# Year 10 Biology Curriculum 2024-2025

Students follow the Ark Curriculum + Science Mastery Scheme which is a 5 year programme of study commencing in year 7 and aligns to the AQA Exam board for final assessment in year 11. This is the first year that the course has been run, therefore some of the content for the Science Mastery topics has been covered previously. The content currently taught is identified in the sequence column. The switch to Science Mastery took place after the half term break in October.

Students either follow the combined science course or the separate 'triple' science course. Content that is separate science only is marked in bold as 'triple only.

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| SB2/CB2<br><br>Cells and control | 2.1 Describe mitosis as part of the cell cycle including the stages interphase, prophase, metaphase, anaphase and telophase and cytokinesis.<br><br>2.2 Describe the importance of mitosis in growth, repair and asexual reproduction.<br><br>2.3 Describe the division of a cell by mitosis as the production of two daughter cells, each with identical sets of chromosomes in the nucleus to the parent cell, and that this results in the formation of two genetically identical diploid body cells.<br><br>2.4 Describe cancer as the result of changes in cells that | 1. Mitosis<br>2. Growth in animals<br>3. Growth in plants<br>4. Stem cells<br>5. The brain<br>6. Brain and spinal cord problems<br>7. The nervous system<br>8. The eye<br>9. Neurotransmission speed | Starter questions<br><br>Exam-type questions<br><br>Hinge questions<br><br>Use of web-based applications to assess knowledge in lesson (e.g. Isaac Physics, Educake, Active Learn etc.) | **Literacy:** key words, definitions, summary notes.<br><br>1c Use ratios, fractions and percentages.<br><br>2f Understand the term median.<br><br>4a Translate information between graphical and numeric form<br><br>1c Use percentages.<br><br>2b Find arithmetic means. | VVAs<br><br>**Hard Working: Practice** – Self-regulate and revise practice schedules in line with improvements.<br><br>Set own goals and monitor progress towards them.<br><br>Actively seek ways to improve. | **Homework**: retrieval quizzing which will assess both current learning and learning from previous years. Homework will be set on Educake, Century Tech, Isaac Physics or Seneca Premium. |

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| | lead to uncontrolled cell division<br><br>2.5 Describe growth in organisms including: (a) cell division and differentiation in animals.<br><br>2.6 Explain the importance of cell differentiation in the development of specialised cells.<br><br>2.7 Demonstrate an understanding of the use of percentile charts to monitor growth.<br><br>2.5 Describe growth in organisms, including: (b) cell division, elongation and differentiation in plants.<br><br>2.6 Explain the importance of cell differentiation in the development of specialised cells.<br><br>2.8 Describe the function of embryonic stem cells, stem cells in animals and meristems in plants. | | End-of-topic tests. End of year exam (PPE).<br><br>**Separate Science**:<br><br>End of Unit Assessment for SB2<br><br>Census Assessment 1 will assess learning in Topic SB2 and content from Topics SB1 and 3.<br><br>**Combined**:<br><br>End of Unit Assessment for CB2. | 4a Translate information between graphical and numeric form<br><br>1c Use ratios, fractions and percentages.<br><br>3c Substitute numerical values into algebraic equations using appropriate units for physical quantities.<br><br>2c Construct and interpret frequency tables and diagrams, bar charts and histograms.<br><br>2b Find arithmetic means.<br><br>3c Substitute numerical values into algebraic equations using appropriate units | **Agile - Enquiring**<br>Independently identify questions and problems, justify their interest in them, and critically consider whether they are worth asking and solving.<br><br>Use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in and outside.<br><br>ACP | Exam questions may also be set as homework.<br><br>There will be revision homework before each Census Assessment and Topic Test. |

