



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 11

Curriculum Overview *Half Term 1*

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

Please use the table if you wish to know which exam board the school uses for each qualification.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
<u>Art</u>	AQA	<u>Geography</u>	AQA	<u>Physical Education, GCSE</u>	AQA
<u>Business</u>	OCR	<u>German</u>	AQA	<u>Religious Education</u>	Eduqas
<u>Computer Science</u>	OCR	<u>Health & Social Care</u>	Edexcel	<u>Science: Biology</u>	Edexcel
<u>Creative iMedia</u>	OCR	<u>History</u>	AQA	<u>Science: Chemistry</u>	Edexcel
<u>Design Technology</u>	AQA	<u>Latin</u>	Eduqas	<u>Science: Physics</u>	Edexcel
<u>Drama</u>	AQA	<u>Mandarin</u>	AQA	<u>Spanish</u>	AQA
<u>English</u>	AQA	<u>Maths</u>	AQA	<u>Textiles</u>	AQA
<u>Engineering</u>	AQA	<u>Music</u>	Edexcel	<u>Vocational Construction</u>	WJEC
<u>Food Preparation and Nutrition</u>	Eduqas	<u>Photography</u>	AQA	<u>Vocational Engineering</u>	WJEC
<u>French</u>	AQA	<u>Physical Education, BTEC</u>	Edexcel		

Art

Topics / tasks:	Students will be continuing their personal projects with guidance by their class teacher. If required, some students will begin a new project either based round a provided title, a further development of a previous personal project, or a more directed project. This will be decided once all current work is submitted and assessed by the class teacher.	
Content and skills:	This all depends on the nature of projects being created and the individual student's strengths and interests, with guidance by the class teacher.	
Assessment:	Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.	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.	
Stretch and challenge:	Work through the pathways and once pathway three has been reached, extend their work through a greater exploration of materials and processes being used.	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.

Business

Topics / tasks:	Review topic 4.1 (and revisit key areas of paper 1 Topics 3 to 1) Sales & customer service Consumer law Business location Working with suppliers Finance
Content and skills:	<p>Paper 2 content: Impact of decision making on Business, both in the UK and internationally. Interdependent nature of Business. Finance – calculating and interpreting graphical data. How business operate, customer service and after sales (the importance of), legislation and factors which influence location and structure.</p>
Assessment:	<p>Range of exam questions, classwork, homework, topic tests (at end of unit). Use of key terms & application. Exam - Paper 1 (3x topics) 4.3 Customer service & after sales service /12 4.4 Consumer Law Homework / 5 4.5 Business Location / 16 4.5 Classwork case study: 4.5 Location /7 5.2 Sources of finance exam questions / 12 Paper 1 mock exam (full paper 1 ½ hours – 80 marks)</p>
Stretch and challenge:	<p>A good business student will be aware of current issues - BBC Business pages, news channels, reports, stock market and government decisions. Build this into your daily routine - cause and effect. TV Shows such as Dragons Den & The Apprentice make great viewing, but also teach you the fundamentals! Follow, analyse, read company reports - look at financial reports - can you review? Can you work out the net profit based on the figures? Case studies relating to consumer law: https://www.citizensadvice.org.uk/Global/Migrated_Documents/corporate/cra2015-practicalexamples.pdf</p>

Computer Science

Topics / tasks:	Introduction to Networks Network protocols and the Internet Revision preparation for mock Pseudo-code and Python programming
Content and skills:	Students will evaluate the different topologies used in Networks Students will learn the rules associated with network communication Students will revise topics from Year 10 in preparation for their first mock Students will construct pseudo-code solutions on paper using the OCR Exam Reference Language Students will develop Python programmed solutions using their pseudo-code
Assessment:	Networks Test /40 Mock (x1) Class work – Python programs will be assessed.
Stretch and challenge:	Investigate how combining network topologies can produce a better communication system Research the common protocols for communication and look in more detail at the TCP/IP stack

