



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 11

Curriculum Overview

Half Term 4

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
<u>Art</u>	AQA	<u>Geography</u>	AQA	<u>Physical Education, GCSE</u>	AQA
<u>Business Studies</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:	Component One- personal projects
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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

Topics / tasks:	<p>Students will complete the following topics this term: Paper 1 content – review based on mock performance 6.1 Ethical & Environmental Child Labour ; 6.1 Ethical & Environmental Working conditions; 6.1 Ethical & Environmental Fair Trade; 6.1 Ethical and environmental Waste & The Environment- False advertising - Climate change and the environment 6.2 The economic climate; 6.3 Globalisation</p>
Content and skills:	<p>GCSE Business – the fundamentals and beyond. Be able to discuss:</p> <ul style="list-style-type: none"> • Legal, social, ethical and environmental impact (including legislation) • Child labour (and the implications to the business, as well as the impact on the child/communities) • Working conditions (and the implications to the business, as well as the impact on the employee) • Economic climate – cause/effect • The concept of globalisation & The impact of globalisation on businesses <p>Data:</p> <ul style="list-style-type: none"> • Use and analyse graphical data and statistics • Analyse information from a given scenario. Use key information when compiling an answer (application) <p>Interpersonal skills:</p> <ul style="list-style-type: none"> • Collaborative working, ideas, business and presenting.
Assessment:	<p>Range of exam questions, classwork, homework. Q&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 & application assessed.</p>
Stretch and challenge:	<p>Projects to get involved in and websites to develop understanding: stopchildlabour.org/ www.environmentjob.co.uk/volunteering?country=2&last_filter=country&last_value=2 www.countryfile.com/how-to/outdoor-skills/guide-to-volunteering-in-the-countryside-conservation-wildlife-gardening/ www.fairtrade.org.uk/ Watch: “Our planet – Our business” www.youtube.com/watch?v=JdWQJq2OkJs Extra: Folders & notes – revise and mind map Two teachers: www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ BBC Bitesize - Business GCSE: www.bbc.co.uk/bitesize/examspecs/zv8gvk7 SENECA: www.senecalearning.com/</p>

Computer Science

Topics / tasks:	Revision of Paper 1 topics Revision of Paper 2 topics Mock Assessments
Content and skills:	Students will revisit numerous topics from Paper 1 focusing initially on the CPU, Networking and Memory Students will revisit numerous topics from Paper 2 focusing initially on Images, Sound and Defensive Design Students will complete a mock assessment on Paper 1 Students will have targeted revision based on the outcome of the mock
Assessment:	Y11 Paper 1 mock /80
Stretch and challenge:	Complete all activities on the Seneca website to prepare for revision senecalearning.com/en-GB/blog/free-ocr-computer-science-gcse-revision/ Use the GCSE bitesize revision site for extra tools of revision www.bbc.co.uk/bitesize/examspecs/zmtchbk Use the Peter Higginson website to revise LMC peterhigginson.co.uk/lmc/

Creative iMedia

Topics / tasks:	R081 – Pre-production skills exam (25% of final grade) R085 – Creating multipage websites coursework unit (25% of final grade)
Content and skills:	<p>Exam - R081: Pre-production Skills: 1 ¼ hours – 25% 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>Coursework - R085: Creating a multi-page website LO1 – 4 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>
Assessment:	Externally moderated exam (January 2021) Teacher assessed coursework for each section LO1 – 4. Work is then sent for external moderation (February series)
Stretch and challenge:	<p>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!</p> <p>Practice using SERIF WebPlus to enhance your skills – this can be accessed outside of school via your own device. You may also want to explore the use of sound and video editing software, both media forms can be embedded into the website.</p> <p>Learning materials: https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</p>

Design Technology

Topics / tasks:	Continuation of NEA
Content and skills:	<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">• Writing a manufacturing specification• Creating final design• Evaluate their final designs against their specification <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">• Scales of production• Construction / joining techniques• Development in new materials
Assessment:	The students NEA response will be assessed in accordance with AQA 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 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

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.

Topics / tasks:	Topic 1: Component 1: Written exam. Section B, Set Text Topic 2: Revise Live Theatre section of Written exam.
Content and skills:	Content of Topic 1: 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. Content of Topic 2: Revise the Live Theatre component of the written examination, and rewrite previous written practice if needed.
Assessment:	Teacher marked practice questions on the set text and live theatre.
Stretch and challenge:	Using KneeHigh Theatre website to explore the set text, Hansel and Gretel.

