



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 11

## Curriculum Overview

### *Half Term 3*

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.

Click on the name of a subject to be taken directly to that page.

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

# Art

<b>Topics / tasks:</b>	<b>Component One- personal projects</b>
<b>Content and skills:</b>	Students are continuing to develop their coursework, with no exam taking place in the spring. Students need to continue developing their sketchbooks/portfolio sheets, as well as creating ambitious outcomes which demonstrate their skill and knowledge. The class teacher provides individual targets and tasks, through discussion with the student which the student does need to respond to in covering the assessment criteria.
<b>Assessment:</b>	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons, with written comments provided for main outcomes on MS teams.
<b>Stretch and challenge:</b>	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

# Business Studies

<b>Topics / tasks:</b>	<p>Students will complete the following topics this term:  <b>Paper 1 content – review based on mock performance</b>  <b>6.1 Ethical &amp; Environmental Child Labour; 6.1 Ethical &amp; Environmental Working conditions;</b>  <b>6.1 Ethical &amp; Environmental Fair Trade; 6.1 Ethical and environmental Waste &amp; The Environment;</b></p> <ul style="list-style-type: none"> <li>• False advertising</li> <li>• Climate change and the environment</li> </ul> <p><b>6.2 The economic climate</b>  <b>6.3 Globalisation</b></p>
<b>Content and skills:</b>	<p><b>GCSE Business – the fundamentals and beyond.</b>  <b>Be able to discuss:</b></p> <ul style="list-style-type: none"> <li>• Legal, social, ethical and environmental impact (including legislation)</li> <li>• Child labour (and the implications to the business, as well as the impact on the child/communities)</li> <li>• Working conditions (and the implications to the business, as well as the impact on the employee)</li> <li>• Economic climate – cause/effect</li> <li>• The concept of globalisation &amp; The impact of globalisation on businesses</li> </ul> <p><b>Data:</b></p> <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> <p><b>Interpersonal skills:</b></p> <ul style="list-style-type: none"> <li>• Collaborative working, ideas, business and presenting.</li> </ul>
<b>Assessment:</b>	<p>Range of exam questions, classwork, homework.  Q&amp;A in lessons.  Paper 1 mock exam review (full paper 1 ½ hours – 80 marks)  Exam questions (multi-choice, essay style extended answer (evaluate) and describe)  Use of key terms &amp; application assessed.</p>
<b>Stretch and challenge:</b>	<p><b>Projects to get involved in and websites to develop understanding:</b>  <a href="#">Stop Child Labour</a>     <a href="#">EnvironmentJob Volunteering Opportunities</a>     <a href="#">Conservation Volunteering Opportunities</a>     <a href="#">Fairtrade</a></p> <p><b>Watch:</b> <a href="#">“Our planet – Our business”</a></p> <p><b>Extra:</b>  Folders &amp; notes – revise and mind map  Two teachers: <a href="https://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ">https://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ</a>  BBC Bitesize - Business GCSE: <a href="https://www.bbc.co.uk/bitesize/examspecs/zv8gvk7">https://www.bbc.co.uk/bitesize/examspecs/zv8gvk7</a>  SENECA: <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>