Creative iMedia

Topics / tasks:	R096 – Animation with Audio. Tools and techniques to be able to create an effective animation with appropriate sound Using Adobe Animate software, building skills to be able to understand and effectively use the tools needed Using Audacity software to be able to create sound and use appropriate tools to add effects.
Content and skills:	<p>Animation is used in a wide range of applications in the media industry. Gaming technologies, mobile phones, film making, interactive media and websites all use digital animation to enhance applications, entertain and inform the viewer. Music, sound effects and dialogue work alongside animated movement, conveying meaning and creating impact and engagement. This unit enables students to understand the basics of animation and audio for the media industry.</p> <p>In this unit students will learn to plan animations with soundtracks based on client briefs. They will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products. Completing this unit will provide them with the basic skills for further study or a range of creative and technical job roles within the media industry.</p>
Assessment:	Unit R096 will be completed over the course of this term (until the Christmas break), during this half term, students will focus on building the skills they will need in order to help them complete the unit successfully.
Stretch and challenge:	Original content development - images/text/ skills from different units and embed. Practise using Adobe Animate to enhance skills - in turn impacting on the professional appearance of the end product. Regular homework will be given during this half term to aid students in their preparation for the completion of the coursework.

Design Technology

Topics / tasks:	Non-Examined Assessment
Content and skills:	<p>Work this term will follow the design process:</p> <ul style="list-style-type: none">• Investigation into specific, relevant areas to help guide the process of design.• Writing a specification for their own context / design challenge• Designing a wide variety of innovative ideas• Developing initial ideas through modelling and prototyping <p>It is crucial that students take ownership of their NEA project- this is worth 50% of their overall GCSE</p>
Assessment:	<p>As per AQA guidelines, student NEA work cannot be marked individually, but rather, give generic feedback / guidance to the group as a whole.</p>
Stretch and challenge:	<p>Revisit / revise theory work from Y10 for the mock exam.</p> <p>Students can also complete additional practice questions on www.technologystudent.com. This website is an excellent resource.</p>

Drama

Topics / tasks:	Complete component 2: devising performance and coursework.
Content and skills:	Practical 10%- perform piece to audience Develop 10%- write up log of rehearsals Evaluate 10% - begin to evaluate process and performance
Assessment:	Formal assessment of practical work, feedback on draft documentation leading to formal grading of completed written documentation.
Stretch and challenge:	BBC Bitesize on devised coursework.

English

Topics / tasks:	AQA GCSE English Literature: <i>A Christmas Carol</i> and <i>Romeo and Juliet</i> REVISION	AQA GCSE English Language: Paper 1 Fiction REVISION
Content and skills:	<ul style="list-style-type: none"> Revising the novella <i>A Christmas Carol</i> and play <i>Romeo and Juliet</i>. Analysing the writer's use of language in key extracts of each text. Considering the social and historical contexts of the texts and how these influence the writer Understanding how to answer exam questions on each text Learning key quotations from across both texts. 	<ul style="list-style-type: none"> Re-visiting the home learning work on Paper 1 Understanding each of the five exam questions Understanding which methods to use to answer each of the exam questions Revising descriptive language methods Studying how writers structure narratives Evaluating viewpoints and providing personal responses. Completing individual questions Completing a full Paper 1 exam.
Assessment:	Mock exam on whole text.	Answering a full Paper 1 exam
Stretch and challenge:	<ul style="list-style-type: none"> Reading the text more than once Accessing Mr Bruff on YouTube and watching the series of videos on <i>A Christmas Carol</i> and <i>Romeo and Juliet</i> whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured Reading critical articles via The British Library https://www.bl.uk/works/a-christmas-carol Romeo and Juliet by William Shakespeare The British Library (bl.uk) 	<ul style="list-style-type: none"> Reading fiction and examining how writers structure chapters of writing Accessing Mr Bruff on YouTube and watch the series of videos on 'English Language Paper 1: reading and writing' whilst making useful revision notes. www.youtube.com/user/mrbruff/featured

Engineering

Topics / tasks:	Non-Examined Assessment (NEA) Unit. This project is the coursework element of GCSE Engineering and students will begin to produce your design portfolio.
Content and skills:	<p>Context Your solution must include both mechanical and electronic components to provide an integrated product.</p> <p>Problem Children of all ages can benefit from playing with toys and games that challenge them. Your task is to engineer a device or system that would help children to develop through play. Three examples of possible solutions</p> <ul style="list-style-type: none">• Engineer a prototype device that would encourage young children to recognise different shapes and/or sizes.• Engineer a prototype device or system that would move or react when children interact with it.• Engineer a prototype device or system that moves independently for a timed period
Assessment:	This unit will be graded 1-9 by the teacher and then moderated by the exam board. This will form 40% of the final GCSE grade.
Stretch and challenge:	Students can complete revision of all units. This is shared on teams via an assignment (revision guides) and included stretch and challenge questions.

