



DURHAM JOHNSTON  
**COMPREHENSIVE SCHOOL**  
— DARE TO BE WISE —

# Year 11

## Curriculum Overview ***Half Term 2***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 11, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

**Topics / tasks:** This is the overview of the topics Year 11 students will be covering this half term.

**Content and skills:** This explains what areas students will be looking at, and the skills they will be developing during the half term.

**Assessment:** This explains how students will be assessed on their understanding of this topic.

**Stretch and challenge:** This gives suggestions of how students can explore this area in more detail if they wish.

## Exam Boards

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

| Subject                        | Awarding Body           | Subject                  | Awarding Body           | Subject                        | Awarding Body           |
|--------------------------------|-------------------------|--------------------------|-------------------------|--------------------------------|-------------------------|
| Art                            | <a href="#">Edexcel</a> | Geography                | <a href="#">AQA</a>     | Physical Education, Vocational | <a href="#">WJEC</a>    |
| Business                       | <a href="#">OCR</a>     | German                   | <a href="#">AQA</a>     | Religious Education            | <a href="#">AQA</a>     |
| Computer Science               | <a href="#">OCR</a>     | Health & Social Care     | <a href="#">Eduqas</a>  | Science: Biology               | <a href="#">Edexcel</a> |
| Design Technology              | <a href="#">AQA</a>     | History                  | <a href="#">AQA</a>     | Science: Chemistry             | <a href="#">Edexcel</a> |
| Drama                          | <a href="#">AQA</a>     | Latin                    | <a href="#">Eduqas</a>  | Science: Physics               | <a href="#">Edexcel</a> |
| English Language               | <a href="#">AQA</a>     | Mandarin                 | <a href="#">AQA</a>     | Spanish                        | <a href="#">AQA</a>     |
| English Literature             | <a href="#">AQA</a>     | Maths                    | <a href="#">AQA</a>     | Textiles                       | <a href="#">Eduqas</a>  |
| Engineering                    | <a href="#">AQA</a>     | Music                    | <a href="#">Edexcel</a> | Vocational Construction        | <a href="#">Eduqas</a>  |
| Food Preparation and Nutrition | <a href="#">Eduqas</a>  | Photography              | <a href="#">Edexcel</a> | Vocational Engineering         | <a href="#">Eduqas</a>  |
| French                         | <a href="#">AQA</a>     | Physical Education, GCSE | <a href="#">AQA</a>     |                                |                         |

# Art

| Topics / tasks:               | Year 11 Component One- coursework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Content and skills:</b>    | <p>Summary of first half term: Students have continued with their component one projects, with some adapting or starting new projects. Students are able to access speciality materials in the lesson.</p> <p>Students will be continuing their personal projects with guidance by their class teacher. There are no generic projects and every student is working on a project unique to them. This includes individual tasks set each week.</p> <p>There is no exam this year, students will be assessed only on their coursework. There is no requirement or need to set timed outcomes between now and the end of the course. For this reason, the mock exam for art will be used to develop or complete a substantial outcome outside of the sketchbook. This can be completed at any time and can range in hours spent making, as would be the case with any coursework outcome.</p> <p>Occasionally a class teacher may set a timed outcome as a teaching and learning activity, and a whole class objective, but purely as an activity in making work and not as separate form of assessment.</p> |
| <b>Assessment:</b>            | <p>Students are working personal projects and the content and skills range across all. Student will be encouraged to refine skills they have developed up to this stage, there may be some new processes introduced, but a focus on 'showing off' their skills and ability will be the main focus. Student will receive developmental comments in the lesson and they are strongly encouraged to respond to these comments.</p> <p>The mock exam for art is an opportunity to complete more coursework and will not be assessed as a separate unit/component. It is not a case of seeing what a student would have achieved in an exam, as there is no exam this year for art and design.</p> <p>Parental assessment of progress can easily take place by asking to see the student's journal/sketchbook/art folder on a regular basis. If the parent/carer cannot see any new work being created, progress will likely be slow. It is not necessary to know what the new work is, just that it exists and the coursework is developing.</p>                                                              |
| <b>Stretch and challenge:</b> | <p>Extend their work through a greater exploration of materials and processes being used. To become more proficient in a specialist area of art and design in creating refined outcomes.</p> <p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction. To use the literacy guide in moving toward advanced use of questioning.</p> <p>The main challenge is now creating work that wow's and impresses the viewer. There is no expectation on the quantity or work, but the quality of work will be what students are assessed on.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Business