# Computer Science

<b>Topics / tasks:</b>	<b>Python Programming Fundamentals</b> <b>Logic Gates &amp; Truth Tables</b> <b>The structure and characteristics of the CPU</b> <b>Assembly code design</b> <b>Defensive design and Maintainability of code</b>
<b>Content and skills:</b>	Students will use the programming skills they have learnt to solve an array of problems Students will understand the need for logic gates in CPUs and the rules they maintain Students will investigate the components of the CPU Students will practice solving problems using LMC assembly code Students will apply techniques to reduce the chances of errors when coding
<b>Assessment:</b>	CPU Test /39 Fetch Cycle and CPU Key Word Test /10 Defensive Design and Maintainability test /20
<b>Stretch and challenge:</b>	Learn about the NAND gate and how any logic gate can be constructed using only NAND gates <a href="http://www.electronics-tutorials.ws/logic/logic_5.html">www.electronics-tutorials.ws/logic/logic_5.html</a> <a href="#">Study the Arithmetic Logic Unit (ALU), a component of the CPU which performs calculations.</a> Try to write your own Assembly programs! <a href="http://peterhigginson.co.uk/lmc/">peterhigginson.co.uk/lmc/</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>R081 – Pre-production skills exam (25% of final grade)</b> <b>R085 – Creating multipage websites coursework unit (25% of final grade)</b>
<b>Content and skills:</b>	<p><b>Exam - R081: Pre-production Skills: 1 ¼ hours – 25%</b>          Planning is an essential part of working in the creative and digital media sector. This unit will enable students to acquire the knowledge and skills needed to create digital media products, using mood boards, storyboards and camera techniques as well as looking at the legal aspects of media.</p> <p><b>Coursework - R085: Creating a multi-page website LO1 – 4</b>          This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa.          This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.          OCR 2020</p>
<b>Assessment:</b>	Externally moderated exam (January 2021) Teacher assessed coursework for each section LO1 – 4. Work is then sent for external moderation (February series)
<b>Stretch and challenge:</b>	All coursework must be completed in class under teacher supervision – knowledge, understanding and technical skills can all be revised and practised outside of school – organisation and an in-depth understanding of the topic is key! Practice using SERIF WebPlus to enhance your skills – this can be accessed outside of school via your <b>own</b> device. You may also want to explore the use of sound and video editing software, both media forms can be embedded into the website. Learning materials: <a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a>

# Design Technology

<b>Topics / tasks:</b>	<b>Continuation of NEA</b>
<b>Content and skills:</b>	<p>Students will complete their own response to the NEA tasks set by the exam board (AQA).</p> <p>This term students should explore / complete:</p> <ul style="list-style-type: none"><li>• Design development</li><li>• Manufacturing specification</li><li>• Production plan</li><li>• Testing</li><li>• Evaluation</li><li>• Modifications for commercial production</li></ul> <p>In preparation for the second mock exam, students should continue to recap knowledge and understanding of the greater world of design covering the following topics:</p> <ul style="list-style-type: none"><li>• Materials and manufacture</li><li>• Ergonomics and anthropometrics</li><li>• Health and safety</li><li>• Product analysis (materials, function, safety, sustainability)</li></ul>
<b>Assessment:</b>	<p>The students NEA response will be assessed in accordance with AQA marking criteria. Students will also be assessed in a second mock exam.</p>
<b>Stretch and challenge:</b>	<p>Students should be actively revising theory content.</p> <p>Students have been given a revision book with relevant practice questions that they can use for extra preparation for their exam. Also, <a href="http://www.technologystudent.com">www.technologystudent.com</a> is an excellent resource for revision.</p> <p>Students should engage with the class team to access further opportunities for learning.</p>



# Drama

**Note: Performance work started in Jan 2020 will be revisited and reworked in order to meet syllabus changes. Practical work will have to meet practical government and school guidance on COVID performance restrictions. Students unable to attend will then be able to rehearse a monologue.**

<b>Topics / tasks:</b>	<b>Topic 1: Component 1: Written exam. Section B, Set Text.</b> <b>Topic 2: Component 3: Texts in Practice</b>
<b>Content and skills:</b>	<b>Content of Topic 1:</b> Continuing to understand the set text through practical exploration. Writing skills to include how to write responses for the different questions in the examination, describing and explaining acting and design choices for a given extract from the play. <b>Content of Topic 2:</b> Researching and finalising script choices for practical examination (component 3) a. Start rehearsing and improve acting skills.
<b>Assessment:</b>	Component 2 coursework assessment from first half term. Teacher marked practice questions on the set text.
<b>Stretch and challenge:</b>	Using KneeHigh Theatre website to explore the set text, Hansel and Gretel. Research chosen monologue for component 3 in more depth.

# English

Topics / tasks:	AQA GCSE English Language: Paper 2 Reading Viewpoints and Perspectives REVISION	AQA GCSE English Literature: 'A Christmas Carol' Charles Dickens REVISION
<b>Content and skills:</b>	<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>	<ul style="list-style-type: none"> <li>• Revising the novella A Christmas Carol.</li> <li>• Analysing the writer's use of language in key extracts of the text.</li> <li>• Considering the social and historical contexts of the novel and how these influence the writer</li> <li>• Understanding how to answer an exam question</li> <li>• Learning key quotations from across the text.</li> </ul>
<b>Assessment:</b>	Producing an exam response for section A of Paper 2.	Producing an exam response on a key extract and theme across the whole text.
<b>Stretch and challenge:</b>	<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. <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 the text more than once</li> <li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'A Christmas Carol' whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> <li>• Reading critical articles via The British Library <a href="http://www.bl.uk/works/a-christmas-carol">www.bl.uk/works/a-christmas-carol</a></li> </ul>