Food

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition Component 2 – Food Preparation and Nutrition in Action
Content and skills:	Students will begin to revisit topics that they have covered in Yr10 in preparation of their examination in this subject. Students will begin working on their NEA 2 (component 2) in which students will be set a brief by the exam board (Eduqas) to investigate and cook 3 dishes in 3 hours.
Assessment:	The content covered for Component 1 will be assessed by students sitting a mock exam. The exam will use real past paper exam questions to help promote good exam technique practice. The practical cook and accompanying report for NEA2 is marked by the class teacher in accordance with the exam board's rules and then internally and externally moderated when the report is submitted (with photographic evidence of what has been cooked)
Stretch and challenge:	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. Students will receive login details for the online textbook which can be accessed at https://illuminate.digital/eduqasfood/ Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult when completing practical tasks.

French

Topics / tasks:	Charity and voluntary work topic and then moving on to global issues.
Content and skills:	Full range of topic relevant vocabulary; revision of conditional and imperfect tenses; introduction of subjunctive.
Assessment:	Weekly vocabulary tests plus a listening assessment.
Stretch and challenge:	Researching a French charity or an environmental problem in France.

Geography

Topics / tasks:	Changing Economic World	The Living World
Content and skills:	<p>Students will complete their second and final case study of the topic: the UK, a High Income Country. Students will examine the role and importance of improvements and new developments in road, rail, port and airport infrastructure to the UK economy. They will then examine how effective different strategies have been in resolving regional differences within the UK before considering the place of the UK in the wider world.</p>	<p>Students will study the distribution, characteristics of and reasons for global biome location including latitude, mountain ranges, ocean currents and global air pressure. They will investigate the balance between ecosystem components and the impact on the ecosystem of changing one component as well as the role of producers, consumers, decomposers, food chain, food web and nutrient cycling in ecosystems. Students will examine Epping Forest as an example of a small scale UK ecosystem.</p> <p>Students will investigate the tropical rainforest biome: the physical characteristics; interdependence of climate, water, soils, plants, animals and people; how plants and animals adapt to the physical conditions in tropical rainforests; issues related to biodiversity in tropical rainforests. Students will then examine changing rates, causes and impacts of deforestation in the Amazon rainforest before assessing the value of tropical rainforests to people and the environment.</p>
Assessment:	<p>Year 11 Geography mock exam paper (assessing the 'Physical Landscapes in the UK', 'Urban Issues & Challenges', 'Changing Economic World' topics and fieldwork style questions).</p> <p>A range of GCSE practice questions throughout the half term.</p>	
Stretch and challenge:	<p>Students can explore our core case studies for the topic in more depth – Nigeria and the UK, using the resources at the following websites: https://classroom.thenational.academy/units/urban-growth-in-lagos-nigeria-6c35 https://classroom.thenational.academy/units/the-economic-future-of-the-uk-0bd6</p>	<p>Download past copies of the GCSE Geography paper one exam and mark scheme from the AQA website to practise answering exam questions on this topic. Watch the BBC Planet Earth documentary series on 'Jungles' (available on BBC iPlayer). Keeping up to date with recent news stories about tropical rainforests.</p>

German

Topics / tasks:	Areas of local, national, international and global interest
Content and skills:	Students will study all of the relevant vocabulary as well as revising the future, conditional and imperfect tenses; word order, modal and reflexive verbs. They will also learn how to recognise and use cognates. They will work on all four skills (speaking, listening, reading and writing) and will study authentic texts.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening assessment.
Stretch and challenge:	Researching life in German speaking countries in terms of city life, voluntary work, fitness/sport and the environment, and writing in German about the similarities and differences with Britain.