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| <b>Topics / tasks:</b>        | <b>Mock (Paper 1) review &amp; Finance (Paper 2):</b> <ul style="list-style-type: none"> <li>• <b>5.3 Revenue, costs, profit and loss</b></li> <li>• <b>5.4 Break-even</b></li> <li>• <b>5.5 Cash flow</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Content and skills:</b>    | <b>Be able to discuss:</b> <ul style="list-style-type: none"> <li>• Global Issues - Impact/effect (economic climate)</li> <li>• The difference between cash and profit</li> <li>• The importance of cash to a business</li> <li>• Forecasting</li> </ul> <b>Be able to calculate:</b> <ul style="list-style-type: none"> <li>• The concept of revenue, costs and profit and loss.</li> <li>• The different costs in operating a business</li> <li>• Calculation of costs and revenue, profit/loss</li> <li>• Calculation and interpretation of profitability ratios</li> <li>• Average Rate of Return calculation &amp; Breakeven</li> <li>• </li> </ul> | <b>Data:</b> <ul style="list-style-type: none"> <li>• Use and analyse graphical data and statistics</li> <li>• Analyse information from a given scenario. Use key information when compiling an answer (application)</li> </ul> <b>Interpersonal skills:</b> <ul style="list-style-type: none"> <li>• Collaborative working, ideas, business and presenting.</li> </ul>                                                                            |
| <b>Assessment:</b>            | Range of exam questions, classwork, homework.<br>Q&A in lessons.<br>Finance tests x 2 (50 marks & 30 marks)<br>Use of key terms & application assessed.<br>Mock exam analysis – identify areas to develop “work through” key questions with a focus on technique and using the data from the case!                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Stretch and challenge:</b> | <b>Finance:</b><br>Breakeven: <a href="http://www.youtube.com/watch?v=7RocdGhTd6Q">www.youtube.com/watch?v=7RocdGhTd6Q</a><br>Cash flow forecast:<br><a href="http://www.youtube.com/watch?v=4SNWA_HbF6U">www.youtube.com/watch?v=4SNWA_HbF6U</a>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Revision:</b><br>Folders & notes (mock papers, past questions & feedback)<br>Two teachers:<br><a href="http://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ">www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ</a><br>BBC Bitesize - Business<br>GCSE: <a href="http://www.bbc.co.uk/bitesize/examspecs/zv8gvk7">www.bbc.co.uk/bitesize/examspecs/zv8gvk7</a><br>SENECA: <a href="http://www.senecalearning.com/">www.senecalearning.com/</a> |

# Computer Science

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| <b>Topics / tasks:</b>        | <b>Python Programming Fundamentals</b><br><b>Revision of topics based on mock feedback</b><br><b>Tracing algorithms</b><br><b>Translators and facilities of languages</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Content and skills:</b>    | <p>Students will accumulate the Python programming skills they have learnt in Y10 to create a larger scale program, following the guidelines of a programming project</p> <p>Students will be taught content based on the poorly answered questions in the mock, and effectively analyse which topics they need to improve</p> <p>Students will analyse pseudo code and trace its execution by hand, in order to determine its final output and the purpose of the code itself</p> <p>Students will investigate the need to translate software into machine code before execution, and the benefits of using an Integrated Development Environment when writing software</p> |
| <b>Assessment:</b>            | <p>Networks Quiz assessments /20</p> <p>December Test (Networks, Translators, Data Representation and Pseudo code) /35</p> <p>Internal programming project (marked by objectives) /14</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Stretch and challenge:</b> | <p>Investigate the purpose of a trace table and attempt to complete one for a binary search algorithm <a href="https://www.khanacademy.org/computing/computer-science/algorithms/binary-search">https://www.khanacademy.org/computing/computer-science/algorithms/binary-search</a></p> <p>Look into the differences between compilers and interpreters and assess the need for an “intermediate language” (bytecode) <a href="https://en.wikipedia.org/wiki/Intermediate_representation">https://en.wikipedia.org/wiki/Intermediate_representation</a></p>                                                                                                                  |