# Engineering

<b>Topics / tasks:</b>	<b>Section 3: Systems &amp; Control</b>
<b>Content and skills:</b>	Students will complete section 3 in the text book. This was started during school closure March-July. 1) Mechanical Systems 2) Electrical Systems
<b>Assessment:</b>	The students NEA response will be assessed in accordance with AQA marking criteria. Students will also be assessed in a test at the end of half term.
<b>Stretch and challenge:</b>	Students should be actively revising theory tasks completed in year 10 & 11 in preparation for mock exams. Students have been given a digital copy of the revision book so they can read ahead for topics not yet covered. Students can independently improve their coursework module from last term based on teacher feedback. This is 40% of final grade.

# Food

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition.	Component 2 – Food Preparation and Nutrition in Action.
<b>Content and skills:</b>	<p>Students will continue covering revision content, this half term it will include:</p> <p><b>Food Nutrition and Health</b> focusing on diet related health problems, energy needs and nutritional analysis, planning meals for different groups, changing properties of proteins, changing proteins of carbohydrates and changing properties of fats and oils.</p>	<p>Students will continue to work through their NEA assignments provided by the exam board:</p> <p><b>NEA2</b> Students will make sure that by the end of this half term, an evaluation for the practical element of the coursework is written up and all work in the investigation and planning section is complete.</p>
<b>Assessment:</b>	<p>Students will complete a mock exam of knowledge covered so far, using a past paper exam to help promote good exam technique practice.</p>	
<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/">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

<b>Topics / tasks:</b>	<b>School and Education</b>
<b>Content and skills:</b>	Students will study the topic of school and education. They will revise the perfect and conditional tenses as well as using key modal verbs in a range of tenses. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks.
<b>Assessment:</b>	In class there will be weekly vocabulary tests, grammar tests and assessment of listening, reading and writing skills.
<b>Stretch and challenge:</b>	Students can research school life in other French speaking countries. They can find out about availability of education; types of schooling and subjects taught.

# Geography

<b>Topics / tasks:</b>	<b>Hazards</b>
<b>Content and skills:</b>	Students will examine the nature of natural hazards, the internal structure of the Earth, plate movement and margins before contrasting the impacts of and responses to an earthquake in a rich and poor country. Students will examine the causes, impacts of and responses to tropical storms. Students will also investigate why and how people live in places with high levels of risk, the increased risk people in the UK face due to extreme weather events and how this is linked to climate change.
<b>Assessment:</b>	A range of GCSE practice questions throughout the half term. A knowledge recall test on the topic of Hazards.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://classroom.thenational.academy/units/tectonic-hazards-5ad7">classroom.thenational.academy/units/tectonic-hazards-5ad7</a>

# German

<b>Topics / tasks:</b>	<b>1. Travel &amp; Tourism</b> <b>2. My Studies</b>
<b>Content and skills:</b>	Students will complete the travel and tourism unit, including grammatical elements on impersonal verbs, relative pronouns, complex questions and coordinating and subordinating conjunctions. They will then begin Theme 3: Current and future study and employment. They will cover the topic of school and education, and will focus on grammar around prepositions, infinitive constructions, reflexive verbs, common subjunctive forms, adjectives and adjectives endings, using 'seit', the imperative and revision of the comparative and superlative.
<b>Assessment:</b>	Students will be assessed by means of regular vocabulary tests, listening, reading and writing tasks completed both in class and for homework.
<b>Stretch and challenge:</b>	Students can research school life in German speaking countries. They can find out about availability of education; types of schooling and subjects taught, and compare these to their own experiences.