Health and Social Care (BTEC)

Topics / tasks:	Recapping and continuing to gain knowledge of BTEC Health and Social Care		
Content and skills:	Component 1	Component 2	Component 3
	<p>Students will cover knowledge on: Life events Support Sources of support Types of support:</p> <p>Students will independently produce a report about how individuals cope with the impact of a life event based on two case studies.</p>	<p>Students will cover knowledge of care values and their application in a health and social care setting as well as having the opportunity to demonstrate them in a practical session through role play scenarios.</p> <p>They will gain knowledge of the 7 care values: Independence Maintaining confidentiality Safeguarding and duty of care Promoting anti-discriminatory practice Effective communication Preserving dignity Respect for others</p>	<p>Students will learn and revise the following areas: Factors that affect health and individual wellbeing Financial resources Environmental conditions Housing Impact of life events relating to relationship changes Impact of life events relating to changes in life circumstances</p>
Assessment:	<p>Mock Exam (can be subject to change) in November Students submit assignments/components in accordance with BTEC guidance (Pearson are the awarding body)</p>		
Stretch and challenge:	<p>Component 1: Students can do the practice assignment which is a different life event to the coursework and based off two different case studies –and receive feedback because it is a practice. Students can watch some of the TV programmes suggest in class and on Teams to back up their argument and use as evidence. Students can speak to people in their circle of family and friends to gain re life experiences and opinions.</p> <p>Component 2: Students can role play health and social care situations with their families and reflect on the care values listed above. They can also watch TV programmes to identify the use of care values in practical settings.</p>		

History

Topics / tasks:	The early reign of Elizabeth the First	The Crises of Government during Elizabeth's reign
Content and skills:	Students will continue to investigate the context of early modern Europe, problems that faced Elizabeth upon her accession to the throne, how she governed England, the Religious Settlement and her relationship with Mary, Queen of Scots.	Students will investigate the importance of religious opposition (both Catholic and Puritan), the causes and consequences of conflict with Spain, and the events of the Spanish Armada.
Assessment:	Completing exam-style questions that test the ability to construct causal explanatory narratives and test interpretations of the past using evidence.	Completing exam-style questions that test the ability to construct causal explanatory narratives and test interpretations of the past using evidence. There will be a formal mock examination on all sections of the course, including Y10 material.
Stretch and challenge:	<p>Reading: Ian Mortimer, <i>The Time Traveller's Guide to Elizabethan England</i> Peter Ackroyd, <i>Tudors: The History of England Vol II</i> Antonia Fraser, <i>Mary, Queen of Scots</i></p>	<p>Other Media: BBC Bitesize <i>Elizabeth: The Golden Age</i> (film, 2007) <i>Elizabeth</i> (film, 1998) <i>Mary, Queen of Scots</i> (film, 2018)- not fully accurate (the two Queens never met) but provides excellent context</p>

Latin

Topics / tasks:	Magic & Superstition: Texts & Sources.	Revision of nouns, adjectives & pronouns
Content and skills:	How to understand and analyse the sources set for Paper 2; how we can use these sources to learn about Magic & Superstition in the Roman world.	Consolidating their knowledge of basic endings to improve confidence and accuracy in translating and understanding Latin.
Assessment:	Exam-style questions on the sources and a practice language paper, in addition to regular vocabulary & grammar tests.	
Stretch and challenge:	Reading about Roman religion and beliefs. There is a selection of suitable books available for students to borrow.	

Mandarin

Topics / tasks:	Entertainment and Media (celebrities; Inspirational stories)
Content and skills:	Students will learn a full range of vocabulary relevant to fashion and celebrity's life stories. They will revise the conditional sentence pattern and future tense. Students will learn how to introduce actions in progress using '正在' and to use 是 的 to indicate and emphasis event in the past.
Assessment:	Weekly vocabulary tests plus a formal listening assessment.
Stretch and challenge:	Research Chinese 'Gao Kao' and why do exam level students have to board in school.

Maths

Topics / tasks:	<p style="text-align: center;"><u>Higher</u></p> Algebraic fractions Equations leading to quadratics Quadratic simultaneous equations (Set 1 may cover additional topics from the Further Maths specification)	<p style="text-align: center;"><u>Foundation</u></p> Review of Year 10 algebra Review of Year 10 percentages work. Standard Form Percentages Ratio and proportion
Content and skills:	<p>Review and extension of Year 10 topics Applications of topics to other areas of Mathematics and across the curriculum. Real life applications. Students will also develop their reasoning skills, examination technique and knowledge of exam marking criteria.</p>	
Assessment:	<p>Half term assessment 1 on work covered in the first 5 weeks.</p>	
Stretch and challenge:	<p>Completing extra work using Hegarty Maths and Corbett Maths websites. Access revision resources and sessions made available by the Maths department.</p>	

