



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 11

## Curriculum Overview

### *Half Term 5*

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, completing work already started and reviewing and refining existing work. Focusing on developing the quality of their outcomes and presenting a coherent portfolio which covers the assessment criteria.
<b>Assessment:</b>	This term, students will continue to receive highly focused feedback/advice on their work. This will be regular feedback and students are encouraged to respond to their teacher's feedback. Covering the assessment criteria will be central to all feedback provided.
<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><b>Students will complete the following topics this term:</b>  <b>Paper 1 content review based needs/past performance</b>  <b>Paper 2 content: 6.2 The economic climate- 6.3 Globalisation-7 Interdependent nature of business</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>• Economic climate – cause/effect</li> <li>• The concept of globalisation &amp; The impact of globalisation on businesses</li> <li>• the interdependent nature of business operations, finance, marketing and human resources within a business context</li> <li>• how these interdependencies underpin business decision-making</li> <li>• the impact of risk and reward on business activity</li> <li>• the use of financial information in measuring and understanding business performance and decision-making</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.          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>Websites to develop understanding:</b>  <a href="http://www.bbc.co.uk/bitesize/guides/z6sphbk/revision/1">www.bbc.co.uk/bitesize/guides/z6sphbk/revision/1</a>  <a href="http://www.youtube.com/watch?v=IKAjhwpNHdQ">www.youtube.com/watch?v=IKAjhwpNHdQ</a>  <a href="http://prezi.com/s8jfajbimhr5/interdependence-with-other-key-business-functions/">prezi.com/s8jfajbimhr5/interdependence-with-other-key-business-functions/</a></p> <p><b>Join – make a difference:</b>  <a href="http://www.environmentjob.co.uk/volunteering?country=2&amp;last_filter=country&amp;last_value=2">www.environmentjob.co.uk/volunteering?country=2&amp;last_filter=country&amp;last_value=2</a>  <a href="http://www.countryfile.com/how-to/outdoor-skills/guide-to-volunteering-in-the-countryside-conservation-wildlife-gardening/">www.countryfile.com/how-to/outdoor-skills/guide-to-volunteering-in-the-countryside-conservation-wildlife-gardening/</a>  <a href="http://www.fairtrade.org.uk/">www.fairtrade.org.uk/</a></p> <p><b>Watch:</b> “Our planet – Our business” <a href="http://www.youtube.com/watch?v=JdWQJq2OkJs">www.youtube.com/watch?v=JdWQJq2OkJs</a>          Folders &amp; notes – revise and mind map          Two teachers: <a href="http://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ">www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ</a>          BBC Bitesize - Business GCSE: <a href="http://www.bbc.co.uk/bitesize/examspecs/zv8gvk7">www.bbc.co.uk/bitesize/examspecs/zv8gvk7</a>          SENECA: <a href="http://www.senecalearning.com/">www.senecalearning.com/</a></p>

# Computer Science

<b>Topics / tasks:</b>	<b>Revision of Paper 1 topics</b> <b>Revision of Paper 2 topics</b> <b>Formal Assessments</b>
<b>Content and skills:</b>	Students will revisit numerous topics from Paper 1 focusing initially on extended-answer questions, ethics, networks, and the Internet Students will revisit numerous topics from Paper 2 focusing initially on pseudocode, defensive design, and sorting algorithms Students will complete a mock assessment on Paper 1 Students will complete a mock assessment on Paper 2 Students will have targeted revision based on the outcome of the mock Students will have targeted mini-assessments based on content revised
<b>Assessment:</b>	Y11 Paper 1 mock /80 Y11 Paper 2 mock /80 Focused Mini-assessments (ranging from 20-30 marks)
<b>Stretch and challenge:</b>	Complete all activities on the Seneca website to prepare for revision <a href="https://senecalearning.com/en-GB/blog/free-ocr-computer-science-gcse-revision/">senecalearning.com/en-GB/blog/free-ocr-computer-science-gcse-revision/</a> Use the GCSE bitesize revision site for extra tools of revision <a href="http://www.bbc.co.uk/bitesize/examspecs/zmtchbk">www.bbc.co.uk/bitesize/examspecs/zmtchbk</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>R085 – Creating multipage websites coursework unit (25% of final grade)</b>
<b>Content and skills:</b>	<p><b>Coursework - R085: Creating a multi-page website LO1 – 4 (focus on LO2 &amp; LO3)</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.</p> <p>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>	Teacher assessed coursework for each section. Work is then saved for external moderation (May 2021 series)
<b>Stretch and challenge:</b>	<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 <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.</p> <p>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></p>