# Design Technology

| Topics / tasks:               | Continuation of NEA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Content and skills:</b>    | <p>Students will continue their own response to the NEA tasks set by the exam board (AQA).<br/>This term students should explore:</p> <ul style="list-style-type: none"> <li>• Development of design ideas</li> <li>• Testing ideas with their proposed specification and target customer</li> <li>• Exploring techniques that would help students realise intended design</li> </ul> <p>In preparation for the mock exam, students will continue to recap knowledge and understanding of the greater world of design covering the following topics:</p> <ul style="list-style-type: none"> <li>• Origins of materials</li> <li>• Ergonomics and anthropometric data</li> <li>• Product analysis (materials, function, safety, sustainability)</li> </ul> |
| <b>Assessment:</b>            | The students NEA response will be assessed in accordance with AQA marking criteria. Students will also be assessed in a mock exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Stretch and challenge:</b> | <p>Students should be actively revising theory tasks.</p> <p>Students have been given a revision book with relevant practice questions that they can use for extra preparation for their exam.</p> <p>Students should be engaged with the class team to access further opportunities for learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

# Drama

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| <b>Topics / tasks:</b>        | <b>Topic 1: Component 1: Live Theatre</b><br><b>Topic 2: Component 3: Texts in Practice</b>                                                                                                                                                               |
| <b>Content and skills:</b>    | <b>Content of Topic 1:</b> Writing about live theatre -study text and watch performance<br><b>Content of Topic 2:</b> Researching and finalising script choices for practical examination (component 3)<br>a. Start rehearsing and improve acting skills. |
| <b>Assessment:</b>            | Topic 2: Teacher marked live theatre evaluations                                                                                                                                                                                                          |
| <b>Stretch and challenge:</b> | Research chosen script for component 3 in more depth.                                                                                                                                                                                                     |

# English

| Topics / tasks:        | AQA GCSE English Literature: Power and Conflict Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                   | AQA GCSE English Language: Paper 2 Viewpoints and Perspectives                                                                                                                                                                                                                                                                                                                             |
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| Content and skills:    | <ul style="list-style-type: none"> <li>• Reading the AQA Power and Conflict anthology.</li> <li>• Analysing the writer's use of language, form and structure.</li> <li>• Comparing themes and methods across two poems by different writers.</li> <li>• Considering the social and historical contexts of the texts and how these influence the writer</li> <li>• Learning key quotations from all poems</li> <li>• Understanding how to answer a comparative exam question</li> </ul>   | <ul style="list-style-type: none"> <li>• Reading non-fiction and literary non-fiction texts from 1800s, 1900s and present day.</li> <li>• Summarising the key messages in texts.</li> <li>• Understanding how writers present their viewpoints via methods.</li> <li>• Comparing the viewpoints of writers and how they are presented within the contexts they were written in.</li> </ul> |
| Assessment:            | Writing exam responses on individual poems and paired comparisons.                                                                                                                                                                                                                                                                                                                                                                                                                       | Answering a full reading section of the exam                                                                                                                                                                                                                                                                                                                                               |
| Stretch and challenge: | <ul style="list-style-type: none"> <li>• Reading anthologies of modern poetry or via <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></li> <li>• Annotating poems for the methods the writer uses and why</li> <li>• Accessing Mr Bruff on YouTube and watch the series of videos on unseen poetry whilst making useful revision notes.<br/><a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> </ul> | <ul style="list-style-type: none"> <li>• Reading non-fiction in the form of broadsheet newspaper articles.</li> <li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: reading' whilst making useful revision notes.<br/><a href="https://www.youtube.com/user/mrbruff/featured">https://www.youtube.com/user/mrbruff/featured</a></li> </ul> |