Music

	11A	11K
Topics / tasks:	<ul style="list-style-type: none"> • Consolidation and review of AOS2 set works • Consolidation and review of AOS4 set works • Composition • Performance review 	<ul style="list-style-type: none"> • Consolidation and review of AOS3 set works • Composition • Performance review
Content and skills:	<ul style="list-style-type: none"> • Refining and improving listening skills • Developing the ability to write fluently about the set works • Refining and editing compositions 	<ul style="list-style-type: none"> • Refining and improving listening skills • Developing the ability to write fluently about the set works • Refining and editing compositions
Assessment:	<ul style="list-style-type: none"> • Exam-style listening questions • Formative composition feedback 	<ul style="list-style-type: none"> • Exam-style listening questions • Formative composition feedback
Stretch and challenge:	<ul style="list-style-type: none"> • Exam-style listening questions • Formative composition feedback 	<ul style="list-style-type: none"> • Exam-style listening questions • Formative composition feedback

Photography

Topics / tasks:	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.
Content and skills:	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:	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.
Stretch and challenge:	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

Topics / tasks:	Sport psychology (Chapter 4) revision and development of practical choices
Content and skills:	They will look at skill and ability. skill classification, goal setting, information processing, guidance and feedback, arousal, aggression, personality and motivation. Paper 1 revision.
Assessment:	A Kerboodle and Everlearner on-line end of chapter assessment. Past exam questions.
Stretch and challenge:	Use PE journals and internet sources to read beyond set GCSE text books. Also keep up-to-date with current sporting issues.

Physical Education (Vocational Award)

Topics / tasks:	Unit 1: Fitness for Sport (exam unit)
Content and skills:	Students will complete this unit in preparation for their mocks looking at structure and functions of the body systems. Examine components of fitness and fitness testing and training methods.
Assessment:	October mock exam
Stretch and challenge:	Make use of student course companions, revision guides and past papers.

Religious Education

Topics / tasks:	GCSE focussed study of Christian Beliefs and teachings.
Content and skills:	Pupils will be developing their understanding of the nature of God in Christianity including the concept of the Trinity. In the development of this concept, they will need to link their understanding to the figure of Jesus Christ by establishing the significance of Jesus' life and death for Christians, with specific reference to atonement and salvation. They will need to hang these beliefs on the Christian framework of the afterlife while exploring the notion of sin as preventing salvation. Their AO1 skills will have the opportunity to develop through the material outlined above with a stress on the significance of these ideas for belief at the higher levels, while their AO2 evaluation and analysis works towards critical comparisons over which of these central beliefs is the most important for the Christian belief structure.
Assessment:	Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make.
Stretch and challenge:	Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website

Science: Biology

Topics / tasks:	Topic 2: Cells and control and Topic 3: Genetics	
Content and skills:	Knowledge <ul style="list-style-type: none">• Cell division by mitosis, cell differentiation and growth, stem cells• The nervous system• The brain and the eye (triple only)• The structure of DNA, genetic diagrams, variation, human genome project and mutations	Skills <ul style="list-style-type: none">• The extraction of DNA from fruit
Assessment:	Full Paper 2 in Biology (work from Year 10) for combined science or separate award GCSE and half termly assessments	
Stretch and challenge:	Researching genetic diseases beyond that of the specification	

Science: Chemistry

Topics / tasks:	Energy and Rates of reaction	
Content and skills:	<p>Energy</p> <ul style="list-style-type: none">• Endothermic and exothermic reactions• Energy profile diagrams• Bond energy calculations (Higher tier only) <p>Rate of reaction</p> <ul style="list-style-type: none">• Collision Theory• The effect of temperature• The effect of concentration• The use of catalysts	<p>Energy</p> <p>This unit looks at how chemical reactions involve energy changes, how to represent this graphically and how to calculate energy changes using bond energy data</p> <p>Rate of reaction</p> <p>This unit concerns measuring rates of reaction and the factors which influence the rate of a chemical reaction.</p>
Assessment:	Short in class assessment questions and Mock at the end of HT 1	
Stretch and challenge:	Ask your teacher to review AS Chemistry energy calculations	

