DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE

Year 11

Curriculum Overview

Half Term 2

Dear Parent/Carer,

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

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

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

The information for each subject is categorised as follows:

Topics / tasks:	This is the overview of the topics Year 11 students will be covering this half term.
Content and skills:	This explains what areas students will be looking at, and the skills they will be developing during the half term.
Assessment:	This explains how students will be assessed on their understanding of this topic.
Stretch and challenge:	This gives suggestions of how students can explore this area in more detail if they wish.

Exam Boards

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

Art

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

Business Studies

Topics / tasks:	**Brexit – the impact, Finance:** • **5.3 Revenue, costs, profit and loss** • **5.4 Break-even** • **5.5 Cash flow** • **Formulas/finance = assessment**	
Content and skills:	**Be able to discuss:** • Brexit & Global Issues - Impact/effect • The difference between cash and profit • The importance of cash to a business • Forecasting **Be able to calculate:** • The concept of revenue, costs and profit and loss in business and their importance in business decisions • The different costs in operating a business • Calculation of costs and revenue • Calculation of profit/loss • Calculation and interpretation of profitability ratios • Breakeven	**Data:** • Use and analyse graphical data and statistics • Analyse information from a given scenario. Use key information when compiling an answer (application) **Interpersonal skills:** • Collaborative working, ideas, business and presenting.
Assessment:	Range of exam questions, classwork, homework. Q&A in lessons. Finance tests x 2 (50 marks & 30 marks) Paper 1 mock exam (full paper 1 ½ hours – 80 marks) Use of key terms & application assessed.	
Stretch and challenge:	**Finance:** Breakeven: www.youtube.com/watch?v=7RocdGhTd6Q Cash flow forecast: www.youtube.com/watch?v=4SNWA_HbF6U	**Revision:** Folders & notes Two teachers: www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ BBC Bitesize - Business GCSE: www.bbc.co.uk/bitesize/examspecs/zv8gvk7 SENECA: www.senecalearning.com/

Computer Science

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

Creative iMedia

Topics / tasks:	**R082 – Creating digital graphics coursework unit (25% of final grade)**
Content and skills:	**Coursework – 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. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. OCR 2020
Assessment:	Teacher assessed coursework for each section LO1 – 4. Work is then sent for external moderation (February series)
Stretch and challenge:	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 Adobe Photoshop to enhance your skills – this can be accessed outside of school via your **own** device. Learning materials: www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/

Design Technology

Topics / tasks:	**Continuation of NEA**
Content and skills:	Students will continue their own response to the NEA tasks set by the exam board (AQA). This term students should explore: • Development of design ideas • Testing ideas with their proposed specification and target customer • Exploring techniques that would help students realise intended design In preparation for the mock exam, students will continue to recap knowledge and understanding of the greater world of design covering the following topics: • Origins of materials • Ergonomics and anthropometric data • Product analysis (materials, function, safety, sustainability)
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:	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.

Drama

Topics / tasks:	**Topic 1: Component 2: Devised Coursework** **Topic 2: Component 3: Texts in Practice**
Content and skills:	**Content of Topic 1**: Rehearse and perform devised piece and complete all written sections for final grading. **Content of Topic 2:** Researching and finalising script choices for practical examination (component 3) a. Start rehearsing and improve acting skills.
Assessment:	Component 2 coursework assessment (worth 40% of GCSE). Teacher marked practice questions on the set text.
Stretch and challenge:	Research chosen monologue for component 3 in more depth.

English

Topics / tasks:	AQA GCSE English Literature: Unseen Poetry	AQA GCSE English Language: Paper 2 Viewpoints and Perspectives
Content and skills:	• Reading a selection of unseen poetry. • Analysing the writer's use of language, form and structure. • Comparing themes and methods across two poems by different writers. • Understanding how to answer the two exam questions	• Reading non-fiction and literary non-fiction texts from 1800s, 1900s and present day. • Summarising the key messages in texts. • Understanding how writers present their viewpoints via methods. • Comparing the viewpoints of writers and how they are presented within the contexts they were written in.
Assessment:	Writing exam responses on individual poems and paired comparisons.	Answering a full reading section of the exam
Stretch and challenge:	• Reading anthologies of modern poetry or via https://www.poetryfoundation.org/ • Annotating poems for the methods the writer uses and why • Accessing Mr Bruff on YouTube and watch the series of videos on unseen poetry whilst making useful revision notes. www.youtube.com/user/mrbruff/featured	• Reading non-fiction in the form of broadsheet newspaper articles. • Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: reading' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured

Engineering

Topics / tasks:	**NEA – Design and Make a prototype restricted parking Mechanism**
Content and skills:	Students will complete the following tasks: • Complete Initials ideas for their restricted parking mechanism • Link these designs to their research. • Modell prototype design ideas for a restricted parking mechanism • Complete a final prototype design for a restricted parking mechanism • Evaluate the prototype against the design specification.
Assessment:	Upon completion of this Unit the work will be graded and count towards 40% of final grade.
Stretch and challenge:	Students need to revise for upcoming mock exams. This will be on work primarily covered in Year 10. Student work is available through Microsoft Teams.