English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives REVISION
Content and skills:	<ul style="list-style-type: none">• Planning and writing responses to exam questions in which students are asked to argue their opinion on an issue.• Revising persuasive language techniques and using these techniques in extended writing.• Revising how to spend time planning an exam response to ensure it meets the criteria of the mark scheme.• Learning more ambitious vocabulary and gaining confidence to use it in writing.
Assessment:	Producing an exam response for section B of Paper 2.
Stretch and challenge:	<ul style="list-style-type: none">• Following issues in the media that are commonly seen in this exam e.g. environmental issues, school based issues, issues affecting teenagers. Gaining an understanding of such issues and forming viewpoints on them.• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured

English Literature

Topics / tasks:	AQA GCSE English Literature: 'Romeo and Juliet' William Shakespeare
Content and skills:	<ul style="list-style-type: none">• Revising 'Romeo and Juliet'.• Analysing Shakespeare's use of language and structure.• Considering the social and historical contexts of the play and how these influence the text.• Analysing characters and themes both in extracts and across the whole play.• Understanding how to answer an exam question.• Learning key quotations from the play.
Assessment:	Writing exam responses on both characters and themes
Stretch and challenge:	<ul style="list-style-type: none">• Reading the play more than once.• Watching filmed versions of the play.• Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes. www.youtube.com/user/mrbruff/featured• Researching more about Shakespeare and his tragedies.• Researching more about Elizabethan theatre.• Reading critical articles from the British Library e.g. www.bl.uk/shakespeare/articles/new-mutiny-the-violence-of-romeo-and-juliet

Engineering

Topics / tasks:	Section 3 : Systems Section 4: Testing & Evaluation
Content and skills:	Students will complete section 3 Systems : 3.3 Electronic systems, 3.5 Structural systems , 3.6 Pneumatic systems Students will begin section 4 Testing and evaluation: 4.1 Modelling & Calculation 4.2 Testing, 4.3 Aerodynamics
Assessment:	Student will receive summative online testing at the end of each unit and will be required to complete short assignments most lessons based on what they have learned.
Stretch and challenge:	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.

Food

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition. Learners will 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.	Component 2 – Food Preparation and Nutrition in Action. Leaners will explore and demonstrate the different knowledge and skills required to undertake the two internally assessed parts of the qualification known as non-examination assessments, NEA2.
Content and skills:	Students will continue covering revision content, this half term it will include: <ul style="list-style-type: none"> <input type="checkbox"/> Food spoilage <input type="checkbox"/> Food preservation <input type="checkbox"/> Food storage <input type="checkbox"/> Safe preparation of food <input type="checkbox"/> Food poisoning <input type="checkbox"/> Where food comes from <input type="checkbox"/> Primary and secondary food processing <input type="checkbox"/> Fruits and vegetables– classification <input type="checkbox"/> How food is grown <input type="checkbox"/> Classification of cereals 	Students will continue to work through their NEA assignments provided by the exam board: NEA2 Students will make sure that by the end of this half term, all of their work is up to date as much as it can be (considering national lockdowns and restrictions due to isolation). Students work will be marked at the end of this half term (Easter)
Assessment:	Practise exam questions will be given regularly to review topics covered in revision lessons.	
Stretch and challenge:	Students have received login details for the online textbook which can be accessed at https://illuminate.digital/eduqaasfood/ Students should watch related TV programmes which will be advised in class and on Teams. 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.	

French

**Topics /
tasks:**

School and Education

**Content and
skills:**

Students will continue to study the topic of school and education. They will revise the present and imperfect 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.

Assessment:

In class there will be weekly vocabulary tests, grammar tests and assessment of listening, reading and writing skills.

**Stretch and
challenge:**

Students can research school life in France in the past to further their knowledge and use of the imperfect tense.

Geography

Topics / tasks:	Hazards	Fieldwork and Geographical Skills
Content and skills:	Students will examine the evidence for and causes of climate change before examining the impacts of climate change around the world. Students will then assess the different local, national and global responses to climate change.	Students will study the key stages in a fieldwork investigation, starting with planning a geographical enquiry, sampling and primary and secondary data collection.
Assessment:	A knowledge test on climate change.	A knowledge test on fieldwork and geographical skills
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/climate-change-02b5	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/fieldwork-2-case-studies-8744

German

**Topics /
tasks:**

Theme 3: Current and Future Study and Employment

**Content and
skills:**

Students will complete work on the final theme of the GCSE course, current and future study and employment. They will complete 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. They will also study the University & Work section, focussing on grammar around 'welcher' (which), using verbs with 'zu', using subordinating conjunctions and the genitive case.