Science: Physics

Topics / tasks:	Topic 6: Radioactivity (Triple award) Topic 7: Astronomy (Triple award) Topic 10: Electricity and circuits (Combined award) Topic 12: Magnetism and the motor effect (Combined award)	
Content and skills:	<p><u>Triple Award</u></p> <p>Topic 9: Forces and their effects</p> <ul style="list-style-type: none"> • Vector diagrams • Rotational forces <p>Topic 10: Electricity and circuits</p> <ul style="list-style-type: none"> • Concepts of charge, current, resistance and potential difference • Electrical calculations • Series and parallel dc circuits • Transferring energy by electricity • Electrical power • Electrical safety 	<p><u>Combined Award</u></p> <p>Topic 10: Electricity and circuits</p> <ul style="list-style-type: none"> • Concepts of charge, current, resistance and potential difference • Electrical calculations • Series and parallel dc circuits • Transferring energy by electricity • Electrical power • Electrical safety <p>Topic 12: Magnetism and the motor effect</p> <ul style="list-style-type: none"> • Magnets and magnetic fields • Electromagnetism • Magnetic forces (higher only)
Assessment:	Full paper 1 in Physics	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Unit 9 My studies, life at school and college; talking about studies, school, school rules and uniform; discussing the good and bad aspects of school
Content and skills:	Revision of grammar covered in Year 10; Using the imperative; using the personal <i>a</i> ; revising <i>se debe</i> , <i>hay que</i> , <i>tener que</i> ; using <i>deberia ser</i> and <i>deberia haber</i> ; Listening and reading for specific details and opinions, translation and asking questions
Assessment:	A writing and listening assessment on this topic.
Stretch and challenge:	Use Kerboodle interactive to complete additional grammar activities online; find a Spanish TV show/film that interests you (take care with the age ratings) or a radio station to listen to. You could also find online reading material from newspapers or magazines.

Textiles

Topics / tasks:	Non-Examined Assessment
Content and skills:	<p>Work this term will follow the design process: Investigation into specific, relevant areas to help guide the process of design. Writing a specification for their own context / design challenge Designing a wide variety of innovative ideas Developing initial ideas through modelling and prototyping. It is crucial that students take ownership of their NEA project- this is worth 50% of their overall GCSE</p>
Assessment:	<p>As per AQA guidelines, student NEA work cannot be marked individually, but rather, give generic feedback / guidance to the group as a whole.</p>
Stretch and challenge:	<p>Revisit / revise theory work from Y10 for the mock exam. Students can also complete additional practice questions on www.technologystudent.com. This website is an excellent resource.</p>

Vocational Construction

Topics / tasks:	Unit 2 – Planning Construction Projects – Students will learn to plan a construction project.
Content and skills:	Students will be able to: <ul style="list-style-type: none">• Justify and Explain Electrical tools and Materials• Cost out an electrical project.• Plan out an electrical wiring project• Connect and wire an electrical project• Evaluate the success of an electrical project
Assessment:	Upon completion of this unit their work will be assessed and sent to the exam board for moderation at the end of Year 11 . This will form 50 % of their final grade for the course. This work is to be completed independently as per exam board instruction.
Stretch and challenge:	<ul style="list-style-type: none">• Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 3.• Students could source the course textbook WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0• Students should watch related TV programmes such as 'Grand Designs' to understand the process of building a project start to finish.• Research CSCS card and complete online tutorials.

Vocational Engineering

Topics / tasks:	Unit 1 – Engineering Design – Students are tasked to design a new generic mobile phone charger.
Content and skills:	<p>Students will be asked to complete the following tasks:</p> <p>Design Specification</p> <ol style="list-style-type: none"> 1. Identify features that contribute to the primary function of existing mobile phone chargers. 2. Identify features of mobile phone chargers and describe whether they do or do not meet requirements of the design brief. 3. Describe how existing mobile phone chargers function. 4. Develop a design specification. <p>Annotated Sketches</p> <ol style="list-style-type: none"> 1. Draw three engineering design solutions that meet the criteria in the design specification based upon successful engineered products. 2. Review the suitability of each design and recommend the best option. <p>Final Drawing</p> <ol style="list-style-type: none"> 1. Using accepted standards and conventions draw your preferred solution. <p>Develop a creative solution that meets the criteria in the design specification.</p>
Assessment:	<p>Upon completion of this Unit the work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.</p>
Stretch and challenge:	<ul style="list-style-type: none"> • Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 1. • Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3. • Students should watch related TV programmes which will be advised in class and on Teams. <p>Students should watch the Engineering video clips on Manufacturing Processes and Materials.</p>