Food Preparation and Nutrition

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition.	Component 2 – Food Preparation and Nutrition in Action.
Content and skills:	Learners will continue to explore different aspects of the specification each half term. In Yr11, students will begin by revisiting knowledge covering food, nutrition and health and how to plan for different groups. Students will continue covering revision content, this half term it will include: Food Nutrition and Health focusing on healthy eating guidelines, nutritional needs of different age groups, diet related health problems, energy, nutritional analysis and planning meals for different groups.	Leaners main task be to will explore and demonstrate the different knowledge and skills required to undertake the internally assessed part of the qualification known as non-examination assessments, NEA2. Students will continue to work through their NEA assignments provided by the exam board: Students will make sure that by the end of this half term, all research, planning for the practical element of the coursework, including the completion of the trial dishes is complete. This will ensure they are ready for their practical assessment after the Christmas holidays in which they will produce their final 2 dishes with accompaniments (if appropriate).
Assessment:	Students will complete a mock exam of knowledge covered so far, using a past paper exam to help promote good exam technique practice. 3 hour practical exam will be on **Wednesday 2nd February 2022.**	
Stretch and challenge:	Students should familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA2. Students have received login details for the online textbook which can be accessed at https://illuminate.digital/eduqasfood/ 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:	**Students will study the topic of holidays and will then move on to the schools topic.**
Content and skills:	How to use the pluperfect tense; how to recognise and use the subjunctive; how to use sequencing adverbs; and how to use 3 different time frames together.
Assessment:	Weekly vocabulary and grammar tests. Practice speaking activities.
Stretch and challenge:	Research the French school system; look at the life of a student in a typical school in a town in France.

Geography

Topics / tasks:	The Living World	Hazards
Content and skills:	Students will investigate the causes and impacts of deforestation in the Amazon Rainforest before evaluating the strategies used to manage the rainforest sustainably. Students will then examine the physical characteristics of a cold environment and how plants and animals adapt to the physical conditions. Students will then investigate the opportunities and challenges created for people living in a cold environment before evaluating the strategies used to manage these environments sustainably.	Students will investigate the concept of a hazard, different types and factors that affect the level of risk they present to people. Students will then examine plate tectonics theory, the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins before studying the physical processes taking place at different types of plate margin that lead to earthquakes and volcanic activity. Students then apply this theory to two contrasting case studies to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.
Assessment:	End of Unit Test on the Living World topic.	A range of GCSE practice questions throughout the half term.
Stretch and challenge:	Going to the AQA website and downloading past copies of paper 1 and the mark scheme to practice answering GCSE questions on this topic. Watch the Cold Environments episodes of Planet Earth available on BBC iPlayer.	Going to the AQA website and downloading past copies of paper 1 and the mark scheme to practice answering GCSE questions on this topic. Keeping up to date with recent news stories about natural hazards around the world – the BBC is a good place to start.

German

Topics / tasks:	**Theme 2 – Local, national and international and global areas of interest, including topics on the local area, social and global issues and holidays. Students will study all of the relevant vocabulary as well as revision of prepositions, the TMP rule, the imperfect and conditional tenses, the pluperfect tense, reflexive verbs and the use of impersonal verbs.**
Content and skills:	Students will be working on all four skills (reading, writing, listening and speaking), with a focus on how to tackle writing and speaking tasks in exams. They will also look at: reading authentic texts and using social/cultural context to understand meaning, using an understanding of suffixes to break down longer words to understand them, using alternatives to weil, using adjectives and paraphrasing.
Assessment:	A mock reading & listening paper to take place in late November, regular vocabulary tests and marked written work.
Stretch and challenge:	Researching life in German speaking countries in terms of global and social issues (poverty, homelessness, refugees, the environment, travel) and writing in German about the similarities and differences with Britain.

Health and Social Care (BTEC)

Topics / tasks:	**Component 3 – Learning Aim A taught by Mrs Scott** **Students are preparing for final exams to be taken in February 2021.**	**Component 3 – Learning Aim B taught by Mrs White** **Students are preparing for final exams to be taken in February 2021.**
Content and skills:	**Learning A 1: Students will learn and revise the following areas:** 1. Factors that affect health and individual wellbeing 2. Financial resources 3. Environmental conditions 4. Housing 5. Impact of life events relating to relationship changes 6. Impact of life events relating to changes in life circumstances **Learning C 1: Students will learn and revise the following areas** 1. The importance of person centred approach 2. Recommended actions to improve health and wellbeing 3. Short and long term targets 4. Sources of support	**Learning B 1: Students will continue to embed and revise the following areas:** 1. Using published guidelines to interpret health indicators 2. Risks to physical health 3. Interpreting lifestyle data - smoking, alcohol, inactivity, Embedded in lesson will be: • How to understand the exam paper • Command words and keywords review • Modelling answers for exam questions **Learning C 1: Students will learn and revise the following areas** **4 Writing Health and Wellbeing plans** 5. Potential obstacles to implementing plans 6. Emotional / psychological obstacles 7. Time constraints 8. Availability of resources
Assessment:	Students will entered for the exam in February 2022 with the option of resitting exam in Summer of 2022. **Component 3 40% of overall grade.** All work is set and collected in Microsoft Teams.	
Stretch and challenge:	Students will complete additional revision for mock and final exams which can be accessed via Microsoft Teams.	

History

Topics / tasks:	The Crises of Government during Elizabeth's reign	Domestic life in Elizabethan England
Content and skills:	Students will investigate the importance of religious opposition (both Catholic and Puritan), the causes and consequences of conflict with Spain, and the events of the Spanish Armada.	Students will investigate the social and cultural history of the period, including fashion, architecture, and the theatre. They will also study the problems of poverty, the rise of the gentry and the Essex Rebellion.
Assessment:	Completing exam-style questions that test the ability to construct causal explanatory narratives and test interpretations of the past using evidence. Students completed a formal mock examination on Conflict and Tension and Democracy and Dictatorship during the previous half term.	There will be an end of unit test on the Elizabethan material.
Stretch and challenge:	**Reading**: Ian Mortimer, *The Time Traveller's Guide to Elizabethan England* Peter Ackroyd, *Tudors: The History of England Vol II* Antonia Fraser, *Mary, Queen of Scots*	**Other Media:** BBC Bitesize Elizabeth: The Golden Age (film, 2007) Elizabeth (film, 1998) Mary, Queen of Scots (film, 2018)- not fully accurate (the two Queens never met) but provides excellent context

Latin

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

Mandarin

Topics / tasks:	**Identity and culture (revisited)**
Content and skills:	Students will revisit the topics from Theme one. They will revise vocabulary relevant to the topics and be able to apply this through speaking and listening. They will be able to understand more authentic Chinese sentences in reading. The focus will be on on word order in writing tasks. Students will consolidate the following grammar: Adverbs of frequency; verb+de; the difference in use of verb'hui and neng' ke yi'.
Assessment:	In class there will be weekly vocabulary (characters) and written and translation assessments on these topics.
Stretch and challenge:	Forms of address on Chinese extended family and three generations living together.

Maths

Topics / tasks:	**<u>Foundation Tier</u>** **Simultaneous equations** **Data and statistics** **Surface area and volume** **Vectors**	**<u>Higher Tier</u>** **Pythagoras and Trigonometry review** **Sine and Cosine rule and area of a triangle** **Trig graphs** **Function notation**	**<u>Higher tier extension</u>** **Trig equations and identities**
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills		
Assessment:	Half term assessment covering content covered this half term as well as previously covered content.		
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: Further Listening** **AOS3: Further Listening** **Composition Review**	**AOS4: Review & Consolidation** **Composition Review**
Content and skills:	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
Assessment:	Exam-style listening questions Formative composition feedback	Exam-style listening questions Formative composition feedback
Stretch and challenge:	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

Topics / tasks:	**Students continue to develop their skills using various techniques with Photoshop to produce a range of tasks. The projects will allow further exploration for the students to progress a creative approach to digital photography.**
Content and skills:	With each new task students will be developing creative processes, looking at digital artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Assessment 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:	**Chapter 4 (Sports Psychology) and NEA**
Content and skills:	Students will complete Chapter 4: Examine effectiveness of guidance and feedback Arousal levels and inverted U theory Aggression and personality types in different sports Students will also complete the written component of their NEA
Assessment:	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
Stretch and challenge:	Continue to complete tasks on Everlearner and Kerboodle. Also use revision guides and past papers.

Physical Education (BTEC)

Topics / tasks:	**Unit 6 – Leading Practical Sports**
Content and skills:	Students will study attributes and skills needed to be a successful sports leader
Assessment:	Students will undertake an assignment based assessment on leadership skills.
Stretch and challenge:	Continue to complete tasks on Everlearner and use BTEC revision guides and past papers.

Religious Education

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

Science: Biology

Topics / tasks:	**Topic 2 – Cells and Control**
Content and skills:	• Cell division – mitosis • Growth and differentiation • Interpreting percentile charts to monitor growth • Stem cells • The nervous system • The eye (triple only) • The brain (triple only)
Assessment:	Practice past exam questions and assessment of Topic 2 content
Stretch and challenge:	Find out how stem cells can be used in medicine

Science: Chemistry

Topics / tasks:	**Topic 6: Groups in The Periodic Table** **Topic 7: Rates of Reaction and Energy Changes**
Content and skills:	**Combined science** • Rates of reaction • Factors affecting reaction rates • Catalysts and activation energy • Exothermic and endothermic reactions • Energy changes in reactions **Separate Chemistry** • Group 1 • Group 7 • Group 0 • Earth and the Atmosphere
Assessment:	End of topic tests short and long answer questions.
Stretch and challenge:	Find out how the properties of the group 4 elements change within the group and produce a poster to summarise the findings.

Science: Physics

Topics / tasks:	Topic 10: Electricity and circuits (triple award)	Topics 12 & 13 : Magnetism and the motor effect, electromagnetic induction (dual award)
Content and skills:	• Concepts of charge, current, resistance and potential difference • Electrical calculations • Series and parallel dc circuits • Transferring electrical energy • Power • Electrical safety	• Magnets and magnetic fields • Electromagnetism • Magnetic forces • Transformers
Assessment:	End of topic tests compiled by the exam board	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	**The second half of unit 5 and then 6 of the AQA Spanish textbook including the topics of local, national, international and global areas of interest, and the first topic of Social Issues on charity and voluntary work.**
Content and skills:	Grammar will include using demonstrative and possessive adjectives and pronouns, extending use of connectives, identifying questions in present, past and future tenses, revision of the preterite of common irregular verbs, and forming the conditional tense. Listening and reading for specific details and opinions, translation and asking questions
Assessment:	A writing and reading comprehension assessment on these topics.
Stretch and challenge:	Find out online about the charitable work that Shakira's charitable foundation Pies Descalzos is doing to help poorer people in Columbia. https://fundacionpiesdescalzos.com/en/

Textiles

Topics / tasks:	**Continuation of NEA**
Content and skills:	Students will continue their own response to the NEA tasks set by the exam board (AQA). This term students should explore: • Development of design ideas • Testing ideas with their proposed specification and target customer • Exploring techniques that would help students realise intended design Students will continue to recap knowledge and understanding of the greater world of design covering the following topics: • Types of manufacture • Process of manufacture • Generation of materials • Product analysis (materials, function, safety, sustainability)
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:	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.

Vocational Construction

Topics / tasks:	**Unit 1 – Safety and Security & Unit 3: Planning Construction Projects** **Students are preparing for final exams to be taken in January 2021.**
Content and skills:	Unit 1: Students will revise the following areas: • Safety signs • Fire extinguishers • Health and Safety Executive • Construction Legislation • Risks, Hazards & Control Measures • Security in Construction Unit 3: Students will revise the following areas: • Activities, Responsibilities and Outputs of Construction workers. • Calculate resources needed to complete construction tasks. • Health and Safety practices in construction tasks.
Assessment:	Student will complete a mock exam this term and then sit their real exams in January 2021. **Unit 1 is 25% of overall grade and Unit 3 is 25 % of final grade.** All work is set and collected in Microsoft Teams.
Stretch and challenge:	Additional Revision for mock and final exams which can be accessed via Microsoft Teams.

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).** **Unit 3 – Solving Engineering Problems – this is the theory part of the course for the exam (25%).**
Content and skills:	Students will be asked to complete the following tasks: **Unit 2 – Practical** 1. Interpret engineering information. 2. Plan engineering production. 3. Use engineering equipment. **Unit 3 – Exam (first attempt Jan 2022)** Learning Objective 1 – Understanding effects of engineering achievements – describe engineering developments, explain effects of engineering achievements and explain how environmental achievements affect engineering applications. Learning Objective 2 – Understand properties of engineering achievements – describe properties required of materials for engineered products, explain how materials are tested for properties and select materials for a purpose. Learning Objective 3 – know forming processes of engineered materials – describe engineering processes and describe applications of engineering processes.
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. **This Unit is 25% 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 **examples of Unit 1.** Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3. Students should watch related TV programmes which will be advised in class and on Teams. Students should watch the Engineering video clips on Manufacturing Processes and Materials.