books – students have at home</p>  <p>Learning Outcomes</p> <p>Unit 1 LO1 Understand how crime reporting affects the public perception of criminality LO2 Understand how campaigns are used to elicit change LO3 Plan campaigns for change relating to crime</p> <p>Unit 2 LO1 Understand social constructions of criminality LO2 Know theories of criminality LO3 Understand causes of criminality LO4 Understand causes of policy change</p> <p>Unit 3 LO1 Understand the process of criminal investigations LO2 Understand the process for prosecution of suspects LO3 Be able to review criminal cases</p> <p>Unit 4 LO1 Understand the criminal justice system in England and Wales LO2 Understand the role of punishment in a criminal justice system LO3 Understand measures used in social control</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Go over lesson notes • Carry out reading – using the textbook and the websites indicated • Make a mind map for each topic • Further research any aspects of the course that are not understood • Create flash cards or revision posters • Practise past examination questions • Read the examiners' reports on the AQA website • Check your PLC in your assessment folder • Go over your IaCT in your assessment folder • Write model answers for the mock papers • Go on the Teaching and Learning area of the school intranet and you can find many resources to help you

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