# Design Technology

<b>Topics / tasks:</b>	<b>Material application and Quality Control – Production Systems</b>
<b>Content and skills:</b>	<p><b><u>Revision for Paper 1: Material application and Quality Control</u></b></p> <ul style="list-style-type: none"> <li>• Materials and their properties</li> <li>• Composite materials and Quality Control</li> </ul> <p>Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p> <p><b><u>Revision for Paper 2 : Production Systems</u></b></p> <ul style="list-style-type: none"> <li>• CAD/CAM</li> <li>• Properties of materials</li> <li>• Smart Materials</li> <li>• Sustainability</li> <li>• Impact of continuous improvement &amp; product lifecycle</li> <li>• Material Case Study</li> <li>• Content recap / revision</li> </ul> <p>Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p>
<b>Assessment:</b>	<p>Paper 1 : Material application and Quality Control            Paper 2: Production Systems            Assessment 3: NEA Final Submission</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Catch up assessments if required</li> <li>• Preparation for next steps</li> </ul>



# Drama

<b>Topics / tasks:</b>	<b>Assessment 1: Section A : Knowledge and Understanding Multiple Choice and Section B of written examination, Set Text: Hansel and Gretel</b>
<b>Content and skills:</b>	<b>Content of Assessment 1:</b> Prepare for written assessments for the four different question types that will be demonstrated in class to the students ahead of time and multiple choice questions.
<b>Assessment:</b>	Teacher marked assessment on an AQA examination.
<b>Stretch and challenge:</b>	Using KneeHigh Theatre website to explore the set text, Hansel and Gretel. BBC Bitesize GCSE Drama to revise relevant terminology.

# English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Viewpoints and Perspectives: Reading and Writing REVISION	
<b>Content and skills:</b>	<b>Reading</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.</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>• Planning and writing responses to exam questions in which students argue their opinion on an issue.</li><li>• Revising persuasive language techniques and using these techniques in extended writing.</li><li>• Revising how to spend time planning an exam response to ensure it meets the criteria of the mark scheme.</li><li>• Learning more ambitious vocabulary and gaining confidence to use it in writing.</li></ul>
<b>Assessment:</b>	Producing an exam response for section A and section B of Paper 2.	
<b>Stretch and challenge:</b>	<b>Reading</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>	<b>Writing</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li></ul>

# English Literature

<b>Topics / tasks:</b>	<b>AQA GCSE English Literature: 'A Christmas Carol' Charles Dickens REVISION</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revising the novella <i>A Christmas Carol</i>.</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 on a key extract and theme across the whole text.
<b>Stretch and challenge:</b>	<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>Mechanics &amp; Electronics; Engineering Materials; Engineering Processes</b>
<b>Content and skills:</b>	<p><b><u>Revision &amp; Assessment 1 – Paper 1 Topic: Section 3 - Mechanics &amp; Electronics</u></b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback) Individual and group discussions / revision</p> <p><b><u>Revision: Section 1 - Engineering Materials</u></b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback) Individual and group discussions / revision</p> <p><b><u>Revision: Section 2 - Engineering Processes</u></b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback) Individual and group discussions / revision</p> <p><b><u>Revision &amp; Assessment 2: Paper 2 Topic 1&amp; 2 - Mechanics &amp; Electronics</u></b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback) Individual and group discussions / revision and complete any outstanding tasks. .</p>
<b>Assessment:</b>	Assessment 3: NEA Final Submission; Assessment 2: Paper 2 Topic 1& 2 - Mechanics & Electronics; Paper 1 Topic: Section 3 - Mechanics & Electronics
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Catch up assessments if required</li><li>• Preparation for next steps.</li></ul>