# Health and Social Care (BTEC)

<b>Topics / tasks:</b>	<b>Component 3 – Learning Aim C taught by Mrs Scott</b> <b>Students are preparing for final exams to be taken in February 2021.</b>	<b>Component 3 – Learning Aim C taught by Mrs White</b> <b>Students are preparing for final exams to be taken in February 2021.</b>
<b>Content and skills:</b>	<b>Learning C 1: Students will learn and revise the following areas</b> <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>Students will learn how to answer the exam questions and case studies for homework and in class.</p> <p>Embedded in lesson will be:</p> <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>	<b>Learning C 1: Students will learn and revise the following areas</b> <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> <p>Embedded in lesson will be:</p> <ul style="list-style-type: none"> <li>• How to understand the exam paper</li> <li>• Command words and keywords review</li> </ul> <p>Modelling answers for exam questions</p>
	<p>Areas to be covered before Feb exam:</p> <ol style="list-style-type: none"> <li>1. Unachievable targets</li> <li>2. Lack of support</li> <li>3. Ability / disability and addiction</li> <li>4. Barriers to accessing identified services</li> </ol>	
<b>Assessment:</b>	<p>Students will entered for the exam in February 2021 with the option of resitting exam in Summer of 2021.</p> <p><b>Component 3 40% of overall grade.</b></p> <p>All work is set and collected in Microsoft Teams.</p>	
<b>Stretch and challenge:</b>	<p>Complete additional revision for mock and final exams which can be accessed via Microsoft Teams.</p>	



# History

<b>Topics / tasks:</b>	<b>Life in Elizabethan England / The Rise of the Nazis and Life in Nazi Germany</b>
<b>Content and skills:</b>	<p>Students will be completing their work on Elizabethan England, studying the changes in English society that occurred during the reign of Elizabeth. Students will be studying the impact of the rise of the gentry, changes in fashion and culture (with particular reference to architecture and theatre), the growing problem of poverty and the proposed solutions. They will also study the Essex Rebellion, Elizabeth's cult of personality, and the resolution of the succession crises before evaluating the extent to which Elizabeth's reign was a 'Golden Age'.</p> <p>Once this topic is completed, students will be returning to the Democracy and Dictatorship unit that was interrupted during lockdown. They will recap the history of Germany under the Kaiser, the crises of the 1920s and the success of the Weimar Republic, before looking in depth at the rise of the Nazi Party and life in the Third Reich.</p>
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.
<b>Stretch and challenge:</b>	<p>For the Elizabethan England topic, students should aim to regularly consolidate their learning between now and the summary. <i>BBC Bitesize</i> is an excellent place to start (<a href="http://www.bbc.co.uk/bitesize/guides/zq37frd/revision/1">www.bbc.co.uk/bitesize/guides/zq37frd/revision/1</a>). Students could also deepen their knowledge by reading <i>The History of England vol. II: The Tudors</i> by Peter Ackroyd, a readable and engaging summary of the wider Tudor period, or <i>The Life of Elizabeth I</i> by Alison Weir.</p> <p>For the Germany topic, a good place to start for an overview of the topic is the <i>BBC Bitesize</i> site, with a range of details, video explainers and activities that will support the work in the classroom. <i>The Dark Charisma of Adolf Hitler</i> by Laurence Rees, and the TV series that it accompanies, will also help students place the material that we are studying in class into the wider context of the rise of (and appeal of) the Nazis in Germany in the 1930s.</p> <p>Students who wish to consolidate their learning on the First World War can read <i>Forgotten Voices of the Great War</i>, edited by Max Arthur- a collection of first-hand accounts of different experiences from those who were involved in the conflict. On BBC iPlayer, a number of engaging documentaries, including <i>Our World War</i> (advisory: some strong language) are available. A series on the legacy of the conflict, <i>The Long Shadow</i>, has been uploaded to YouTube, and comes highly recommend. The associated book by David Reynolds is also an excellent (if challenging) work of history.</p>

# Latin

<b>Topics / tasks:</b>	<b>Roman Britain; Revision of complex language features</b>
<b>Content and skills:</b>	Students will be revising the more complex language features required for GCSE, as well as studying primary source material relating to the Roman Britain civilisation topic and practising.
<b>Assessment:</b>	Practice exam-style questions on both language and civilisation.
<b>Stretch and challenge:</b>	Students can read more about Roman Britain, especially the sites of Bath, Chester and Fishbourne.

# Mandarin

<b>Topics / tasks:</b>	<b>Family life; My home town</b>
<b>Content and skills:</b>	Students will revise and extend their vocabulary on the topic. They will be working on all four skills with a focus on grammar structure and how to tackle writing and translation tasks in exams. How to use adverbs and use 3 different time frames together. They will also look at reading authentic texts and using social/cultural context to understand meaning, break down longer words to understand them.
<b>Assessment:</b>	In class there will be weekly vocabulary (characters) tests, grammar tests and assessment of listening, reading and writing skills.
<b>Stretch and challenge:</b>	Research Chinese wedding and folk religion.