# Engineering

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| <b>Topics / tasks:</b>        | <b>NEA – Design and Make a prototype for an electrical &amp; Mechanical project</b>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Content and skills:</b>    | <p>Students will complete the following tasks:</p> <ul style="list-style-type: none"><li>• Complete Initials ideas for their mechanism / electronics project</li><li>• Link these designs to their research.</li><li>• Modell prototype design ideas for a mechanism / electronics project</li><li>• Complete a final prototype design for a mechanism / electronics project</li><li>• Evaluate the prototype against the design specification.</li></ul> |
| <b>Assessment:</b>            | Upon completion of this Unit the work will be graded and count towards 40% of final grade.                                                                                                                                                                                                                                                                                                                                                                |
| <b>Stretch and challenge:</b> | Students need to revise for mock exams. This will be on work primarily covered in Year 10. Student work is available through Microsoft Teams.                                                                                                                                                                                                                                                                                                             |

# Food Preparation and Nutrition

| Topics / tasks:               | <b>Component 1 – Principles of Food Preparation and Nutrition.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Component 2 – Food Preparation and Nutrition in Action.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Content and skills:</b>    | <p>Learners will continue to explore different aspects of the specification each half term. In Yr11, students will begin by revisiting knowledge covering food, nutrition and health and how to plan for different groups.</p> <p>Students will continue covering revision content, this half term it will include:</p> <p>Food Nutrition and Health focusing on healthy eating guidelines, nutritional needs of different age groups, diet related health problems, energy, nutritional analysis and planning meals for different groups.</p>                                                                                                                                                                          | <p>Learners main task be to will explore and demonstrate the different knowledge and skills required to undertake the internally assessed part of the qualification known as non-examination assessments, NEA2.</p> <p>Students will continue to work through their NEA assignments provided by the exam board:</p> <p>Students will make sure that by the end of this half term, all research, planning for the practical element of the coursework, including the completion of the trial dishes is complete.</p> <p>This will ensure they are ready for their practical assessment after the Christmas holidays in which they will produce their final 2 dishes with accompaniments (if appropriate).</p> |
| <b>Assessment:</b>            | Students will complete a mock exam of knowledge covered so far, using a past paper exam to help promote good exam technique practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Stretch and challenge:</b> | <p>Students should familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA2.</p> <p>Students have received login details for the online textbook which can be accessed at <a href="https://illuminate.digital/eduqasfood/">https://illuminate.digital/eduqasfood/</a></p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult at home when completing practical tasks.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# French

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| <b>Topics / tasks:</b>        | <b>Students will study the topic of media and technology (Theme 3- Unit 8)</b>                                                                                     |
| <b>Content and skills:</b>    | Review of mock examination including techniques.<br>How to use modal verbs + the infinitive, common negatives and how to recognise and use the perfect infinitive. |
| <b>Assessment:</b>            | Weekly vocabulary and grammar tests. Practice speaking activities.                                                                                                 |
| <b>Stretch and challenge:</b> | Talk about what you do online and the dangers of social media.                                                                                                     |

# Geography

| Topics / tasks:               | The Living World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resource Management                                                                                                                                                                                                                                                              |
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| <b>Content and skills:</b>    | Students will investigate the causes and impacts of deforestation in the Amazon Rainforest before evaluating the strategies used to manage the rainforest sustainably. Students will then examine the physical characteristics of a cold environment and how plants and animals adapt to the physical conditions. Students will then investigate the opportunities and challenges created for people living in a cold environment before evaluating the strategies used to manage these environments sustainably.                                                                   | Students will examine the significance of food, water and energy to economic and social well-being. Students will then investigate global inequalities in the supply and consumption of resources.                                                                               |
| <b>Assessment:</b>            | End of Unit Test on the Living World topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GCSE practice questions/knowledge tests.                                                                                                                                                                                                                                         |
| <b>Stretch and challenge:</b> | <p>Going to the AQA website and downloading past copies of paper 1 and the mark scheme to practice answering GCSE questions on this topic.</p> <p>Watch the Cold Environments episodes of Planet Earth available on BBC iPlayer.</p> <p>Students can explore the ecosystems and rainforests topics in more depth using the resources at the following website:</p> <p><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p>The relevant virtual lessons can be found in the Year 11 Unit 5 and Unit 6 sections of the Geography page.</p> | <p>Go to the AQA website and downloading past copies of paper 2 and the mark scheme to practice answering GCSE questions on this topic.</p> <p>Keeping up to date with recent news stories about food, water and energy around the world – the BBC is a good place to start.</p> |