# Food

<b>Topics / tasks:</b>	<b>Revision Assessment 1- Revision Assessment 2- NEA Final Submission</b>
<b>Content and skills:</b>	<p><b><u>Macronutrients &amp; Energy</u></b></p> <ul style="list-style-type: none"> <li>• Protein, carbohydrates, fats</li> <li>• Individual and group discussions and activities</li> </ul> <p><b><u>Micronutrients &amp; Planning Meals</u></b></p> <ul style="list-style-type: none"> <li>• Vitamins &amp; Minerals</li> <li>• Meal planning</li> <li>• Cooking methods and heat transfer</li> <li>• Individual and group discussions and activities</li> </ul> <p><b><u>Food Origins</u></b></p> <ul style="list-style-type: none"> <li>• Crops &amp; GM foods</li> <li>• Primary and secondary processing</li> <li>• Preparation with classes – review / discussions / past exam questions</li> <li>• Individual and group discussions and activities</li> </ul>
<b>Assessment:</b>	<p>Preparation with classes – review / discussions / past exam questions          Assessment 1 (35 minutes)          Assessment 2 (35 minutes)  <b><u>NEA Final Submission</u></b>          3 coursework lessons          Lesson 3 - Final submission of NEA.</p>
<b>Stretch and challenge:</b>	<p>Catch up assessments if required          Preparation for next steps</p>

# French

<b>Topics / tasks:</b>	<b>Revisit previous topics Units 1-8</b>
<b>Content and skills:</b>	Students will revise previous learning across the course.
<b>Assessment:</b>	Students will complete Speaking Endorsement tasks (part of AQA examination requirement this year) with a minimum of two speaking tasks covering two different themes. There will be additional assessment of the other language skills (listening, reading and writing) across a range of topics as part of a portfolio of evidence.
<b>Stretch and challenge:</b>	Students should concentrate on learning a wide range of vocabulary and key grammatical structures.

# Geography

<b>Topics / tasks:</b>	<b>Review, Consolidation and Assessment</b>
<b>Content and skills:</b>	Students will review and be assessed on the GCSE content covered to date.
<b>Assessment:</b>	Written assessments with different question types that will be demonstrated in class to the students ahead of time.
<b>Stretch and challenge:</b>	Students can use the following websites to support their revision: <ul style="list-style-type: none"><li>• BBC GCSE Bitesize: <a href="http://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a></li><li>• Oak National Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography">classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography</a></li><li>• Internet Geography: <a href="http://www.internetgeography.net/">www.internetgeography.net/</a></li><li>• Cool Geography: <a href="http://www.coolgeography.co.uk/">www.coolgeography.co.uk/</a></li><li>• Geographical Association – Geography Education Online: <a href="http://geographyeducationonline.org/">geographyeducationonline.org/</a></li></ul>

# German

<b>Topics / tasks:</b>	<b>Revision</b>
<b>Content and skills:</b>	Students will focus on the revision of content and grammatical structures that they have worked on over the course of their GCSE course.
<b>Assessment:</b>	Students will complete Speaking Endorsement tasks (part of AQA examination requirement this year) with a minimum of two speaking tasks covering two different themes. There will be additional assessment of the other language skills (listening, reading and writing) across a range of topics as part of a portfolio of evidence.
<b>Stretch and challenge:</b>	Students should concentrate on learning a wide range of vocabulary and key grammatical structures.



# Health and Social Care (BTEC)

<b>Topics / tasks:</b>	<b>Revision and Assessments</b>
<b>Content and skills:</b>	<p><b><u>Revision – Component 3 – Section A - A1 Factors affecting health and wellbeing, B1, B2- Interpreting health indicators</u></b>            Preparation with classes – review / discussions / past Q &amp; A &amp; feedback. Assessing health and wellbeing in preparation for questions 1, 2 and 3 Section A</p> <p><b><u>Revision – Component 3 – Section B- C1 &amp; C2 Health and wellbeing improvement plans, Obstacles &amp; support</u></b></p> <ul style="list-style-type: none"> <li>• Preparation with classes – review / discussions / past Q &amp; A &amp; feedback. Design a health and wellbeing improvement plan, including SMART short- and long-term targets, informal and formal support and obstacles an individual may face.</li> <li>• Individual and group discussions / revision.</li> </ul> <p><b><u>Component 3 Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Additional research tasks.</li> </ul>
<b>Assessment:</b>	Assessment 1 – Paper topic: Component 3 – A1, B1 & B2 Assessing Health and Wellbeing; Assessment 2 – Paper topic: Component 3 - C1 & C2 Health and Wellbeing Improvement plans
<b>Stretch and challenge:</b>	Catch up assessments if required Preparation for next steps