# Maths (Foundation)

<b>Topics / tasks:</b>	<b>Indices and Standard Form</b> <b>Vectors</b> <b>Data and statistics review</b> <b>Quadratic graphs</b> <b>Rearranging formulae</b> <b>Exam practice</b>
<b>Content and skills:</b>	<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>
<b>Assessment:</b>	Half term assessment covering content covered this half term as well as previously covered content.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.com</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>

# Maths (Higher)

<b>Topics / tasks:</b>	<u>Higher Tier</u> <b>Rates of change</b> <b>Geometric sequences</b> <b>Growth and decay problems</b> <b>Iteration</b> <b>Exam practice</b>	<u>Higher tier extension</u> <b>Product rule for counting</b> <b>Simultaneous equations (3 unknowns)</b> <b>Domain and range</b> <b>Piecewise graphs</b> <b>Factor theorem</b> <b>Disguised quadratics</b>
<b>Content and skills:</b>	<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>	
<b>Assessment:</b>	Half term assessment covering content covered this half term as well as previously covered content.	
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.com</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

	11C	11K
<b>Topics / tasks:</b>	<b>AOS2: Further Listening</b> <b>AOS4: Further Listening</b> <ul style="list-style-type: none"> <li>• <b>Preparing Composition Submission</b></li> </ul>	<b>AOS1&amp;2: Further Listening</b> <ul style="list-style-type: none"> <li>• <b>Preparing Composition Submission</b></li> </ul>
<b>Content and skills:</b>	Refining and improving listening skills Developing the ability to write fluently about the set works Refining and editing compositions	Refining and improving listening skills Developing the ability to write fluently about the set works Refining and editing compositions
<b>Assessment:</b>	Exam-style listening questions Formative composition feedback	Exam-style listening questions 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

<b>Topics / tasks:</b>	<p>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.</p> <p><b>MOCK EXAM</b></p> <p>Students will produce work from a list of titles off a mock exam paper. This will result in work that that covers all the assessment objects and will be presented as an electronic sketchbook.</p>
<b>Content and skills:</b>	<p>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.</p>
<b>Assessment:</b>	<p>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.</p>
<b>Stretch and challenge:</b>	<p>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.</p>

# Physical Education (GCSE)

<b>Topics / tasks:</b>	<b>Analysis of Performance coursework and Paper 2 revision</b>
<b>Content and skills:</b>	<p>Students are required to analyse and evaluate performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification.</p> <p>Students are required to analyse and evaluate performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.</p> <p>Revision will focus on Paper 2 knowledge (Chapters 4, 5 &amp; 6)</p>
<b>Assessment:</b>	<p>Teacher feedback. Students send work at the end of every 2 weeks to ensure they are on track which is marked against exam board criteria.</p> <p>Paper 2 specific exam questions and Kerboodle / Everlearner end of topic assessments.</p>
<b>Stretch and challenge:</b>	<p>Continue to use additional resources to further understand the key concepts and reinforce knowledge from Paper 1.</p>



# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>Unit 2 - Practical Sports Performance assignment content and feedback on mock exam.</b>
<b>Content and skills:</b>	Students will study the rules and regulations of two selected sports and develop their practical skills within those sports. Students will identify weaknesses from their mock exam and use subject specific guidance to enhance knowledge.
<b>Assessment:</b>	Students will submit evidence of practical performance for their chosen sports including written evaluation.
<b>Stretch and challenge:</b>	Continue to complete tasks on Everlearner and use BTEC revision guides and past papers.