# German

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| <b>Topics / tasks:</b>        | <b>THEME 2: POPULAR CULTURE: UNIT 6: CELEBRITY CULTURE</b><br><br><b>THEME 3: COMMUNICATION AND THE WORLD AROUND US: UNIT 7: TRAVEL AND TOURISM, INCLUDING PLACES OF INTEREST</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Content and skills:</b>    | <p>Students will study relevant vocabulary as well as revision of prepositions, the TMP rule, the imperfect and conditional tenses, the pluperfect tense, reflexive verbs and the use of impersonal verbs.</p> <p>Students will be working on all four skills (reading, writing, listening and speaking), with a focus on how to tackle writing and speaking tasks in exams. They will also look at: reading authentic texts and using social/cultural context to understand meaning, using an understanding of suffixes to break down longer words to understand them, using alternatives to "weil", using adjectives and paraphrasing.</p> |
| <b>Assessment:</b>            | Completing various formative tests and pieces of homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Stretch and challenge:</b> | Research life in German-speaking countries in terms of travel and tourism, and places of interest, and write in German about the similarities and differences with Britain.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Health and Social Care

| Topics / tasks:               | Component 3 – Learning Aim A<br>Students are preparing for final exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Component 3 – Learning Aim B<br>Students are preparing for final exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Content and skills:</b>    | <p><b>Learning A 1: Students will learn and revise the following areas:</b></p> <ol style="list-style-type: none"> <li>1. Factors that affect health and individual wellbeing</li> <li>2. Financial resources</li> <li>3. Environmental conditions</li> <li>4. Housing</li> <li>5. Impact of life events relating to relationship changes</li> <li>6. Impact of life events relating to changes in life circumstances</li> </ol> <p><b>Learning C 1: Students will learn and revise the following areas</b></p> <ol style="list-style-type: none"> <li>1. The importance of person centred approach</li> <li>2. Recommended actions to improve health and wellbeing</li> <li>3. Short and long term targets</li> <li>4. Sources of support</li> </ol> | <p><b>Learning B 1: Students will continue to embed and revise the following areas:</b></p> <ol style="list-style-type: none"> <li>1. Using published guidelines to interpret health indicators</li> <li>2. Risks to physical health</li> <li>3. Interpreting lifestyle data - smoking, alcohol, inactivity, Embedded in lesson will be: <ul style="list-style-type: none"> <li>• How to understand the exam paper</li> <li>• Command words and keywords review</li> <li>• Modelling answers for exam questions</li> </ul> </li> </ol> <p><b>Learning C 1: Students will learn and revise the following areas</b></p> <p><b>4 Writing Health and Wellbeing plans</b></p> <ol style="list-style-type: none"> <li>5. Potential obstacles to implementing plans</li> <li>6. Emotional / psychological obstacles</li> <li>7. Time constraints</li> <li>8. Availability of resources</li> </ol> |
| <b>Assessment:</b>            | All work is set and collected in Microsoft Teams.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Stretch and challenge:</b> | Students will complete additional revision for mock and final exams which can be accessed via Microsoft Teams.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# History

| Topics / tasks:        | The Nazi Rise to Power                                                                                                                                                                                                   | Life in Nazi Germany                                                                                                                                                                                                                                                                                |
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| Content and skills:    | Students will be continuing to study how the Nazis seized power in Germany and how they established a dictatorship.                                                                                                      | Students will then be looking at a wide range of aspects of life in Nazi Germany, covering the impact of Nazi rule upon different areas of public life in Germany, as well as different groups within German society.                                                                               |
| Assessment:            | Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.                                                | There will be an end of unit test on the Germany material.                                                                                                                                                                                                                                          |
| Stretch and challenge: | <b>Reading:</b><br>Michael Burleigh, <i>The Third Reich: A New History</i><br>Richard Evans, <i>The Third Reich in Power</i><br>Julia Boyd, <i>Travellers in the Third Reich</i><br>Hans Fallada, <i>Alone in Berlin</i> | <b>Other Media:</b><br>BBC Bitesize<br><i>Ordinary Men: The Forgotten Holocaust</i> on Netflix<br><i>Auschwitz, the Nazis and 'the Final Solution'</i> on Netflix<br>The Rise of the Nazis series on BBC iPlayer has four different three-part series on their rise, their wars and their downfall. |