# History

<b>Topics / tasks:</b>	<b>Revision and Assessment</b>
<b>Content and skills:</b>	Students will be revisiting and revising their work on the three sections of the course that they've been studying in the past two years- Conflict and Tension: the First World War; Democracy and Dictatorship: Germany 1890-1945; and Elizabethan England. There will be a rolling programme of revision of content, revision of exam technique, and formal assessment in the classroom.
<b>Assessment:</b>	Students will complete questions on a regular (likely weekly) basis. Content and question types that may appear in the assessment will be revised and clarified with the students in the lessons prior to the formal assessments.
<b>Stretch and challenge:</b>	<p>The key for our students in the coming half term will be using their time wisely and consolidating existing knowledge as far as possible.</p> <p>The BBC Bitesize website is excellent for revision on all aspects of the course.</p> <p>For the Conflict and Tension topic, students may also wish to look at the wealth of resources provided by the Imperial War Museum on their website (<a href="http://www.iwm.org.uk">www.iwm.org.uk</a>).</p> <p>For the Germany topic, Alpha History is an excellent website (<a href="https://alphahistory.com">https://alphahistory.com</a>) that goes into plenty of detail, particularly on the Weimar Republic and period of Nazi rule.</p> <p>For the Elizabeth topic, Schools History (<a href="https://schoolshistory.org.uk/topics/british-history/elizabethan-era/">https://schoolshistory.org.uk/topics/british-history/elizabethan-era/</a>) covers the majority of the topics that students may encounter in their assessments.</p> <p>If students wish to deepen their understanding of any particular aspects further, they should speak to their class teacher who will be able to point them in the direction of good resources, particularly books, which will allow students to deepen their knowledge further.</p>

# Latin

<b>Topics / tasks:</b>	<b>Consolidation of all topics</b>
<b>Content and skills:</b>	We will focus on how to answer questions effectively, while recapping all the content of the GCSE course.
<b>Assessment:</b>	A rolling programme of short exam-style assessments through the half-term.
<b>Stretch and challenge:</b>	Students should read about whichever aspects of the ancient world they find interesting.

# Mandarin

<b>Topics / tasks:</b>	<b>Identity and culture; current and future study and employment and traveling</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. 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.
<b>Assessment:</b>	Students will complete Speaking Endorsement tasks (part of AQA examination requirement this year) with a minimum of two speaking tasks covering two different themes. There will be additional assessment of the other language skills (listening, reading and writing) across a range of topics as part of a portfolio of evidence.
<b>Stretch and challenge:</b>	Start revising vocabulary and grammar covered in Themes 1, 2 and 3 from this year and last year. Use video resources provided on Teams for listening and speaking skills.

# Maths (Foundation)

<b>Topics / tasks:</b>	<b>Consolidation, review and assessment.</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>	Internal assessments will take place over half term 5
<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>	<b>Consolidation, review and assessment</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>	Internal assessments will take place over half term 5
<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>AOS1-4 Developing Exam Skills Composition - preparing submission Performance – preparing submission</b>	<b>AOS1-4 Developing Exam Skills Composition - preparing submission Performance – preparing submission</b>
<b>Content and skills:</b>	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 - preparing these for final assessment	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 - preparing these for final assessment
<b>Assessment:</b>	Exam-style listening questions – short and long answer Factual re-call exercises covering key elements of each set work Final submission for both composition and performance	Exam-style listening questions – short and long answer Factual re-call exercises covering key elements of each set work Final submission for both composition and performance
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>Component One- personal projects</b>
<b>Content and skills:</b>	Students are continuing to develop their coursework, completing work already started and reviewing and refining existing work. Focusing on developing the quality of their outcomes and presenting a coherent portfolio which covers the assessment criteria.
<b>Assessment:</b>	This term, students will continue to receive highly focused feedback/advice on their work. This will be regular feedback and students are encouraged to respond to their teacher's feedback. Covering the assessment criteria will be central to all feedback provided.
<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.



# Physical Education (GCSE)

<b>Topics / tasks:</b>	<b>Revision of Papers 1 &amp; 2 and collection of NEA evidence</b>
<b>Content and skills:</b>	Review Paper 1 content – Chapter 1 (Anatomy and physiology) Chapter 2 (Movement analysis) Chapter 3 (Physical Training)  Review Paper 2 content – Chapter 4 (Sports psychology) Chapter 5 (Socio-cultural influences) Chapter 6 (Health and fitness)
<b>Assessment:</b>	Everlearner, Kerboodle and past paper assessments.
<b>Stretch and challenge:</b>	Extended practice on past papers and revision notes.

# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>Unit 1 – Fitness for Sport and Exercise</b>
<b>Content and skills:</b>	Revision of exam content for Unit 1, working on exam technique for long answer questions.
<b>Assessment:</b>	Everlearner assessments and Teams assignments. Assessments from past papers.
<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>GCSE focussed study of Christian Beliefs and teachings.</b>
<b>Content and skills:</b>	With the current timetable of one lesson per week: Year 11 pupils can expect 3 x 30 minute exam assessment questions. These three assessment opportunities will be sat by pupils on alternate weeks - revision lesson followed by assessment. The assessment questions will be unseen, but with pupils made aware of the unit of study covered by the questions. An exam preparation pack will be given to each pupil so that they can revise in school and at home. Unit 1: Religion and Relationships Unit 2: Religion and Good and Evil Unit 3: Christianity; Beliefs and Teachings.
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website

# Science: Biology

<b>Topics / tasks:</b>	<b>Consolidation of Topics 1,2,3,5</b>
<b>Content and skills:</b>	Topic 1 Cells, Microscopes, Magnification, Enzymes, Transport in and out of cells (Calorimetry and Food tests – triple only) Topic 2 Cells and control – Mitosis, Growth, Nervous system (Eye and brain – triple only) Topic 3 Genetics - Meiosis, DNA, genetic crosses, variation (Protein synthesis, sex-linked crosses) Topic 5 Disease – Communicable diseases: pathogens, physical barriers and chemical defences, the immune system, vaccination and non-communicable diseases: risk factors for CVD eg: BMI and waist to hip ratio, evaluating treatments for CVD.
<b>Assessment:</b>	Assessments in weeks 2 (triple only), 3 and 6
<b>Stretch and challenge:</b>	Revision websites to use: <a href="http://www.senecalearning.com">www.senecalearning.com</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zrkw2hv">https://www.bbc.co.uk/bitesize/subjects/zrkw2hv</a> <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Consolidation of Topics 1, 6, 7, (8 And 9 - Triple Award Chemistry Only)</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Topic 1: Atomic structure, the Periodic table, Ionic bonding, Covalent bonding, Types of substance, Calculations involving masses;</li><li>• Topic 6: Group 1, Group 7, Group 0;</li><li>• Topic 7: Rates of reaction, Factors affecting reaction rates, Catalysts and activation energy, Exothermic and endothermic reactions, Energy changes in reactions</li><li>• (Topic 8: Hydrocarbons in oil, Fractional distillation, Alkanes, Complete and incomplete combustion, Combustible fuels and pollution, Breaking down hydrocarbons – <b>TRIPLE AWARD ONLY</b>)</li><li>• (Topic 9: Alkanes and alkenes, Reactions of alkanes and alkenes, Ethanol production, Alcohols, Carboxylic acids, Addition polymerisation, Condensation polymerisation – <b>TRIPLE AWARD ONLY</b>)</li></ul>
<b>Assessment:</b>	Assessments in weeks 2 (triple only), 3 and 6
<b>Stretch and challenge:</b>	<p><b>Revision websites:</b> Oak National Academy – <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/chemistry">classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/chemistry</a> BBC Bitesize - <a href="http://www.bbc.co.uk/bitesize/examspecs/zqkww6f">www.bbc.co.uk/bitesize/examspecs/zqkww6f</a> (Combined) <a href="http://www.bbc.co.uk/bitesize/examspecs/zy984j6">www.bbc.co.uk/bitesize/examspecs/zy984j6</a> (separate award) Seneca Learning - <a href="https://senecalearning.com/en-GB/">senecalearning.com/en-GB/</a> Pearson Active Learn - <a href="http://www.pearsonactivelearn.com/app/Home">www.pearsonactivelearn.com/app/Home</a></p>

# Science: Physics

Topics / tasks:	Consolidation of Topics (Combined Science)	Consolidation of Topics (Triple Science)
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Circuit Electricity &amp; Electromagnetism</li> <li>• Energy, Forces doing work and Particle Model</li> </ul> <p><b>Revision-Paper 2 (Chemistry &amp; Physics)</b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p> <p>Individual and group discussions / revision.</p>	<ul style="list-style-type: none"> <li>• Moments, Static Electricity, Motors and Generators, Gases</li> <li>• Circuit Electricity &amp; Electromagnetism</li> <li>• Energy, Forces doing work and Particle Model</li> </ul> <p><b>Revision –Paper 2 (Chemistry &amp; Physics)</b> Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p> <p>Individual and group discussions / revision.</p>
<b>Assessment:</b>	Assessments 3 and 6 (Combined)	Assessments 3, 6 and 9 (Triple)
<b>Stretch and challenge:</b>	Catch up assessments if required Preparation for next steps	

# Spanish

<b>Topics / tasks:</b>	<b>Depending on the class, pupils will either be consolidating Theme 2: Unit 8 content on Travel and Tourism or Theme 3: Unit 9 content on School and Future plans. Pupils will also be preparing for the completion of the speaking endorsement.</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Students will complete Speaking Endorsement tasks (part of AQA examination requirement this year) with a minimum of two speaking tasks covering two different themes. There will be additional assessment of the other language skills (listening, reading and writing) across a range of topics as part of a portfolio of evidence.
<b>Stretch and challenge:</b>	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 Themes 1 and 2 from this year and last year.

# Textiles

<b>Topics / tasks:</b>	<b>Material application and Quality Control – Production Systems</b>
<b>Content and skills:</b>	<p><b><u>Revision for Paper 1: Material application and Quality Control</u></b></p> <ul style="list-style-type: none"> <li>• Materials and their properties</li> <li>• Composite materials and Quality Control</li> </ul> <p>Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p> <p><b><u>Revision for Paper 2 : Production Systems</u></b></p> <ul style="list-style-type: none"> <li>• CAD/CAM</li> <li>• Properties of materials</li> <li>• Smart Materials</li> <li>• Sustainability</li> <li>• Impact of continuous improvement &amp; product lifecycle</li> <li>• Manufacturing techniques (printing)</li> <li>• Content recap / revision</li> </ul> <p>Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</p>
<b>Assessment:</b>	<p>Paper 1 : Material application and Quality Control            Paper 2: Production Systems            Assessment 3: NEA Final Submission</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Catch up assessments if required</li> <li>• Preparation for next steps</li> </ul>



# Vocational Construction

<b>Topics / tasks:</b>	<b>Revision Topic 3 Construction Roles &amp; Responsibilities- NEA Assessments – Paper 1 Topic Roles and Responsibilities</b>
<b>Content and skills:</b>	<p><b><u>For revision topic 3</u></b></p> <ul style="list-style-type: none"> <li>• Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</li> <li>• Individual and group discussions / revision</li> </ul> <p><b><u>For each NEA Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</li> <li>• Individual and group discussions / revision.</li> </ul> <p><b><u>For Paper 1 Topic Roles and Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Lesson 1&amp;2 Preparation with classes – review / discussions / past Q &amp; A (&amp; feedback)</li> <li>• Lesson 3 Assessment 1</li> </ul>
<b>Assessment:</b>	<p>Assessment 1 – Paper 1 Topic Roles and Responsibilities            NEA – Practical assessment Plumbing            Assessment 2 NEA</p>
<b>Stretch and challenge:</b>	<p>Catch up assessments if required            Preparation for next steps</p>

# Vocational Engineering

<b>Topics / tasks:</b>	<b>Materials and Properties; Unit 3 – Theory – 12. Engineering Processes; Making – practical task in workshop</b>
<b>Content and skills:</b>	<p><b><u>Revision - Materials and Properties</u></b> Lesson 1-3 - Revision– Unit 3 – Theory – 3. Materials and Properties</p> <p><b><u>Revision &amp; Assessment 1</u></b> Lesson 1 &amp; 2 – Revision - Unit 3 – Theory – 12. Engineering Processes Lesson 3 Assessment</p> <p><b><u>Practical Task in Workshop</u></b> Lesson 1 - 3 – Unit 2 - Making – practical task in workshop</p>
<b>Assessment:</b>	Assessment 1 -Materials and Properties Engineering Processes Assessment 2 - Practical outcome.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Catch up assessments if required</li><li>• Preparation for next steps</li></ul>