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| | 2.9 Discuss the potential benefits and risks associated with the use of stem cells in medicine.<br><br>2.10B Describe the structures and functions of the brain including the cerebellum, cerebral hemispheres and medulla oblongata<br><br>2.11B H Explain how the difficulties of accessing brain tissue inside the skull can be overcome by using CT scanning and PET scanning to investigate brain function..<br><br>2.12B H Explain some of the limitations in treating damage and disease in the brain and other parts of the nervous system, including spinal injuries and brain tumours<br><br>2.13 Explain the structure and function of sensory receptors, sensory neurons, relay neurons in the CNS, motor neurons and synapses in the transmission of electrical impulses including | | Census Assessment 1 will assess learning in Topic CB2 | for physical quantities.<br><br>4a Translate information between graphical and numeric form.<br><br>4b Understand that y = mx + c represents a linear relationship. | Analysing: Precision – Select appropriate skills and conventions and use effectively to reach strong outcomes.<br><br>Realising: Automaticity – Effortlessly use key facts, concepts and ideas relevant to the stage of learning.<br><br>Draw upon a range of skills without the need to think or process. | |

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| | the axon, dendron, myelin sheath and the role of neurotransmitters.<br><br>2.15B Explain the structure and function of the eye as a sensory receptor including the role of:<br><br>• a the cornea and lens<br>• b the iris<br>• c rod and cone cells in the retina.<br><br>2.16B Describe defects of the eye including cataracts, long-sightedness, short-sightedness and colour blindness.<br><br>2.17B Explain how cataracts, long-sightedness and short-sightedness can be corrected.<br>2.13 Explain the structure and function of motor neurones and synapses in the transmission of electrical impulses including the axon, dendron, myelin sheath and the role of neurotransmitters.<br><br>2.14 Explain the structure and function of a reflex arc | | | | | |

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| | including sensory, relay and motor neurones. | | | | | |
| SB3/CB3<br><br>Genetics | *3.1B Explain some of the advantages and disadvantages of `asexual reproduction, including the lack of need to find a mate, a rapid reproductive cycle, but no variation in the population*<br><br>3.2B Explain some of the advantages and disadvantages of sexual reproduction, including variation in the population, but the requirement to find a mate<br><br>3.3 Explain the role of meiotic cell division, including the production of four daughter cells, each with half the number of chromosomes, and that this results in the formation of genetically | *1. Sexual and Asexual reproduction*<br><br>2. Meiosis<br><br>3. DNA<br><br>4. DNA Extraction<br><br>*5. Protein Synthesis*<br><br>*6. Genetic Variants and Phenotypes*<br><br>*7. Mendel*<br><br>8. Alleles<br><br>9. Inheritance<br><br>*10. Multiple and Missing Alleles*<br><br>11. Gene Mutation | Starter questions<br><br>Exam-type questions<br><br>Hinge questions<br><br>Use of web-based applications to assess knowledge in lesson (e.g. Isaac Physics, Educake, Active Learn etc.) | **Literacy:** key words, definitions, summary notes.<br><br>**Use of mathematics**<br><br>● Use estimations and explain when they should be used (1d).<br><br>● Translate information between numerical and graphical forms (4a).<br><br>● Extract and interpret information from | VVAs<br><br>**Hard Working: Practice** – Self-regulate and revise practice schedules in line with improvements.<br><br>Set own goals and monitor progress towards them.<br><br>Actively seek ways to improve.<br><br>**Agile - Enquiring** Independently | **Homework**: retrieval quizzing which will assess both current learning and learning from previous years. Homework will be set on Educake, Century Tech, Isaac Physics or Seneca Premium.<br><br>Exam questions |

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| | different haploid gametes The stages of meiosis are not required<br><br>3.4 Describe DNA as a polymer made up of: a two strands coiled to form a double helix b strands linked by a series of complementary base pairs joined together by weak hydrogen bonds c nucleotides that consist of a sugar and phosphate group with one of the four different bases attached to the sugar<br><br>3.5 Describe the genome as the entire DNA of an organism and a gene as a section of a DNA molecule that codes for a specific protein<br><br>3.6 Explain how DNA can be extracted from fruit<br><br>3.7B Explain how the order of bases in a section of DNA decides the order of amino acids in the protein and that these fold to produce | 12. Variation<br><br>13. End of Unit Assessment<br><br>14. Revision and Therapy | End-of-topic tests. End of year exam (PPE).<br><br>**Separate Science**:<br><br>End of Unit Assessment for SB3<br><br>Census Assessment 1 will assess learning in Topic SB3 and content from Topics SB1 and 2.<br><br>**Combined**:<br><br>End of Unit Assessment for CB3.<br><br>Census Assessment | graphs, charts and tables (2c and 4a).<br><br>● Extract and interpret data from graphs, charts, and tables (2c).<br><br>● Understand and use direct proportions and simple ratios in genetic crosses (1c).<br><br>● Understand and use the concept of probability in predicting the outcome of genetic crosses (2e).<br><br>● Calculate arithmetic means (2b). | identify questions and problems, justify their interest in them, and critically consider whether they are worth asking and solving.<br><br>Use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in and outside.<br><br>**ACP**<br><br>**Analysing: Precision** – Select appropriate | may also be set as homework.<br><br>There will be revision homework before each Census Assessment and Topic Test. |