# Religious Education

<b>Topics / tasks:</b>	<b>Revision of the WJEC Eduqas GCSE Full Course Religious Studies study materials begins. Pupils will receive from their teachers 2 20 wallet files and over the remaining terms they will be working to complete their revision of the whole course using these bespoke revision materials.</b>
<b>Content and skills:</b>	<p><b><u>THEMES REVISION FILE:</u></b> There are four themes and study if each theme is from two religious perspectives Judaism and Christianity          For each them there will be three practice papers to complete (A,B,C) using support materials          Relationships          Life and Death          Good and Evil          Human rights</p> <p><b><u>STUDY OF RELIGIONS FILE:</u></b> A discrete study of the beliefs and teachings and practices of Judaism and of Christianity          For each part—Beliefs and Teachings and practices there will be three practice papers to complete (A,B,C) using support materials</p> <p>KEY CONCEPT VOCABULARY—8 key words or phrases per section of the course          Pupils are also directed to the need to know and make coherent use of Key Concept Vocabulary set by the exam board          Across the themes and two religions studies pupils have 48 key words to learn and use in their responses to questioning.</p>
<b>Assessment:</b>	Pupils will have 3 GCSE papers. A 2 hour paper Religious, Philosophical and Ethical Studies in the Modern World where they are examined on their knowledge the 4 themes from the different perspectives of Judaism and Christianity. A 1 hour paper on their Study of Christianity in two parts: Christian Beliefs and Teachings and Christian Practices. A 1 hour paper on their Study of Judaism in two parts: Jewish Beliefs and Teachings and Jewish Practices.
<b>Stretch and challenge:</b>	WJEC GCSE Religious Studies Unit 1 Religion and Philosophical Themes, Joy White and Gavin Craigen (Hodder Education) WJEC GCSE Religious Studies Unit 2 Religion and Ethical Themes, Joy White and Gavin Craigen (Hodder Education)

# Science: Biology

<b>Topics / tasks:</b>	<b>Topic 3 - Genetics</b>
<b>Content and skills:</b>	Asexual and sexual reproduction (triple only) Cell division by meiosis Structure of DNA Protein synthesis (triple only) Genetic crosses Mutation and variation
<b>Assessment:</b>	Past exam questions
<b>Stretch and challenge:</b>	Carry out a dihybrid genetic cross

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Topic 7: Rates of reaction and energy changes</b> <b>Topic 8: Fuels and Earth Science</b> <b>(Topic 9: Separate Chemistry 2 – Triple Award Chemistry only)</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Rates of reaction</li><li>• Factors affecting reaction rates</li><li>• Catalysts and activation energy</li><li>• Exothermic and endothermic reactions</li><li>• Energy changes in reactions</li><li>• Hydrocarbons and crude oil and natural gas</li><li>• Fractional distillation of crude oil</li><li>• The alkane homologous series</li><li>• Complete and incomplete combustion</li><li>• Combustible fuels and pollution</li><li>• Breaking down hydrocarbons</li><li>• The early atmosphere</li><li>• The changing atmosphere</li><li>• The atmosphere today</li><li>• Climate change</li><li>• (Hydrocarbons)</li><li>• (Polymers)</li><li>• (Alcohols and Carboxylic acids)</li></ul>
<b>Assessment:</b>	End of topic tests using past paper questions, Active Learn and Seneca.
<b>Stretch and challenge:</b>	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:	Topic 10: Electricity and circuits	Topic 11: Static electricity (triple)	Topics 12&13: Magnetism and the motor effect, Electromagnetic Induction
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Concepts of charge, current, resistance and potential difference</li> <li>• Electrical calculations</li> <li>• Series and parallel dc circuits</li> <li>• Transferring electrical energy</li> <li>• Power</li> <li>• Electrical safety</li> </ul>	<ul style="list-style-type: none"> <li>• Charges and static electricity</li> <li>• Dangers and used of static electricity</li> <li>• Electric fields</li> </ul>	<ul style="list-style-type: none"> <li>• Magnets and magnetic fields</li> <li>• Electromagnetism</li> <li>• Magnetic forces</li> <li>• Electromagnetic induction</li> <li>• The National Grid</li> <li>• Transformers</li> </ul>
<b>Assessment:</b>	End of topic tests compiled by the exam board		
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.		

# Spanish

<b>Topics / tasks:</b>	<b>The content of the second half of Theme 2 of the AQA Spanish course will be covered, including Unit 7 on the Environment and Poverty and Homelessness and Unit 8 on Travel and Tourism.</b>
<b>Content and skills:</b>	Grammar will include using "if" clauses, the pluperfect tense, negative expressions, using modal verbs to express recommendations and obligations, using reflexive constructions (e.g. se debe, se puede + infinitive) and using opinions phrases with the subjunctive. In addition, students will revise preterite and imperfect past tenses and learn how to use expressions of sequence and passive constructions. We will also be practising and developing speaking, writing, listening and reading comprehension skills throughout this term.
<b>Assessment:</b>	Students will be assessed by writing, reading and listening comprehension assessments across these topics.
<b>Stretch and challenge:</b>	Students will be encouraged to read and listen more broadly to Spanish outside of lessons, using predominantly online content, in order to further develop their reading and listening comprehension skills. They also need to start revising vocabulary and grammar covered in the four units of Theme 1 from Year 10.

