



Aim High Study Progress Programme  
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Area for learning	Focus	Activities	Useful Websites/Apps
<b>English 1<sup>st</sup> Language</b>	Persuasive Speech Writing Article writing	Read the articles from Archive for the 'Opinion' Category. Look at <ul style="list-style-type: none"><li>• Write a speech based on the motivation.</li><li>• Write a persuasive speech justifying your actions or ideas</li><li>• When proving your points make sure you use the PEE technique.</li></ul>	<a href="https://www.youtube.com/watch?v=O9Ad1wiK3uM">https://www.youtube.com/watch?v=O9Ad1wiK3uM</a>
<b>English 2<sup>nd</sup> Language</b>	Language and vocabulary Finding key words in the question Skim and scan techniques of reading and choosing the best response Eliminating unnecessary details and writing to point	<ul style="list-style-type: none"><li>• Read together with your child. Listen to your child read to you or read to your child.</li><li>• Have conversations while reading books together. Encourage your child to create mental image in his/her head.</li><li>• Talk about the meanings of difficult words. Words and their subtle meanings add the most to pictures in your</li></ul>	<a href="http://beginningreadinghelp.blogspot.a e/2010/08/teach-readingcomprehension-with-7-keys.html">http://beginningreadinghelp.blogspot.a e/2010/08/teach-readingcomprehension-with-7-keys.html</a> <a href="http://www.learningrx.com/readingcomprehension-strategies-faq.htm">http://www.learningrx.com/readingcomprehension-strategies-faq.htm</a> <a href="http://www.usingenglish.com/forum/teaching-">http://www.usingenglish.com/forum/teaching-</a>



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	Technique of giving brief, concise and precise answer	<p>heads and your understanding of the passage ild knows or understands what he/she is reading.</p> <ul style="list-style-type: none"><li>• Ask your child to determine the most important idea or theme</li><li>• Emphasize on skim reading the passage for gist before looking at the question. Then ask your child to scan the passage to find the answer to each of the questions in turn.</li><li>• Encourage him/her to make inferences and synthesize information.</li><li>• S hare your views on how to give precise and concise answers</li><li>• Show that reading is about getting meaning. Ask questions in between to ensure if your</li></ul>	<p><a href="https://www.englishgcse.com/english/119818-guide-englishgcse-paper-one.html">english/119818-guide-englishgcse-paper-one.html</a></p>
<b>English Literature</b>	To familiarize students to the cultural background of Scotland.	<ul style="list-style-type: none"><li>• E ncourage your child to research on Scottish literature.</li><li>• Identify and state the unique features of Scottish writing.</li></ul>	<p><a href="https://en.wikipedia.org/wiki/Scottish_literature">https://en.wikipedia.org/wiki/Scottish_literature</a></p>



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		<ul style="list-style-type: none"> <li>Identify common themes in Scottish writing.</li> </ul>	<p><a href="https://www.scotland.org/about-scotland/culture/literature">https://www.scotland.org/about-scotland/culture/literature</a>  <a href="https://www.visitscotland.com/see-do/attractions/arts-culture/scottish-literature/">https://www.visitscotland.com/see-do/attractions/arts-culture/scottish-literature/</a></p>
<p><b>Mathematics (Accelerated)</b></p>	<p><b>Mensuration:</b></p> <ul style="list-style-type: none"> <li>To derive the formula for arc length and calculate the perimeter of a sector</li> <li>To derive the formula for sector area and find the area of a segment in a circle</li> <li>To evaluate the volume of prisms, cylinders, sphere, cone and pyramids.</li> </ul>	<p>Draw different sectors – quarter of a circle, semi circle, one third etc and try to derive the formula for arc length and sector area.</p> <p>Make a formulae booklet for arc length, sector area and volume of 3D shapes. Design a building involving sectors and arc.</p> <p>Create a group frequency table on the marks your class got for your last math review test. Find median from the table.</p>	<p><a href="http://www.softschools.com/formulas/math/arc_length_formula/143/">http://www.softschools.com/formulas/math/arc_length_formula/143/</a></p> <p><a href="http://www.bbc.com/bitesize/guides/zt6vcj6/revision/5">www.bbc.com/bitesize/guides/zt6vcj6/revision/5</a>  <a href="http://www.mathsisfun.com/geometry/solid-geometry.html">www.mathsisfun.com/geometry/solid-geometry.html</a></p> <p><a href="http://www.mathopenref.com/surface-area.html">www.mathopenref.com/surface-area.html</a></p>