Assessment:

Students will be assessed by means of regular vocabulary tests, listening, reading and writing tasks completed both in class and for homework. There will be some assessed speaking as part of the GCSE course.

**Stretch and
challenge:**

Students can research school life in German speaking countries. They can find out about further education, apprenticeships and jobs in Germany and compare these to the situation in the United Kingdom.

Health and Social Care (BTEC)

Topics / tasks:	Component 3 – Learning Aim C Students are preparing for final exams to be taken in February 2021.
Content and skills:	<p>Students will learn how to answer exam questions effectively using the following areas</p> <ul style="list-style-type: none"> • The factors that effect health and wellbeing • How to interpret health indicators • The importance of person centred approach • Potential obstacles to implementing plans • Overcoming barriers <p>Students will be given guidance on</p> <ul style="list-style-type: none"> • Recommending actions to improve health and wellbeing • Writing Short and long term targets to improve health and wellbeing • Identifying sources of support that can help individuals improve their health and wellbeing. <p>Students will continue to learn how to answer the exam questions and case studies for homework and in class. Each week exam papers will be assessed and advice given in lessons on how to</p> <ul style="list-style-type: none"> • Understand the exam paper • Use the command words and keywords in a way to maximise marks for each question • Answer questions to maximise marks
Assessment:	<p>Students will entered for the exam in February 2021 with the option of resitting exam in Summer of 2021. Component 3 40% of overall grade. All work is set and collected in Microsoft Teams.</p> <p>Areas to be covered prior to exam: Designing a health and wellbeing plan for a number of different case studies with health and wellbeing needs. Giving a rationale for the plan, explaining how it takes into account a persons needs, wishes and circumstances. Describing obstacles a person may face when implementing a plan and suggesting ways to minimise or overcome them</p>
Stretch and challenge:	<p>Students will Complete additional revision for final exams which can be accessed via Microsoft Teams.</p>

History

Topics / tasks:

The Rise of the Nazis and Life in Nazi Germany

Content and skills:

Students will be revisiting and revising the work on Germany that was originally covered during the first lockdown last Spring. They will conclude their study on how Hitler destroyed the Weimar Republic and secured his position as The Leader, before looking at the ways in which the Nazis consolidated their power and reshaped Germany in their own image. They will look at the system of terror and repression put in place by the Nazis, as well as exploring the cultural, economic and social shifts that occurred during the period of Nazi rule.

Assessment:

Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.

Stretch and challenge:

For those wishing to understand the experience of life in Nazi Germany, *Alone in Berlin* by Hans Fallada is a gripping novel of the experiences of civilians living under Nazi rule and a horrifying glimpse into the fear and paranoia that pervaded people's lives under the Nazis. An acclaimed 1977 German documentary, *Hitler: A Career*, is available on Netflix and discusses how and why Hitler achieved his rapid rise to power in the 1930s. *The Third Reich: A New History* by Michael Burleigh has chapters dedicated to understanding Nazi policies on eugenics and race, the working classes and those who resisted Nazi rule for those wishing to further their studies of these areas.

After Easter, students will study the Holocaust in greater depth; the series *Auschwitz: The Nazis and 'The Final Solution'* is available on Netflix. The series is an extraordinary, unflinching study of the Holocaust and how it came about. It should be considered essential viewing for those with access to Netflix.

Those wishing to consolidate their learning on the First World War should read *The Pity of War* by Niall Ferguson, an influential revisionist account of key questions about the war. On BBC iPlayer, a number of engaging documentaries, including *Our World War* (advisory: some strong language) are available. A series on the legacy of the conflict, *The Long Shadow*, has been uploaded to YouTube, and comes highly recommend.

For the Elizabethan England topic, students should aim to regularly consolidate their learning between now and the summary. BBC [Bitesize](#) is an excellent place to start (Students could also deepen their knowledge by reading *The History of England vol. II: The Tudors* by Peter Ackroyd, a readable and engaging summary of the wider Tudor period, or *The Life of Elizabeth I* by Alison Weir.

Latin

Topics / tasks:	Roman Britain; Revision of complex language features
Content and skills:	Students will complete their revision of the most complex language features required for GCSE (using <i>Taylor: Essential GCSE Latin</i>) and continue practising translation and comprehension tasks to build confidence in their ability. Having postponed our revision of Roman Britain from last half-term, we will now be tackling that material and looking particularly at exam-style questions in preparation for Paper 3.
Assessment:	Regular vocabulary and grammar tests, as well as practice exam questions.
Stretch and challenge:	Students should read about whichever aspects of the ancient world they find interesting.

Mandarin

**Topics /
tasks:**

Relationships and Social media

**Content and
skills:**

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. They will study 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.

Assessment:

In class there will be weekly vocabulary (characters) tests, grammar tests and assessment of listening, reading and writing skills.

**Stretch and
challenge:**

1. Character focus-similar looking characters.
2. Research Chinese social media 'dou yin'

Maths (Foundation)

Topics / tasks:	Consolidation, review and examination Practice
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Practice Examination papers and questions
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Maths (Higher)

**Topics /
tasks:**

Consolidation, review and examination Practice

Higher Extension

Stationary points

Increasing and decreasing functions

Matrices

Transformations in the plane

**Content and
skills:**

- Revision and consolidation of previously learned skills
- Extension of skills to unfamiliar contexts
- Reasoning and problem solving skills

Assessment:

Practice Examination papers and questions

**Stretch and
challenge:**

- Complete extra work using www.hegartymaths.com and www.corbettmaths.com
- Completing enrichment tasks on www.nrich.maths.org

Music

	11C	11K
Topics / tasks:	AOS1-4 Developing Exam Skills	AOS3: Further Listening & Exam Skills AOS4: Further Listening & Exam Skills
Content and skills:	Refining and improving listening skills Developing the ability to write fluently about the set works Revision of key facts for each set work (Coursework Submissions – on hold whilst 'remote learning' continues)	Refining and improving listening skills Developing the ability to write fluently about the set works Revision of key facts for each set work (Coursework Submissions – on hold whilst 'remote learning' continues)
Assessment:	Exam-style listening questions – short and long answer Factual re-call exercises covering key elements of each set work	Exam-style listening questions – short and long answer Factual re-call exercises covering key elements of each set work
Stretch and challenge:	Listening to related works and comparing and contrasting them with the set works – these could be turned into Section B essay plans	Listening to related works and comparing and contrasting them with the set works – these could be turned into Section B essay plans

Photography

Topics / tasks:	<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>MOCK EXAM</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>
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 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.
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 (GCSE)

Topics / tasks:	Review of Psychology (Chapter 4), Socio-cultural issues (Chapter 5) and Health and Fitness (Chapter 6)
Content and skills:	Skill and ability Goal setting and SMART targets Feedback and stress management techniques Understand the social-cultural factors affecting performance Understand the link between physical activity and fitness, health and well-being
Assessment:	Teacher feedback on exam questions. Paper 2 specific exam questions and Kerboodle / Everlearner end of topic assessments.
Stretch and challenge:	Continue to use additional resources to further understand the key concepts and reinforce knowledge from Paper 1.

Physical Education (BTEC)

**Topics /
tasks:**

Unit 2 - Practical Sports Performance assignment content.

**Content and
skills:**

Students will study the rules and regulations of two selected sports and develop their practical skills within those sports. Review of exam technique for Unit 1 with emphasis on long answer questions.

Assessment:

Students will submit evidence of practical performance for their chosen sports including written evaluation. Also Everlearner assessments and Teams assignments.

**Stretch and
challenge:**

Continue to complete tasks on Everlearner and use BTEC revision guides and past papers.

Religious Education

<p>Topics / tasks:</p>	<p>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.</p>
<p>Content and skills:</p>	<p><u>THEMES REVISION FILE:</u> 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 <u>STUDY OF RELIGIONS FILE:</u> 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 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>
<p>Assessment:</p>	<p>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.</p>
<p>Stretch and challenge:</p>	<p>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)</p>

Science: Biology

Topics / tasks:	Topic 4 – Natural selection and genetic modification
Content and skills:	Evolution and natural selection Classification Tissue culture (triple only) Genetic engineering and its uses Improving crop yields (triple only)
Assessment:	Past exam questions
Stretch and challenge:	Find out some interesting examples of genetic engineering

Science: Chemistry

Topics / tasks:	Topic 7: Rates of Reaction and Energy Changes Topic 8: Fuels and Earth Science (Topic 9: Separate Chemistry 2 – Triple Award Chemistry Only)
Content and skills:	<ul style="list-style-type: none">• Catalysts and activation energy• Exothermic and endothermic reactions• Energy changes in reactions• Hydrocarbons and crude oil and natural gas• Fractional distillation of crude oil• The alkane homologous series• Complete and incomplete combustion• Combustible fuels and pollution• Breaking down hydrocarbons• The early atmosphere• The changing atmosphere• The atmosphere today• Climate change• (Carboxylic acids)• (Qualitative analysis – testing for ions)• (Bulk and surface properties of matter including nanoparticles)
Assessment:	End of topic tests using past paper questions, Active Learn and Seneca. When students return to school, there will be a focus on completing the core practical work and other experiments to supplement the learning covered during the lockdown period.
Stretch and challenge:	Researching the uses of different polymers and the development of memory polymers Exploring the uses of nanomaterials and the development of applications for graphene and carbon nanotubes

Science: Physics

Topics / tasks:	Topic 14: The Particle Model	Topic 15: Forces and Matter
Content and skills:	<ul style="list-style-type: none">• Particles and density• Energy and changes of state• Thermal energy calculations• Gas temperature and pressure• Gas pressure and volume (triple only)	<ul style="list-style-type: none">• Bending and stretching• Extension and energy transfers• Pressure in fluids (triple only)• Pressure and upthrust (triple only)
Assessment: End of topic tests compiled by the exam board		
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	The content of the second half of Theme 2 of the AQA Spanish course will be covered, including Unit 8 Travel and Tourism and moving on to Unit 9 My Studies 9. There may be some time to start Unit 10 depending on progress made during live teaching in lockdown.
Content and skills:	Grammar will include using the imperative, the perfect tense with "desde hace", verbs that take the infinitive and using "lo que" and "lo" + adjective as well as revising the other verb tenses covered in the course, particularly present, past and future tenses. We will also be practising and developing speaking, writing, listening and reading comprehension skills throughout this term.
Assessment:	Students will be assessed by writing, reading and listening comprehension assessments across these topics.
Stretch and challenge:	Students will be encouraged to read and listen more broadly to Spanish outside of lessons, using predominantly online content – BBC GCSE AQA Spanish bite size is an excellent online resource - in order to develop further their reading and listening comprehension skills. They also need to start revising vocabulary and grammar covered in the three units of Theme 2 from Year 11 and the first four units covered in Year 10.

Textiles

Topics / tasks:

Continuation of NEA

Content and skills:

Students will complete their own response to the NEA tasks set by the exam board (AQA). This term students should explore / complete:

- Design development
- Manufacturing specification
- Production plan
- Testing
- Evaluation
- Modifications for commercial production

Students should also consolidate learning independently and focus on the following topics

- Materials and manufacture
- Ergonomics and anthropometrics
- Health and safety
- Product analysis (materials, function, safety, sustainability)

Assessment:

Pending the release of further guidance, the NEA response will be assessed in accordance with AQA marking criteria.

Stretch and challenge:

Students should be actively revising theory content.

Students have been given a revision book with relevant practice questions that they can use for extra preparation for their exam. Also, www.technologystudent.com is an excellent resource for revision.

Students should engage with the class team to access further opportunities for learning.

Vocational Construction

Topics / tasks:	Unit 2 – Practical Construction tasks The purpose of this unit is for learners to develop Joinery and Plumbing skills
Content and skills:	<p>Unit 2: Students will plan to 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 task.</p> <p>Unit 2: Students will plan to complete a Joinery skills exercise including a range of wood joints. They will also produce a portfolio of evidence recording what they have completed during the task.</p>
Assessment:	<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. Unit 2 is 50% of overall grade.</p>
Stretch and challenge:	<ul style="list-style-type: none"> • Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam. • Students could do practice CSCS tests on google / YouTube to prepare for Unit 1 exam. • Students can complete missing work / complete revision from the whole course using Microsoft Teams. • 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

Vocational Engineering

Topics / tasks:	Unit 2 – Making Engineering Products The purpose of this unit is for learners to use skills developed to produce an engineered product (task light).
Content and skills:	Unit 2 Students will be asked to complete the following tasks <ol style="list-style-type: none">1. Interpret engineering information.2. Plan engineering production.3. Use engineering equipment.
Assessment:	Work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Unit 2 is 50% of overall grade.
Stretch and challenge:	Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with exemplar materials for Unit 2. 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. Students should watch the Engineering video clips on Manufacturing Processes and Materials.