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| | specifically shaped proteins such as enzymes<br><br>*3.8B Describe the stages of protein synthesis, including transcription and translation: a RNA polymerase binds to non-coding DNA located in front of a gene b RNA polymerase produces a complementary mRNA strand from the coding DNA of the gene c the attachment of the mRNA to the ribosome d the coding by triplets of bases (codons) in the mRNA for specific amino acids e the transfer of amino acids to the ribosome by tRNA f the linking of amino acids to form polypeptides*<br><br>*3.9B Describe how genetic variants in the non-coding DNA of a gene can affect phenotype by influencing the binding of RNA polymerase and altering the quantity of protein produced* | | 1 will assess learning in Topic CB3 | | skills and conventions and use effectively to reach strong outcomes.<br><br>Realising: Automaticity – Effortlessly use key facts, concepts and ideas relevant to the stage of learning.<br><br>Draw upon a range of skills without the need to think or process. | |

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| | 3.10B Describe how genetic variants in the coding DNA of a gene can affect phenotype by altering the sequence of amino acids and therefore the activity of the protein produced<br><br>*3.11B Describe the work of Mendel in discovering the basis of genetics and recognise the difficulties of understanding inheritance before the mechanism was discovered 1c 2c, 2e*<br><br>3.12 Explain why there are differences in the inherited characteristics as a result of alleles<br><br>3.13 Explain the terms: chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype, phenotype, gamete and zygote<br><br>3.14 Explain monohybrid inheritance using genetic | | | | | |

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| | diagrams, Punnett squares and family pedigrees 1c 2c, 2e 4a<br><br>3.15 Describe how the sex of offspring is determined at fertilisation, using genetic diagrams<br>1c 2c, 2e 4a 3.16<br><br>Calculate and analyse outcomes (using probabilities, ratios and percentages) from monohybrid crosses and pedigree analysis for dominant and recessive traits<br>1c 2c, 2e 4a 3.17B<br><br>*Describe the inheritance of the ABO blood groups with reference to codominance and multiple alleles 1c 2c, 2e 4a 3.18B*<br><br>Explain how sex-linked genetic disorders are inherited 1c 2c, 2e<br>4a<br><br>3.19 State that most phenotypic features are the result of | | | | | |

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| | multiple genes rather than single gene inheritance<br><br>3.20 Describe the causes of variation that influence phenotype, including: a genetic variation – different characteristics as a result of mutation and sexual reproduction b environmental variation – different characteristics caused by an organism's environment (acquired characteristics)<br><br>3.21 Discuss the outcomes of the Human Genome Project and its potential applications within medicine<br><br>3.22 State that there is usually extensive genetic variation within a population of a species and that these arise through mutations<br><br>3.23 State that most genetic mutations have no effect on the phenotype, some mutations have a small effect | | | | | |