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	<ul style="list-style-type: none"> <li>To evaluate the surface area of solids</li> </ul> <p><b>Cumulative frequency curve:</b> To understand and apply concept of cumulative frequency diagram. To construct a cumulative frequency curve for grouped data and to estimate the median and quartiles.</p> <p><b>Histograms:</b> To draw a histogram and interpret it from the given continuous data</p> <p><b>Box and whisker plot</b></p>	<p>Research on the applications of histograms. Differentiate between histograms and bar charts</p> <p>Research on box and whisker plot. Create a box and whisker plot, given quartiles and median.</p> <p>Research on the applications of stem and leaf diagrams. What is the purpose of using this diagram?</p>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/presentingdata3hirev5.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/presentingdata3hirev5.shtml</a></p> <p><a href="https://www.onlinemathlearning.com/cumulative-frequency-graph.html">https://www.onlinemathlearning.com/cumulative-frequency-graph.html</a></p> <p><a href="https://www.mathsisfun.com/data/histograms.html">https://www.mathsisfun.com/data/histograms.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9">https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9</a></p> <p><a href="https://www.youtube.com/watch?v=z41_PBqYuVg">https://www.youtube.com/watch?v=z41_PBqYuVg</a></p> <p><a href="https://www.youtube.com/watch?v=Q2OF86ZUYMs">https://www.youtube.com/watch?v=Q2OF86ZUYMs</a></p>
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	<p>To construct box and whisker plot when quartiles are given To read and interpret box and whisker plot</p> <p><b>Stem and Leaf Diagrams</b> Construct and interpret stem and leaf diagrams</p>		<p><a href="http://www.mathsisfun.com/data/stem-leaf-plots.html">www.mathsisfun.com/data/stem-leaf-plots.html</a> <a href="http://www.bbc.com/bitesize/guides/zqymng8/revision/5">www.bbc.com/bitesize/guides/zqymng8/revision/5</a> <a href="http://www.bbc.com/bitesize/guides/zybkqt/revision/7">www.bbc.com/bitesize/guides/zybkqt/revision/7</a></p>
<b>Mathematics (Extended)</b>	<p>Congruence &amp; Similarity <b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>• To recognize congruent shapes</li> <li>• Use the basic congruence criteria for triangles (SSS, ASA, SAS, RHS).</li> <li>• Calculate lengths of similar figures.</li> </ul>	<p>Take two identical cylindrical jars. Measure its dimensions. Apply your knowledge of the volume of cylinders to calculate the volume of jars. Now try to derive the relation between dimensions (radius/height) of cylinders with their volumes Enlarging a Picture and Scaling Up What is the scale factor?</p> <ul style="list-style-type: none"> <li>• How do you find the scale factor given two similar figures? Research on the application of scale factor to compare area and volumes of similar shapes</li> </ul>	<p><a href="https://revisionmaths.com/gcse-maths-revision/trigonometry/congruency">https://revisionmaths.com/gcse-maths-revision/trigonometry/congruency</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxmfmsg/revision/2">https://www.bbc.co.uk/bitesize/guides/zxmfmsg/revision/2</a> <a href="http://www.scruffs.shetland.co.uk/files/simcomp.htm#sim">http://www.scruffs.shetland.co.uk/files/simcomp.htm#sim</a></p>



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	<ul style="list-style-type: none"> <li>• Use the relationships between areas of similar triangles, with corresponding results for similar figures and extension to volumes and surface areas of similar solids.</li> </ul>		<p><a href="https://www.onlinemathlearning.com/prove-triangles-congruent.html">https://www.onlinemathlearning.com/prove-triangles-congruent.html</a></p> <p><a href="https://www.youtube.com/watch?v=G3mYJcuGXjk">https://www.youtube.com/watch?v=G3mYJcuGXjk</a></p> <p><a href="https://www.youtube.com/watch?v=Rzeu9Z_ZZjk">https://www.youtube.com/watch?v=Rzeu9Z_ZZjk</a></p> <p><a href="https://www.youtube.com/watch?v=QUBXDa03wIQ">https://www.youtube.com/watch?v=QUBXDa03wIQ</a></p> <p><a href="https://www.youtube.com/watch?v=flXdxUc7wKg">https://www.youtube.com/watch?v=flXdxUc7wKg</a></p>
<p><b>Mathematics - Statistic</b></p>	<p><b>TOPIC: Collection of Data:</b> Learning Objective: Form a hypothesis, identify problems that may arise with the statistical enquiry cycle (e.g. non-response of surveys, difficulty estimating the</p>	<p>Students can be given the opportunity to design questionnaires and conduct their survey at school during lesson time. These can be passed onto parents or teachers to critique and offer suggestions of improvement.</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/4">https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/4</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/1</a></p>



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	<p>population or unexpected outcomes) and come up with strategies to help overcome these.</p> <p><b>TOPIC: Processing, representing and analysing data:</b></p> <p>Lesson Objective: Construct, draw, use and understand Pictograms, Bar charts, Vertical line graphs, stem and leaf, venn diagram, box plots and pie charts. Select the appropriate representation for the data. Construct, draw, use and understand Frequency polygons, Histograms with</p>	<p>Investigate methods of collecting data in the real world, e.g. tax return, passport application, national census. Most data sources will have data that has already been cleaned (i.e. no formatting errors, missing entries, incorrect entries). Therefore, it is a good idea to give students an example of data with these problems. A good example is the original Mayfield data set which is available on the Mathematics Emporium at <a href="http://www.edexcelmaths.com">www.edexcelmaths.com</a>.</p> <p>Solve questions of common mistakes among students for example, not knowing the difference between histogram and bar chart, drawing of pie chart using the table, analyse and interpret data.</p>	<p><a href="http://10132_ch00_prelims_PB.indd(collins.co.uk)">10132_ch00_prelims PB.indd (collins.co.uk)</a></p> <p><a href="https://revisionmaths.com/gcse-maths-revision/statistics-handling-data/cumulative-frequency-graphs">https://revisionmaths.com/gcse-maths-revision/statistics-handling-data/cumulative-frequency-graphs</a></p>
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	equal and unequal class intervals		
<b>Physics</b>	<p><u>Radioactivity</u> Demonstrate the understanding of background radiation</p> <p><u>CHARACTERISTICS OF THE THREE KINDS OF EMISSION</u> Identify <math>\alpha</math>, <math>\beta</math> and <math>\gamma</math>-emissions by recalling – their nature – their relative ionising effects – their relative penetrating abilities</p>	<p>Research on:</p> <ul style="list-style-type: none"> <li>❖ Create a list of questions you would like to ask your teacher. Frame higher order questions using bloom's taxonomy.</li> </ul> <p>Research on:</p> <ul style="list-style-type: none"> <li>❖ The means of detection <math>\alpha</math>, <math>\beta</math> and <math>\gamma</math>-emissions.</li> </ul> <p>Research on:</p>	<p>Detecting background radiation: <a href="http://www.youtube.com/watch?v=5TCZqT7enHw">www.youtube.com/watch?v=5TCZqT7enHw</a></p> <p>Properties: <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/living_future/4_nuclear_radiation1.shtml">www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/living_future/4_nuclear_radiation1.shtml</a></p>



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	<ul style="list-style-type: none"> <li>❖ (<math>\beta^+</math> are not included, <math>\beta^-</math> particles will be taken to refer to <math>\beta^-</math>)</li> </ul> <p><u>Radioactive decay</u> Use equations involving nuclide notation to represent changes in the composition of the nucleus when particles are emitted</p> <p><u>Half-life</u> Use the term half-life in simple calculations, which might involve information in tables or decay curves</p> <p><u>Atomic model</u> Describe the structure of an atom in terms of a positive</p>	<ul style="list-style-type: none"> <li>❖ Create a list of questions based on Bloom's taxonomy to Practice balancing of nuclear reactions.</li> <li>❖ Extend to work from data involving long half-lives.</li> <li>❖ Use a radioactive decay simulation exercise and if possible an experiment with a Geiger counter and short half-life isotope to plot decay curves.</li> </ul> <p>Research on:</p>	<p><a href="http://www.youtube.com/watch?v=Qlb5Z8QBpcl">www.youtube.com/watch?v=Qlb5Z8QBpcl</a></p> <p>Radioactivity: <a href="http://fiziknota.blogspot.com/2010/01/radioactivity.html">http://fiziknota.blogspot.com/2010/01/radioactivity.html</a> <a href="http://www.youtube.com/watch?v=T7NhgaJCg5A">www.youtube.com/watch?v=T7NhgaJCg5A</a></p> <p><a href="http://www.youtube.com/watch?v=fToMbj3Xz2c">www.youtube.com/watch?v=fToMbj3Xz2c</a></p> <p><a href="http://www.youtube.com/watch?v=Tp2M9tndGG0">www.youtube.com/watch?v=Tp2M9tndGG0</a></p>
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	nucleus and negative electrons  <u>Nucleus</u> Describe the composition of the nucleus in terms of protons and neutrons State the charges of protons and neutrons Use the term proton number Z Use the term nucleon number A	❖ The applications of gamma radiations and how it is used in Medicine	<a href="http://www.youtube.com/watch?v=IP57gEWcisY">www.youtube.com/watch?v=IP57gEWcisY</a>  <a href="http://www.youtube.com/watch?v=sRPejoNktKE">www.youtube.com/watch?v=sRPejoNktKE</a>  <a href="http://www.youtube.com/watch?v=Eb0WeWmh5Pg">www.youtube.com/watch?v=Eb0WeWmh5Pg</a>
<b>Chemistry</b>	Atoms elements and compounds. •Describe elements, compounds, mixtures (alloys) and to show ionic bonding	ACTIVITY 1: Create a 3D model of NaCl which shows giant ionic lattice structure ACTIVITY 2: Research about Giant macromolecules and enlist their properties comparing with simple molecular and ionic compounds.	<a href="http://ichemey.blogspot.com/2013/01/ionic-bonding.html">http://ichemey.blogspot.com/2013/01/ionic-bonding.html</a>  <a href="http://www.docbrown.info/page04/4_72bond.htm">http://www.docbrown.info/page04/4_72bond.htm</a>



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	<p>between metals &amp; non-metals.</p> <ul style="list-style-type: none"><li>•Describe the formation of ions by electron loss or gain</li><li>•To show ionic bonding between metal and non-metal atoms.</li><li>•To show covalent bonding between non-metal atoms.</li><li>•To show dot and cross structures for ionic and covalent compounds.</li><li>•Distinguish between ionic and covalent bonding and state properties.</li></ul>	<p>Enlist various biological macromolecules.</p> <p>ACTIVITY 3: Art - create a poster detailing the bonding in different molecules and compounds</p> <p>ACTIVITY 4: Prepare a game to understand how someone can predict position of element in a periodic table.</p> <p>ACTIVITY 5: English - Write a short report on the usage and advantages of ionic and covalent compounds over one another.</p>	<p><a href="https://www.youtube.com/watch?v=HHT0S2Tpi8Q">https://www.youtube.com/watch?v=HHT0S2Tpi8Q</a></p> <p><a href="https://www.youtube.com/watch?v=S08qdOTd0w0">https://www.youtube.com/watch?v=S08qdOTd0w0</a></p> <p><a href="https://www.schoolcool.co.uk/gcse/chemistry/chemical-bonding/revise-it/covalent-bonding">https://www.schoolcool.co.uk/gcse/chemistry/chemical-bonding/revise-it/covalent-bonding</a></p>
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	Explain metallic bonding		
<b>Biology</b>	<p><b><u>Movement in and out of the cell</u></b></p> <ul style="list-style-type: none"><li>• To describe the importance of diffusion of gases and solutes.</li><li>• To investigate the factors which influence the rate of diffusion.</li></ul> <p><b><u>Biological Molecules:</u></b></p> <ul style="list-style-type: none"><li>• To describe the chemical elements that make up carbohydrates, fats and proteins.</li></ul>	<ul style="list-style-type: none"><li>• Ask students to demonstrate the movement of substances in and out of the cell</li><li>• Ask students to investigate the four factors affecting the rate of diffusion using their own procedure.</li><li>• Create a 3D/2D model of carbohydrates, fats and proteins and differentiate among them.</li><li>• Give real life examples of processes using the concept of large and small molecules.</li><li>• Differentiate between the different levels and types of proteins.</li></ul>	<p><a href="https://nittygrittyscience.com/eggmosis-teaching-selectively-permeable-membranes-with-eggs/">https://nittygrittyscience.com/eggmosis-teaching-selectively-permeable-membranes-with-eggs/</a></p> <p><a href="http://sciencing.com/four-things-affect-rate-diffusion-8348637.html">http://sciencing.com/four-things-affect-rate-diffusion-8348637.html</a></p> <p><a href="https://youtu.be/3jwAGWky98c">https://youtu.be/3jwAGWky98c</a></p> <p><a href="https://youtu.be/Knc_CSrZkcU">https://youtu.be/Knc_CSrZkcU</a></p>



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	<ul style="list-style-type: none"><li>• To state and explain that the large molecules are made up of smaller molecules.</li><li>• To relate the shape and structure of proteins with that of their functions.</li><li>• To describe the role of water as a solvent</li><li>• To describe the structure of DNA</li><li>• To investigate the sample for the</li><li>• Presence of carbohydrate, fats, proteins and vitamin C.</li></ul>	<ul style="list-style-type: none"><li>• Research on Globular proteins</li><li>• Create a 3D model of the structure of DNA</li><li>• Food tests are carried out for various food samples.</li><li>• Interact with the food testing and quality assurance companies.</li></ul>	<p><a href="http://www.wikihow.com/Make-a-Model-of-DNA-Using-Common-Materials">http://www.wikihow.com/Make-a-Model-of-DNA-Using-Common-Materials</a> <a href="https://www.pinterest.com/pin/167618417353932392/">https://www.pinterest.com/pin/167618417353932392/</a></p>
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<b>Food and Nutrition</b>	<p>An understanding of the terms used in nutrition and nutrition-related problems          Composition and value of the main foods in the diet- Sources of protein (dairy products, eggs, fish, meat, soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.</p>	<ul style="list-style-type: none"> <li>• Write a sentence using each of the key words which are used in food lessons so you know how to use them in conversation.</li> <li>• Make a paper or video recipe of how to make a healthy version of a normally unhealthy meal</li> </ul>	<p><a href="https://www.eatforhealth.gov.au/food-essentials/five-food-groups">https://www.eatforhealth.gov.au/food-essentials/five-food-groups</a></p> <p><a href="http://vikaspedia.in/health/nutrition/nutritive-value-of-foods/nutritive-value-of-cereals-and-millets">http://vikaspedia.in/health/nutrition/nutritive-value-of-foods/nutritive-value-of-cereals-and-millets</a></p>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• To be able to interpret appropriate supply diagrams</li> <li>• analyse the causes of shifts in supply curves</li> </ul>	<ul style="list-style-type: none"> <li>• Learners plot and label an upward sloping supply curve, illustrating and defining the terms 'supply', 'supply curve' and 'extension of supply' and 'contraction in supply'.</li> <li>• In groups, learners consider the possible influences on changes in supply and present their findings to the class.</li> </ul>	<p><a href="https://www.vox.com/2016/1/12/10755754/crude-oil-prices-falling">https://www.vox.com/2016/1/12/10755754/crude-oil-prices-falling</a></p> <p><a href="http://graphics.wsj.com/oil-barrel-breakdown/">http://graphics.wsj.com/oil-barrel-breakdown/</a></p>



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	<p>and draw diagrams to illustrate the shifts</p> <ul style="list-style-type: none"><li>• Illustrating of demand and supply schedules and curves used to establish equilibrium price and sales in a market</li><li>• Analysing using Demand and supply diagrams to illustrate changes in market conditions and their consequences for equilibrium price and sales.</li></ul>	<ul style="list-style-type: none"><li>• Learners consider whether an increase in price will always result in an increase in supply for all products – are there any situations where this would not happen?</li><li>• Learners using a supply and demand diagram illustrate how a change in demand causes a curve to shift resulting in a new equilibrium price and quantity</li></ul>	<p><a href="http://graphics.wsj.com/oil-barrel-breakdown/">http://graphics.wsj.com/oil-barrel-breakdown/</a> <a href="http://www.bbc.co.uk/news/world-europe-41766352">http://www.bbc.co.uk/news/world-europe-41766352</a> <a href="http://www.telegraph.co.uk/finance/newsbysector/retailandconsumer/10653235/coffee-prices.html">http://www.telegraph.co.uk/finance/newsbysector/retailandconsumer/10653235/coffee-prices.html</a></p>
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<p><b>Accounting</b></p>	<ul style="list-style-type: none"> <li>• To outline the double entry system of book-keeping</li> <li>• Process accounting data using the double entry system.</li> <li>• To prepare ledger accounts</li> <li>• Post transactions to the ledger accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why it is impractical to prepare a new statement of financial position after each transaction.</li> <li>• Explain why it is necessary to make a double entry in the ledger for each transaction.</li> <li>• Explain the use of the folio column in a ledger account.</li> </ul>	<p><u><a href="#">GCSE Accounting notes - Home (weebly.com)</a></u></p>
<p><b>Business Studies</b></p>	<ul style="list-style-type: none"> <li>• To be able to demonstrate an understanding of business activity in adding value and helping to satisfy the needs of customers in</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the complete process from source to finished product in making furniture (from forest to customers room) bringing out concepts of customer, value added, consumer needs. Present your findings as an A3 Poster.</li> <li>• Explain how specialization and division of labour occurs in the Fast Food industry and evaluate its impact.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.bized.co.uk">www.bized.co.uk</a></li> <li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li> <li>• <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a></li> <li>• <a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li> <li>• <a href="http://www.tutor2.net">www.tutor2.net</a></li> </ul>





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	<p>a changing competitive environment.</p> <ul style="list-style-type: none"> <li>• To research on different skills and allocation of work.</li> <li>• To analyze how specialization and the division of labour occurs in KFC or McDonalds.</li> </ul>	<ul style="list-style-type: none"> <li>• Present your findings in a Prezi or Power point presentation.</li> </ul>	
<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>• To Analyse the role of destinations in empowering local and indigenous communities and support social</li> </ul>	<ul style="list-style-type: none"> <li>• Research on community tourism</li> <li>• Create a information leaflet for tourists on how they can support and indigenous communities and support social enterprises.</li> </ul>	<p><a href="https://www.tourismcambodia.com/activities/community-based-tourism-cbt.htm">https://www.tourismcambodia.com/activities/community-based-tourism-cbt.htm</a>,  <a href="https://fairsayari.com/blog/working-upstream-uniting-fishermen-tourists-and-dolphins">https://fairsayari.com/blog/working-upstream-uniting-fishermen-tourists-and-dolphins</a>,  <a href="https://fairsayari.com/blog/creat">https://fairsayari.com/blog/creat</a></p>

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	enterprise development.		<a href="#">ing-local-positive-impact-through-tourism,</a>
<b>Sociology</b>	<ul style="list-style-type: none"> <li>To evaluate the advantages and disadvantages of various surveys</li> <li>To analyse the importance of interviews methods in the study of Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of questionnaires that you have answered in UAE</li> <li>Research on various examples of interviews or chat shows broadcasted in UAE.</li> </ul>	Sociology course book.
<b>Psychology</b>	<ul style="list-style-type: none"> <li>To explore the issues and debate of moral development.</li> </ul>	<ul style="list-style-type: none"> <li>What are the issues and debates in cognitive development of a child?</li> </ul>	Edexcel Psychology textbook
<b>Geography</b>	<ul style="list-style-type: none"> <li>To explain and evaluate the policies of the government of different countries</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the reasons for the policies of the government of different countries.</li> </ul>	<a href="https://www.bbc.co.uk/bitesize/guides/z2ym82p/revision/2">https://www.bbc.co.uk/bitesize/guides/z2ym82p/revision/2</a>



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<b>History</b>	<ul style="list-style-type: none"> <li>To justify the terms of the Versailles peace treaty</li> <li>To analyse the sources about the justification of the treaty of Versailles on Germany</li> </ul>	<ul style="list-style-type: none"> <li>'The October Manifesto was worthless' and 'Was the appointment of Stolypin successful?'- Write an article and justify the statement</li> <li>Compare the treaty of Versailles to other treaties</li> </ul>	<a href="https://www.youtube.com/watch?v=IICvzqA69o0">https://www.youtube.com/watch?v=IICvzqA69o0</a> <a href="https://www.youtube.com/watch?v=GIER4Cylir8">https://www.youtube.com/watch?v=GIER4Cylir8</a>
<b>Environmental Management</b>	<b>ROCKS AND MINERALS</b> <ul style="list-style-type: none"> <li>To investigate renewable and non-renewable sources of energy and their impact on the environment.</li> </ul>	Use the internet to investigate the following: <ul style="list-style-type: none"> <li>Renewable energy sources</li> <li>Non -renewable energy sources</li> <li>Impact of energy on the environment.</li> </ul> Create Revision flash cards that you will use for revision	<a href="https://www.eia.gov/energyexplained/what-is-energy/sources-of-energy.php">https://www.eia.gov/energyexplained/what-is-energy/sources-of-energy.php</a> <a href="https://www.youtube.com/watch?v=fyqDC_AKVgE">https://www.youtube.com/watch?v=fyqDC_AKVgE</a>

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<p><b>ICT</b></p>	<p><b>TOPIC</b> Computer Networking</p> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>• To analyse various types of networks</li> <li>• To describe and illustrate how to configure a small network</li> <li>• Student will be able to list out networking issues.</li> </ul>	<p>Support your child in researching about the following topics based on computer networks</p> <ul style="list-style-type: none"> <li>• Network Devices</li> <li>• IP and the MAC</li> <li>• Wi-Fi Bluetooth</li> <li>• Types of internets and networks</li> <li>• Network Issues and communications</li> </ul> <p>Also discuss and help your child to research on how to set up and configure a small network.</p>	<p><a href="https://www.saylor.org/.../Computer-Networking-Principles-Bonaventure">https://www.saylor.org/.../Computer-Networking-Principles-Bonaventure</a></p> <p><a href="https://www.memorize.com/grade-10-computer-networking">https://www.memorize.com/grade-10-computer-networking</a></p>
<p><b>Computer Science</b></p>	<p><b>TOPIC</b></p>	<p>Support your child in researching about computer representation based on any one of the below topics:</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/1</a></p>



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	<p>Data representation – text, sound and images</p> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• To infer how computer represents text, sound and images</li><li>• To make a comparison between ASCII and Unicode</li><li>• To evaluate effects of sample rate and sample resolution on quality of audio</li></ul> <p>To evaluate effects of resolution and colour depth on quality of images</p>	<ul style="list-style-type: none"><li>• Text</li><li>• Sound</li><li>• Images</li></ul> <p>Create a presentation or a poster based on your research.</p>	<p><a href="https://www.scaler.com/topics/cpp/difference-between-unicode-and-ascii/">https://www.scaler.com/topics/cpp/difference-between-unicode-and-ascii/</a></p> <p><a href="https://www.futurelearn.com/info/courses/representing-data-with-images-and-sound/0/steps/53153">https://www.futurelearn.com/info/courses/representing-data-with-images-and-sound/0/steps/53153</a></p> <p><a href="https://etc.usf.edu/techease/win/images/what-is-bit-depth/">https://etc.usf.edu/techease/win/images/what-is-bit-depth/</a></p> <p><a href="https://www.howtogeek.com/729893/what-is-color-depth/">https://www.howtogeek.com/729893/what-is-color-depth/</a></p>
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<b>Physical Education</b>	<ul style="list-style-type: none"> <li>To understand the different types of muscles in the body.</li> <li>To understand the movements of antagonistic muscles.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a rough diagram of the muscular system in the body and label all the major muscles.</li> <li>Choose any sporting movement i.e. a kick, throw or jump. Say what muscles are involved in the action/s, which ones are antagonist and which are the prime movers and (synergists)</li> </ul>	<a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a> <a href="http://www.cie.org.uk">www.cie.org.uk</a> <a href="http://www.innerbody.com">www.innerbody.com</a> <a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a>
<b>Art</b>	How to use works of classical artists/ painters to inspire ideas and develop into artworks.	<ul style="list-style-type: none"> <li>A clear demonstration of research into the art work of other artists/ painters MUST BE DEMONSTRATED in relation to your work FOR INITIAL STARTING POINTS.</li> <li>Exploration of ideas through a variety of media, processes and appropriate intentions.</li> </ul>	<a href="http://www.studentsartguide.com">www.studentsartguide.com</a>
<b>French</b>	<ul style="list-style-type: none"> <li><b>My home</b> <ul style="list-style-type: none"> <li>Chez moi, je...</li> <li>Dans ma chambre, il y a...</li> </ul> </li> <li><b>My school:</b></li> </ul>	<p><b>Writing :</b></p> <ul style="list-style-type: none"> <li>To write paragraphes and conversation to describe their houses and rooms using different grammar tools : les articles, les prépositions, les verbes pronominaux and give their opinion.</li> </ul>	<a href="https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/">https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/</a>

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	<ul style="list-style-type: none"> <li>▪ À dix heures, j'ai maths</li> <li>▪ Ma journée à l'école</li> <li>❖ Les verbes pronominaux</li> <li>❖ Les jours et l'heure</li> <li>▪ Les prépositions de lieu</li> </ul>	<p><b>Reading :</b></p> <ul style="list-style-type: none"> <li>- Practice different types of texts about (houses, rooms, schools) using the IGCSE past papers : <a href="https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/">https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/</a></li> </ul> <p><b>Listening :</b></p> <ul style="list-style-type: none"> <li>- Practice different Listening tasks about (houses, rooms, schools) using the IGCSE past papers : <a href="https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/">https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/2022/</a></li> </ul> <p><b>Speaking :</b></p> <ul style="list-style-type: none"> <li>- To create a podcast to describe their houses and rooms using different grammar tools : les articles, les prépositions, les verbes pronominaux and give their opinion.</li> </ul>	<p><a href="https://www.tes.com/resource-detail/download/6052850">https://www.tes.com/resource-detail/download/6052850</a>  <a href="https://www.tes.com/teaching-resource/download/6148318">https://www.tes.com/teaching-resource/download/6148318</a>  <a href="https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-10460.php">https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-10460.php</a>  <a href="https://www.alloprof.qc.ca/fr/eleves/bv/francais/le-verbe-pronominal-f1509">https://www.alloprof.qc.ca/fr/eleves/bv/francais/le-verbe-pronominal-f1509</a></p>
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<p><b>Arabic (Arabs)</b></p>	<p>1- قصيدة حلل الربيع 2. قصة الكرتونة 3. الأفعال الخمسة وإعرابها 4- المحسنات البديعية</p> <p>Learning objectives:</p> <p>- أن يحلل النص الشعري بلاغيًا وأدبيًا - أن يوضح الفكرة الرئيسة والأفكار الفرعية. - أن يستنتج الدلالات التعبيرية في الأبيات - أن يحلل السرد في القصة - أن يحلل المغزى من القصة والدلالة عليه - أن يرسم خط تصاعد الأحداث من البداية حتى الحل - أن يبين دور الصور الفنية في إبراز جمال المعنى</p>	<p>- وضح دلالة عنوان القصة على المضمون - قارن بين نصين مستنتجًا السمات المختلفة والمتشابهة فيهما . - حدّد القيم الواردة بالنص وناقشها مع مجموعتك - حلّل النص الشعري تحليلًا أدبيًا. - دلل على فكرة النص من خلال الألفاظ والتراكيب والأساليب - يشرح دور السرد في توضيح المعنى - يحلل القصيدة نقدًا وبلاغيًا - يحدد الأساليب التي استخدمها الشاعر في القصيدة - يطبق إعراب الأفعال الخمسة في الحالات الإعرابية (رفع نصب جزم) - يشرح دور المحسنات البديعية في قوة المعنى</p>	<p><a href="https://www.youtube.com/watch?v=pwJn5YogmBQ">https://www.youtube.com/watch?v=pwJn5YogmBQ</a></p> <p><a href="https://www.youtube.com/watch?v=FPp8QzFnu_M">https://www.youtube.com/watch?v=FPp8QzFnu_M</a></p> <p><a href="https://www.youtube.com/watch?v=5Dy3vwxvptw">https://www.youtube.com/watch?v=5Dy3vwxvptw</a></p> <p><a href="https://www.youtube.com/watch?v=IBHj0bJARmk">https://www.youtube.com/watch?v=IBHj0bJARmk</a></p>
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	<p>- أن يميز بين الأفعال العادية والأفعال الخمسة</p> <p>- أن يحدد علامات إعراب الأفعال الخمسة في الحالات الثلاثة</p> <p>- أن يطبق إعراب الأفعال الخمسة في الشواهد</p> <p>- أن يعدد أنواع المحسنات البديعية</p> <p>- أن يحلل سر جمال المحسنات البديعية</p> <p>- أن يمثل للمحسنات البديعية بشواهد قرآنية وشعرية</p>		
<b>Arabic (Non-Arabs)</b>	<p>TOPIC: البيئة والتلوث</p> <p>Learning objectives: _ أن ينشئ التلاميذ نصاً وصفيّاً عن البيئة والتلوث.</p>	<p>The students can create magazine about the pollution and environment.</p> <p>The students can create videos about environment.</p> <p>The students can create displays about environment.</p> <p>The students can write an essay about the environment.</p> <p>The students can design banners about the pollution.</p>	<p><a href="https://www.youtube.com/watch?v=KgsCDwzB4zk">https://www.youtube.com/watch?v=KgsCDwzB4zk</a></p> <p><a href="https://www.youtube.com/watch?v=hqDavpHi93Y">https://www.youtube.com/watch?v=hqDavpHi93Y</a></p>

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	<p>أن يقترح التلاميذ حلولاً للحفاظ على البيئة. - أن يقارن التلاميذ بين أنواع التلوث. - أن يحلل التلاميذ النص أدبيا</p>		<p><a href="https://www.youtube.com/watch?v=rAlm2zkyQyQ">https://www.youtube.com/watch?v=rAlm2zkyQyQ</a></p>
<p><b>Islamic Education (Arabs)</b></p>	<p>1- المدارس الفقهية أوضح مفهوم المدارس الفقهية وأسباب ظهورها</p> <p>2- قصة أصحاب الكهف ألخص قصة أصحاب الكهف</p> <p>3. مراحل جمع القرآن أوضح مراحل جمع القرآن الكريم</p>	<p>أقارن بين المدارس الفقيه وأبين أوجه التشابه والاختلاف بينها في تناول بعض المسائل</p> <p>أحلل أحداث القصة موضحةً الدوافع التي ألجأت الفتية إلى الكهف</p> <p>أتوقع النتائج التي كانت يمكن أن تترتب على عدم جمع القرآن الكريم</p>	<p><a href="https://www.youtube.com/watch?v=4eqKfkuHTyA">https://www.youtube.com/watch?v=4eqKfkuHTyA</a></p> <p><a href="https://www.youtube.com/watch?v=2Vw91ltvJ_A">https://www.youtube.com/watch?v=2Vw91ltvJ_A</a></p> <p><a href="https://www.youtube.com/watch?v=dsJ4BXyl1Q4">https://www.youtube.com/watch?v=dsJ4BXyl1Q4</a></p>



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<b>Islamic Education (Non Arabs)</b>	<ol style="list-style-type: none"><li>1. TOPIC: The Mind in Islam</li><li>2. People of the Cave</li></ol> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"><li>• To clarify the aspects of honoring the mind in Islam</li><li>• To Explain the absence of controversy between Shariah and the mind</li><li>• To Infer the effect of reading on mind development</li></ul>	<ol style="list-style-type: none"><li>1. Design an awareness- raising bulletin showing that Islam prohibits aggression against the intellect and denying people its benefits.</li><li>2. Search and share how important is the development of human mind for a balanced society.</li><li>3. Write an essay of the story of people of the cave and infer the lessons learned from the story and how to apply it in real life</li><li>4. Search at least 2 ayat talks about how Allah gives life and death</li><li>5. Search a story of Ibraheem (AS) from Quran about How Allah can give life and death and deduce the lessons learned from that story..</li></ol>	<p><a href="https://www.youtube.com/watch?v=nIZn1tJ4sl">https://www.youtube.com/watch?v=nIZn1tJ4sl</a></p> <p><a href="https://www.youtube.com/watch?v=PiPSoFlpWAE">https://www.youtube.com/watch?v=PiPSoFlpWAE</a></p>
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	<ul style="list-style-type: none"><li>• Students will be able to:</li><li>• Recite the ayat and interpret their meanings in their own words,</li><li>• Summarize the story of the people of the cave.</li><li>• Analyze some situations in the story</li></ul>		
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<b>Moral Education</b>	Identifying the Value of the Money.  The Dangers of Wealth and Greed.  How Could a Fortune be a Force to Achieve Good.	Students will be able to <ul style="list-style-type: none"><li>• Identify one short-run goal and one long-run goal that would need balancing your budget</li><li>• Think about how you use money. Try to identify four ways that you could use money as a force for good</li><li>• How would you recommend countries with lower HDI (Human Development Index) indices to approach their problems?</li><li>• Does more money you have mean you are more developed as a person?</li></ul>	<a href="https://www.youtube.com/watch?v=x9oOWzDts5I">https://www.youtube.com/watch?v=x9oOWzDts5I</a>
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