# Latin

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| <b>Topics / tasks:</b>        | <b>Paper 2: Texts &amp; Sources.</b>                                                                                                                                       | <b>Passive verbs, direct commands &amp; questions, numbers and time.</b>                                          |
| <b>Content and skills:</b>    | How to understand and analyse the sources set for Paper 2; how we can use these sources to learn about set topic; how to answer exam questions on literary texts in Latin. | Completing revision of verb endings and simple sentences; preparing for GCSE translation and comprehension tasks. |
| <b>Assessment:</b>            | Exam-style questions on the sources and targeted language tasks, in addition to regular vocabulary & grammar tests.                                                        |                                                                                                                   |
| <b>Stretch and challenge:</b> | Reading about Roman society. There is a selection of suitable books available for students to borrow.                                                                      |                                                                                                                   |

# Maths

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| Topics / tasks:        | <b><u>Foundation Tier</u></b><br>Simultaneous equations<br>Trigonometry<br>Quadratics and their graphs                                                                                                                                                                                                       | <b><u>Higher Tier</u></b><br>Pythagoras and Trigonometry review<br>Sine and Cosine rule and area of a triangle<br>Exponential, cubic and reciprocal graphs<br>Trig graphs<br>Graph transformations<br>Area under a curve including interpretation<br>Vectors<br>Upper and lower bounds | <b><u>Level 2 Further Maths</u></b><br>Circle centre (a, b)<br>Limiting value of a sequence<br>Trigonometric identities and equations |
| Content and skills:    | <ul style="list-style-type: none"> <li>• Revision and consolidation of previously learned skills</li> <li>• Extension of skills to unfamiliar contexts</li> <li>• Reasoning and problem solving skills</li> </ul>                                                                                            |                                                                                                                                                                                                                                                                                        |                                                                                                                                       |
| Assessment:            | Half term assessment covering content covered this half term as well as previously covered content.                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                        |                                                                                                                                       |
| Stretch and challenge: | <ul style="list-style-type: none"> <li>• Complete extra work using <a href="https://www.sparxmaths.com">Sparx Maths</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li> <li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li> </ul> |                                                                                                                                                                                                                                                                                        |                                                                                                                                       |

# Music

|                               | 11A                                                                                                                                          | 11K                                                                                                                                          |
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| <b>Topics / tasks:</b>        | <b>AOS1: Further Listening</b><br><b>AOS3: Further Listening</b><br><b>Composition Review</b>                                                | <b>AOS4: Review &amp; Consolidation</b><br><b>Composition Review</b>                                                                         |
| <b>Content and skills:</b>    | Refining and improving listening skills<br>Developing the ability to write fluently about the set works<br>Refining and editing compositions | Refining and improving listening skills<br>Developing the ability to write fluently about the set works<br>Refining and editing compositions |
| <b>Assessment:</b>            | Exam-style listening questions<br>Formative composition feedback                                                                             | Exam-style listening questions<br>Formative composition feedback                                                                             |
| <b>Stretch and challenge:</b> | Listening to related works and comparing and contrasting them with the set works                                                             | Listening to related works and comparing and contrasting them with the set works                                                             |

# Photography

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| <b>Topics / tasks:</b>        | <b>Students continue to develop their skills using various techniques with Photoshop to produce a range of tasks. The projects will allow further exploration for the students to progress a creative approach to digital photography.</b>                                                                                                                                                                                                                                                    |
| <b>Content and skills:</b>    | With each new task students will be developing creative processes, looking at digital artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Assessment will be based on component one work only. Previous exam papers will be used to create projects, but the assessment is 100% coursework this year.                                                                                                                           |
| <b>Assessment:</b>            | Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio. |
| <b>Stretch and challenge:</b> | Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.                                                                                      |