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| | on the phenotype and, rarely, a single mutation will significantly affect the phenotype | | | | | |
| Switch to Ark Curriculum+ Science Mastery Course. Pearsons Active Learn and Science Mastery course were cross referenced to ensure all curriculum content was covered. This resulted in some Science Mastery topics being slightly shorter in length as the content may have already been covered. | | | | | | |
| 3.3 Genetics | In this unit, pupils will explore inheritance, learning how characteristics are passed down. Pupils will examine DNA structure, protein synthesis, and the impact of mutations. Mendelian inheritance will be introduced, including how allele combinations determine traits. Pupils will also learn about genetic disorders and use Punnett squares and family trees to calculate inheritance probabilities. | Prior to this unit, pupils have studied reproduction and variation, learning that DNA is stored in the nucleus of eukaryotic cells and in plasmids or DNA loops in bacteria. They understand sexual and asexual reproduction, with gametes passing genetic information to offspring, and that mitosis supports asexual reproduction. Pupils know mutations in DNA lead to variation, which can be continuous or discontinuous, and that selective breeding uses this knowledge to enhance desirable traits. They have also been introduced to genetic terms like "genome."<br><br>3.3.5 Development of gene therapy<br>3.3.7 genes and alleles<br>3.3.8 Using Punnett squares<br>3.3.9 Inherited disorders<br>3.3.10 Sex determination<br>3.3.6 DNA, proteins and environment<br>3.3.11 DNA<br>3.3.12 Proteins | End of topic test | Literacy: key words, definitions, summary notes.<br><br>Numeracy: summary notes, equation practice,<br><br>General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes)<br><br>Equations students are required to recall and apply and which they are required to select from a list and apply. | Connection finding (linking) to use connections, to determine how DNA leads to inherited variation<br><br>Analysing Determining whether changes in the DNA sequence leads to certain inherited disease by looking at Punnett Suares and family trees<br><br>Linking: abstract thinking Complex and multi-step problem solving | Homework is set on Seneca. Cognito can be used to support at home learning |

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| | | | | | to break down a task, decide on a suitable approach, and then act. Example, determining the probability of a phenotype using the correct gametes and Punnett square<br><br>**Risk-taking**<br>Being brave enough to work in unfamiliar contexts. | |
| 3.2 Human interactions | In this unit, pupils explore biodiversity and its importance for survival, understanding how human activities like pollution and habitat destruction reduce it. They learn global efforts to preserve biodiversity and use indicator species to monitor pollution. Pupils study energy transfer in food chains, pyramids of biomass, and threats to food security, considering solutions through initiatives and new technologies. | Pupils understand that environmental changes can endanger living things and have prior knowledge of ecosystems, competition, and abiotic/biotic factors from Y7. They are familiar with food chains, sampling techniques, and the impact of human activity on biodiversity and global warming. This unit deepens their understanding of pyramids of biomass and prepares them for future study of atmospheric gases, global warming, and sustainability, enabling responsible lifestyle choices.<br><br>3.2.1 Prior knowledge review<br>3.2.2 Biodiversity<br>3.2.3 How humans affect biodiversity | End of topic test | Literacy: key words, definitions, summary notes.<br><br>Numeracy: summary notes, equation practice,<br><br>General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes) | **Connection finding (linking)** to use connections, to generalise the abstract concept of human interaction and its effects of biodiversity<br><br>**Analysing** Determining which factors (eg. | Homework is set on Seneca. Cognito can be used to support at home learning |

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| | | 3.2.4 How humans can preserve biodiversity<br>3.2.5 Effect of pollution on biodiversity<br>3.2.6 Global warming<br>**3.2.7 Pyramids of biomass**<br>**3.2.8 Farming and biotechnology**<br>**3.2.9 Food security** | | Equations students are required to recall and apply and which they are required to select from a list and apply. | abiotic and biotic factors) affect biodiversity and how interdependence is affected<br><br>**Linking: abstract thinking**<br>**Complex and multi-step problem solving** to break down a task to decide on a suitable approach, and then apply the knowledge.<br><br>**Risk-taking**<br>Being brave enough to work in unfamiliar contexts. | |
| 4.2 Circulation and Respiration | This unit begins with a review of cells, tissues, organs, organ systems, and the importance of surface area to volume ratio. Pupils will revisit the structure and function of the lungs, followed by an in-depth study of the | Prior to this unit, pupils will know about organs and systems, including the respiratory system, gas exchange, and diffusion, as well as aerobic and anaerobic respiration. They will understand surface area to volume ratio from studying unicellular organisms. This unit builds on that knowledge, linking | End of topic test | Literacy: key words, definitions, summary notes.<br><br>Numeracy: summary notes, equation practice, | **Connection finding (linking)** to use connections, to find the relationship between the | Homework is set on Seneca. Cognito can be used to support at |