# Textiles

<b>Topics / tasks:</b>	<b>Continuation of NEA</b>
<b>Content and skills:</b>	<p>Students will continue their own response to the NEA tasks set by the exam board (AQA). This term students should explore:</p> <ul style="list-style-type: none"><li>• Modelling/testing/ sampling practical outcomes in approved materials (i.e working within Covid restrictions)</li><li>• Exploring techniques that would help students realise intended design</li><li>• Writing a product specification</li><li>• Writing a manufacturing specification</li><li>• Creating final design</li><li>• Evaluate their final designs against their specification</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>• Powering systems</li><li>• Energy storage systems</li><li>• Process devices</li><li>• Movement types and Leavers/linkages/gears/cams</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. Students have been given a revision book with relevant practice questions that they can use for extra preparation for their exam. Students should be engaged with the class team to access further opportunities for learning.</p>

# Vocational Construction

<b>Topics / tasks:</b>	<b>Unit 2 – Practical Construction tasks – The purpose of this unit is for learners to develop Joinery and Plumbing skills</b> <b>Unit 1 (Safety &amp; Security) Unit 3 (Planning Construction tasks) – This is their first attempt at these exams (Unit 1 exam 11.1.21 Unit 3 exam 15.1.21 ). They will get another attempt in June 2021.</b>
<b>Content and skills:</b>	<p>Unit 2: Students will complete a plumbing skills exercise including a range of pipe joints (Solder, push fit, isolation and compression). They will also produce a portfolio of evidence recording what they have completed during the lesson.</p> <p>Unit 1: This exam focuses on Construction site safety, legislations and Risks, hazards and Control measures</p> <p>Unit 3: This unit focuses on job roles and responsibilities, planning construction jobs (Gant charts) and calculating floor plans.</p>
<b>Assessment:</b>	<p>Work will be assessed using the Eduquas assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. <b>Unit 2 is 50% of overall grade, Unit 1 is 25% of overall grade and Unit 3 is 25% of overall grade.</b></p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam.</li> <li>• Students could do practice CSCS tests on google / YouTube . These will help with some of the preparation for Unit 2 tasks.</li> <li>• Students can compete missing work / complete revision from the whole course using Microsoft Teams.</li> <li>• A text book is available for this course: WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0</li> </ul>



# Vocational Engineering

<b>Topics / tasks:</b>	<p><b>Unit 2 – Making Engineering Products – The purpose of this unit is for learners to use skills developed to produce an engineered product (task light).</b></p> <p><b>Unit 3 – Solving Engineering Problems – This is their first attempt at this exam on January 12<sup>th</sup> 2021. They will get another attempt in June 2021.</b></p>
<b>Content and skills:</b>	<p><b>Unit 2</b> Students will be asked to <b>complete</b> the following tasks</p> <ol style="list-style-type: none"> <li>1. Interpret engineering information.</li> <li>2. Plan engineering production.</li> <li>3. Use engineering equipment.</li> </ol> <p><b>Unit 3</b> Students will be asked to <b>revise</b> the following tasks:</p> <p><b>Learning Objective 1 – Understanding effects of engineering achievements</b> – describe engineering developments, explain effects of engineering achievements and explain how environmental achievements affect engineering applications.</p> <p><b>Learning Objective 2 – Understand properties of engineering achievements</b> – describe properties required of materials for engineered products, explain how materials are tested for properties and select materials for a purpose.</p> <p><b>Learning Objective 3 – know forming processes of engineered materials</b> – describe engineering processes and describe applications of engineering processes.</p>
<b>Assessment:</b>	<p>Work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. <b>Unit 2 is 50% of overall grade, Unit 3 is 25% of overall grade.</b></p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with <b>exemplar materials for Unit 2 and Theory for Unit 3 exam.</b></p> <p>Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should watch the Engineering video clips on Manufacturing Processes and Materials.</p>