# Physical Education (GCSE)

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| <b>Topics / tasks:</b>        | <b>NEA and revision</b>                                                                              |
| <b>Content and skills:</b>    | Students will complete the written component of their NEA.<br>They will also start focussed revision |
| <b>Assessment:</b>            | Regular exam style questions and a Kerboodle on-line end of chapter assessment.                      |
| <b>Stretch and challenge:</b> | Continue to complete tasks on Everlearner and Kerboodle. Also use revision guides and past papers.   |

# Physical Education (Vocational)

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| <b>Topics / tasks:</b>        | <b>Unit 2 – Practical Sports</b>                                                                                                 |
| <b>Content and skills:</b>    | Students will study the rules and regulations of two selected sports and demonstrate their practical skills in those two sports. |
| <b>Assessment:</b>            | Students will undertake an assignment-based assessment on practical sports.                                                      |
| <b>Stretch and challenge:</b> | Continue to complete tasks on Everleaner and use BTEC revision guides and past papers.                                           |

# Religious Education

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Topics / tasks:</b>        | <b>GCSE focussed study of Christian Beliefs and Teachings.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Content and skills:</b>    | <p>Students will study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. Key concepts explored:</p> <ul style="list-style-type: none"> <li>• The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>• The oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> </ul> <p>the role of Christ in salvation including the idea of atonement</p> |
| <b>Assessment:</b>            | Students will be given frequent opportunities to answer AO1 (knowledge and understanding) and AO2 (analysis and evaluation) questions in class and for homework. The mock examination will focus on topics delivered in Years 9 and 10: Judaism, Crime & Punishment and Human Rights.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Stretch and challenge:</b> | Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website. The AQA website contains a wealth of resources including past paper questions and model answers. The RE Teams folder also contains useful revision materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# Science: Biology

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| <b>Topics / tasks:</b>        | <b>Topic 2 – Cells and Control</b>                                                                                                                                                                                                                                                                                  |
| <b>Content and skills:</b>    | <ul style="list-style-type: none"><li>• Cell division – mitosis</li><li>• Growth and differentiation</li><li>• Interpreting percentile charts to monitor growth</li><li>• Stem cells</li><li>• The nervous system</li><li>• The eye (Separates biology only)</li><li>• The brain (Separates biology only)</li></ul> |
| <b>Assessment:</b>            | Practice past exam questions and assessment of Topic 2 content                                                                                                                                                                                                                                                      |
| <b>Stretch and challenge:</b> | Find out how stem cells can be used in medicine                                                                                                                                                                                                                                                                     |

# Science: Chemistry

| Topics / tasks:        | States of Matter and Mixtures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Content and skills:    | <p><b>States of Matter</b><br/>Arrangement, movement and relative energy of particles in each of the three states of matter</p> <p><b>Methods of separating and purifying substances</b><br/>Separating a mixture into its component parts using physical processes</p> <p>Properties of mixtures compared to pure substances</p> <p>Making potable water from ground, waste and sea water</p> <p><b>Core Practial: Investigate the composition of inks using simple distillation and paper chromatography</b></p> |
| Assessment:            | Short assessment activity via long or short answer question and longer end of unit assessment.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Stretch and challenge: | Find out how the properties of the group 4 elements change within the group and produce a poster to summarise the findings.                                                                                                                                                                                                                                                                                                                                                                                        |

# Science: Physics

| Topics / tasks:               | Separate sciences:<br>Topic 10: Electricity and circuits<br>Topic 11: Static electricity                                                                                                                                                                                                                                                                                                                                                | Combined science:<br>Topic 9: Electricity and circuits<br>Topic 10: Magnetism and the motor effect<br>Topic 11: Electromagnetic induction                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content and skills:           | <p><b>Topic 10: Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>• Series and parallel dc circuits</li> <li>• Transferring electrical energy</li> <li>• Power</li> <li>• Electrical safety</li> </ul> <p><b>Topic 11: Static electricity</b></p> <ul style="list-style-type: none"> <li>• Charges and static electricity</li> <li>• Uses and dangers of static electricity</li> <li>• Electric fields</li> </ul> | <p><b>Topic 9: Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>• Series and parallel dc circuits</li> <li>• Transferring energy by electricity</li> <li>• Electrical power</li> <li>• Electrical safety</li> </ul> <p><b>Topic 10: Magnetism and the motor effect</b></p> <ul style="list-style-type: none"> <li>• Magnets and magnetic fields</li> <li>• Electromagnetism</li> <li>• Magnetic forces (higher only)</li> </ul> <p><b>Topic 11: Electromagnetic induction</b></p> <ul style="list-style-type: none"> <li>• Transformers</li> </ul> |
| <b>Assessment:</b>            | End of topic tests, practice past paper questions                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Stretch and challenge:</b> | Completing relevant exercises on Isaac Physics website.                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# Spanish