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| | circulatory system, including the heart, blood vessels, and their relationship with the respiratory system. A heart dissection will provide hands-on learning before examining blood vessels, blood components, and coronary heart disease (CHD), including its treatments.<br>The focus then shifts to the transport and use of substances in cells, covering aerobic and anaerobic respiration, the body's response to exercise, and the role of metabolism as the sum of all cellular reactions, linking back to digestion. | the respiratory and circulatory systems to respiration in exercise and coronary heart disease (CHD).<br>Later, pupils will explore white blood cells in depth (B4.4) and apply concepts of risk factors for non-communicable diseases like smoking and alcohol.<br>They will extend their organ system knowledge in B5.1 by studying the nervous and endocrine systems.<br><br>4.2.1 Prior Knowledge Review<br>4.2.3 Circulatory system and structure of the heart<br>4.2.5 blood vessels<br>4.2.6 blood<br>4.2.7 CHD<br>4.2.8 treating CHD<br>4.2.2 structure of lungs + diffusion<br>4.2.9 Aerobic respiration<br>4.2.10 Anaerobic respiration<br>4.2.11 Response to exercise | | General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes)<br><br>Equations students are required to recall and apply and which they are required to select from a list and apply. | circulatory system and the respiratory system<br><br>**Analysing** Determining which factors that affect the rate of respiration and cardiac output during aerobic and anaerobic respiration<br><br>**Linking: abstract thinking Complex and multi-step problem solving** to break down a task to decide on a suitable approach, and then apply the knowledge. To find how and why factors that affect CHD | home learning |

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| | | | | | **Risk-taking** Being brave enough to work in unfamiliar contexts. | |
| 4.3 Plant and material cycling | This unit covers plant and material cycling, including the process of photosynthesis and the uses of glucose in a plant, as well as limiting factors of photosynthesis. It also includes a review of the structure of the leaf, linking to plant structures and the processes of transpiration and translocation. It covers the photosynthesis required practical activity, as well as two maths in science lessons, to develop students' understanding of rate and using graphs. Finally, it also covers some of the key ecological cycling processes of decay, the carbon cycle and the water cycle, and particularly the role of plants in these. | This unit begins with a recap of KS3 knowledge on microscopes and leaf structure and function, progressing into the processes of transpiration and translocation, and the structure and function of xylem and phloem. Pupils then study photosynthesis, glucose usage in plants, and limiting factors, including interpreting graphs. High-tier pupils will also explore the inverse square law in preparation for the photosynthesis required practical.<br>Following the practical on photosynthesis rates, pupils learn about material cycles, including decay, the carbon cycle, and the water cycle, applying photosynthesis and respiration knowledge to ecosystems. Separate science pupils will also study plant infections, their effects on photosynthesis, and complete the required practical on decay and biogas generators.<br><br>4.3.1 PKR<br>4.3.3 Transpiration<br>4.3.4 Translocation<br>4.3.5 Photosynthesis and the uses of glucose<br>4.3.6 Limiting factors in photosynthesis<br>4.3.6 Limiting factors in photosynthesis<br>4.3.9 RP Effect of light intensity on photosynthesis<br>**4.3.11 Plant diseases and defences**<br>4.3.12 Material cycling: Decay | End of topic test | Literacy: key words, definitions, summary notes.<br><br>Numeracy: summary notes, equation practice,<br><br>General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes)<br><br>Equations students are required to recall and apply and which they are required to select from a list and apply. | **Connection finding (linking)** to use connections, to find the relationship between plant adaptations and photosynthesis<br><br>**Analysing** Determining which affect the rate of photosynthesis using graphs<br><br>**Linking: abstract thinking Complex and multi-step problem solving** to break down a task to decide on a suitable approach, and then apply the | Homework is set on Seneca. Cognito can be used to support at home learning |

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| | | 4.3.13 Material cycling: Carbon cycle<br>4.3.14 Material cycling: Water cycle<br>**4.3.15 Investigating rate of decay**<br>**4.3.16 Biogas generators** | | | knowledge. To understand how materials are recycled that are vital for life processes to take place<br><br>**Risk-taking**<br>Being brave enough to work in unfamiliar contexts. | |
| **4.4 Health and disease** | This unit covers the topic of health and disease, including communicable diseases and non-communicable diseases and their associated risk factors. Communicable diseases, methods of transmission, treatments, the immune response and the function of vaccination are all covered, as are the process of drug development and correlation and causation with risk factors and non-communicable diseases. | From KS3, students should be familiar with the basic ideas of staying healthy and the importance of a healthy lifestyle. They have met different organ systems within the human body, including the digestive system and the reproductive system. From B3.1 and earlier units, they should also be familiar with the differences between multicellular and unicellular organisms and examples of each, as well as the differences between eukaryotic and prokaryotic cells. They have also been introduced to the different types of cell division and should know that bacteria reproduce by binary fission. They have met inherited diseases in B3.3. Students may also have some understanding of how communicable diseases can be passed on and the function of vaccinations through coverage of covid-19.<br><br>4.4.1 PKR<br>B4.4.2 Staying healthy | End of topic test | Literacy: key words, definitions, summary notes.<br><br>Numeracy: summary notes, equation practice,<br><br>General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes)<br><br>Equations students are required to recall and apply and which | **Connection finding (linking)** to use connections, to find the relationship between the pathogen, method of transmission, disease and prevention<br><br>**Analysing**<br>Determining correlation and causation of risk factors using | Homework is set on Seneca. Cognito can be used to support at home learning |

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| | | 4.4.3 Epidemiology<br>4.4.4 Risk factors - smoking, diet and obesity<br>4.4.5 Alcohol<br>4.4.6 Communicable diseases<br>4.4.7 Types of communicable diseases<br>4.4.8 Preventing the spread<br>4.4.9 Human defence system 4.4.10 Immune response<br>4.4.11 Vaccinations<br>**4.4.13 Culturing microorganisms/3.1.3 Aseptic techniques**<br>**4.4.14 Calculating bacterial growth**<br>4.4.12 Antibiotics 4.4.15 Antibiotic resistance<br>**B4.4.17 Monoclonal antibodies**<br>**B4.4.18 Uses of monoclonal antibodies** | | they are required to select from a list and apply. | graphs and tables<br><br>**Linking: abstract thinking Complex and multi-step problem solving** to break down a task to decide on a suitable approach, and then apply the knowledge. To understand how the immune system and vaccinations are involved in the prevention of a disease<br><br>**Risk-taking** Being brave enough to work in unfamiliar contexts. | |
| **4.5 Ecology** | This unit covers the topic of ecology, including organisation of an ecosystem and the relationships involved in food | Pupils will come to this unit knowing about the concept of interdependence from Key Stage 3. Pupils have studied ecosystems and sampling techniques in both B1.3 and B3.2 Pupils enter this unit with prior knowledge of interdependence, ecosystems, | End of topic test | Literacy: key words, definitions, summary notes. | **Connection finding (linking)** to use connections, to generalise the | Homework is set on Seneca. Cognito can be used to |

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| | chains, food webs and predator-prey relationships. It includes abiotic and biotic factors that affect ecosystems and the adaptations that organisms have that make them suited to their environment. It also includes the sampling required practical with a focus on estimating population size. For biology separate science students it also covers the impact of environmental change, pyramids of biomass and farming, biotechnology and food security. | sampling techniques, and the importance of biodiversity. They will be familiar with various sampling methods and have recently studied decay and photosynthesis in B4.2, which are interwoven into lessons on food chains and trophic levels to reinforce material cycling.<br><br>4.5.1 PKR<br>4.5.2 Organisation of an ecosystem<br>B4.5.3 Biotic and abiotic factors<br>B4.5.4 Adaptations<br>B4.5.5 Food chains and food webs<br>B4.5.6 Predator-prey relationships<br>B4.5.7 RP: Investigating species distribution<br>**B4.5.11 Pyramids of biomass**<br>**B4.5.12 Farming, biotech and food security** | | Numeracy: summary notes, equation practice,<br><br>General maths skills (e.g. rearranging equations, graph plotting, standards form, SI prefixes)<br><br>Equations students are required to recall and apply and which they are required to select from a list and apply. | abstract concept of human interaction and its effects of biodiversity<br><br>**Analysing**<br>Determining which factors (eg. abiotic and biotic factors) affect biodiversity and how interdependence is affected<br><br>**Linking: abstract thinking**<br>**Complex and multi-step problem solving**<br>to break down a task to decide on a suitable approach, and then apply the knowledge.<br><br>**Risk-taking**<br>Being brave enough to work in unfamiliar contexts. | support at home learning |

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