

## Scheme of Work: ASDAN YEAR 10

| Week Date | Syllabus/ Spec. Ref.  | Content and Teacher Activity  | Student Activity (Activities to apply the content)  | Key Skills Development & Assessment   |
|-----------|---|---|---|---|
| 1.        | 1B4<br>Learn how to carry out a traditional agricultural activity<br>Hedge laying | 1 Hedge Laying Activity (Young Roots)   | 1.1 Practical Session Pupils to participate in hedge laying on Young Roots Project.   | Be able to correctly use tools as instructed and participate fully in activity. |
| 2.        | 1B4<br>Learn how to carry out a traditional agricultural activity<br>Hedge laying | Classroom session. Example Power Point to show reasons for hedge laying and its importance to the environment | 1.2 Theory Session. Pupils to create a slideshow of their activities  | I.T Skills to produce Power Point.  |
| 3         | 1B4<br>Learn how to carry out a traditional agricultural activity<br>Hedge laying | Classroom session. Rules on constructive criticism pupils given basic criteria to critique                    | Pupils to present to rest of class in the manner of a Television report. Class to provide constructive feedback on presentation | Speaking and listening Critical Thinking. Giving positive feedback              |
| 4         | 3B3 Horticultural Enterprise  | Contribute to the ongoing School Garden Centre Project  | Grow a variety of vegetables and flowers to make hanging baskets, planters and chutneys for re-sale                             | Enterprise Skills   |

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| 5  | 3B3 Horticultural Enterprise | Contribute to the ongoing School Garden Centre Project | Grow a variety of vegetables and flowers to make hanging baskets, planters and chutneys for re-sale   | Enterprise Skills  |
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| 9. | Get to Know Woodlands        | 1. Be able to identify trees common to an area.        | 1.1 Identify 10 common trees seen in woodland from their size, shape and leaves.<br>1.1 Practical session; Pupils to make bark rubbings of different trees and collect leaves. Pupils to then create a labelled montage. Practical session: Group to take a walk in woodlands | Observation skills speaking & listening. Manual dexterity. |

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|    |                       |   | <p>with spotter sheets which are to be completed. Pupils to create a power point on 10 different trees stating their individual characteristics..<a href="#">\ASSIGNMENT BRIEFS\RESOURCES CONSERVATION\1.1 Identify 10 common trees seen in woodland.pptx</a></p>  |  |
| 10 | Get to Know Woodlands | 2. Be able to identify wild plants common to a Woodland area. | <p>2.1 Identify 10 different wild plants in a given woodland area. Theory session: Pupils to create a power point of different wild plants ..<a href="#">\ASSIGNMENT BRIEFS\RESOURCES CONSERVATION\2.1 Identify 10 different wild plants.pptx</a></p> <p>2.2 Outline a characteristic of each. Practical session: Group to take a walk in woodlands with spotter sheets which are to be completed.</p> |  |
| 11 | Get to Know Woodlands | 3. Be able to identify common tracks or signs                 | <p>3.1 Identify tracks or signs left by living creatures and name the species that left them. Theory session: Pupils to create a power point of different animal tracks Identifying characteristics of each. <a href="#">..\ASSIGNMENT BRIEFS\RESOURCES CONSERVATION\3.1 Identify tracks or signs.pptx</a> Practical session; Walk in the woods with spotter sheets</p>                                |  |

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| 12 | Get to Know Woodlands            | 4. Understand the importance of preserving Natural woodland. | 4.1 Give an example of why it is important to preserve Natural woodland. Internet Research into woodland preservation and its importance.<br>4.2 State a result of not preserving natural woodland. Pupils to create a Power Point to include areas where woodland has not been preserved and to show the effect this has had on the environment                               |  |
| 13 | Observing and Encouraging Birds. | 1. Recognise there are different types of birds.             | 1.1 Identify three different birds. Class session with Power point on how to identify birds. <a href="#">..\ASSIGNMENT BRIEFS\RESOURCES CONSERVATION\HOW TO IDENTIFY BIRDS.pptx</a> Pupils to make 3 posters on different birds.<br>1.2 State some of the differences Pupils to annotate posters and describe characteristics e.g. wing markings beak colour, size, shape etc. |  |
| 14 | Observing and Encouraging Birds. | 2. Know the different habitats of common birds.              | 2.1 Identify places different birds live. Class session with Power Point showing how different birds need different types of habitat. Pupils to choose 3 different birds and create a power point on each stating what type of habitat each bird needs and why.  |  |

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| 15 | Observing and Encouraging Birds.                                    | 3. Understand the feeding habits of common birds.                                   | 3.1 Identify different types of food eaten by birds in the wild. Class session on different types of food that is eaten by birds.<br>3.2 Identify food eaten by three different types of bird. Practical session. Pupils to make bird food for 3 different types of bird.   |                                |
| 16 | Observing and Encouraging Birds.                                    | 4. Know ways birds can be observed.   | 4.1 Identify two important things to do when trying to watch birds. Group discussion on how to observe birds and what to consider when doing so<br>4.2 Identify an appropriate place to observe birds. Practical session: Group to go out and identify suitable areas for birdwatching, then observe birds in that area |                                |
| 17 | Observing and Encouraging Birds.                                    | 5. Know ways humans can help birds.   | 5.1 5.2 5.3 5.4 5.5 Pupils to work in groups to create an information booklet on how we can help birds.   |                                |
| 18 | 4A3 Pond Survey   | Survey the Pond in the Allotment. Using Spotter Sheets and OPAL Climate Survey Pack | Pupils to complete a survey of the pond. Record their results and upload them to OPAL website   | Observation & Recording        |
| 19 | 4A1 Find out about National Trust or National Parks Land Management | Visit to National Trust Estate  | Pupils to create presentation on Land Management  | Speaking Listening & IT skills |

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