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| <b>Topics / tasks:</b>        | <b>Unit 7 Travel and tourism, including places of interest</b><br><b>7.1F Holiday Activities</b><br><b>7.1H Holiday problems</b><br><b>7.2F Different types of holidays</b><br><b>7.2H Mexico City</b>                                             |
| <b>Content and skills:</b>    | The conditional tense, phrases with <i>ir de</i> , the conditional tense with irregular verbs, possessive pronouns, the past continuous, object pronouns, the passive voice: <i>ser</i> + past participle, the passive with <i>se</i>              |
| <b>Assessment:</b>            | No formal assessment this half term.<br>Regular vocabulary tests. Writing and speaking tasks in class and for homework which will be assessed formatively.                                                                                         |
| <b>Stretch and challenge:</b> | Using the interactive online exercises accessible to all students via Kerboodle.<br>Continual revision of grammar points.<br>Developing an interest in current affairs in Spanish speaking countries.<br>Listening to Spanish radio and TV online. |

# Textiles

| Topics / tasks:        | Continuation of NEA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content and skills:    | <p>Students will continue their own response to the NEA tasks set by the exam board (Eduqas).<br/>This term students should explore:</p> <ul style="list-style-type: none"><li>• Development of design ideas</li><li>• Testing ideas with their proposed specification and target customer</li><li>• Exploring techniques that would help students realise intended design</li></ul> <p>Students will continue to recap knowledge and understanding of the greater world of design covering the following topics:</p> <ul style="list-style-type: none"><li>• Types of manufacture</li><li>• Process of manufacture</li><li>• Generation of materials</li><li>• Product analysis (materials, function, safety, sustainability)</li></ul> |
| Assessment:            | The students NEA response will be assessed in accordance with Eduqas marking criteria. Students will also be assessed in a mock exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Stretch and challenge: | <p>Students should be actively revising theory tasks.</p> <p>Students should be engaged with the class team to access further opportunities for learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# Vocational Construction

| Topics / tasks:        | Practical Construction Projects                                                                                                                                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content and skills:    | <p>Unit 3 is completing the following practical projects:</p> <ul style="list-style-type: none"><li>• Electrics</li><li>• Plumbing</li><li>• Carpentry &amp; Joinery</li></ul> <p>There are practical and written tasks for each area</p> |
| Assessment:            | Student will complete a portfolio of evidence of practical work                                                                                                                                                                           |
| Stretch and challenge: | Additional Revision for mock and final exams which can be accessed via Microsoft Teams.                                                                                                                                                   |

# Vocational Engineering

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| <b>Topics / tasks:</b>        | <b>Unit 3 – Solving Engineering Problems – this is the theory part of the course for the exam</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Content and skills:</b>    | <p><b>Unit 3 – Exam Unit</b> Learning Objective 1 – Understanding effects of engineering achievements – describe engineering developments, explain effects of engineering achievements, and explain how environmental achievements affect engineering applications.</p> <p>Learning Objective 2 – Understand properties of engineering achievements – describe properties required of materials for engineered products, explain how materials are tested for properties and select materials for a purpose.</p> <p>Learning Objective 3 – know forming processes of engineered materials – describe engineering processes and describe applications of engineering processes.</p> |
| <b>Assessment:</b>            | Work will be assessed using the Eduqas assessment criteria framework graded Level 1 Pass - Level 2 Distinction *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Stretch and challenge:</b> | Improve Unit 2 NEA and stretch tasks on Teams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |