



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 11

## Curriculum Overview

### *Half Term 1*

Dear Parent/Carer,

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

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

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

The information for each subject is categorised as follows:

**Topics / tasks:** This is the overview of the topics Year 11 students will be covering this half term.

**Content and skills:** This explains what areas students will be looking at, and the skills they will be developing during the half term.

**Assessment:** This explains how students will be assessed on their understanding of this topic.

**Stretch and challenge:** This gives suggestions of how students can explore this area in more detail if they wish.

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

# Art

<b>Topics / tasks:</b>	<b>Students will be continuing their personal projects with guidance by their class teacher. If required, some students will begin a new project either based round a provided title, a further development of a previous personal project, or a more directed project. This will be decided once all current work is submitted and assessed by the class teacher.</b>	
<b>Content and skills:</b>	This all depends on the nature of projects being created and the individual student's strengths and interests, with guidance by the class teacher.	
<b>Assessment:</b>	Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.	The assessment objectives (AQA exam board) will be referred to throughout the process.
	Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.	
<b>Stretch and challenge:</b>	Work through the pathways and once pathway three has been reached, extend their work through a greater exploration of materials and processes being used.	Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction. To use the literacy guide in moving toward advanced use of questioning.

# Business Studies

<b>Topics / tasks:</b>	<b>Review topics 3.1 &amp; 4.1 &amp; 4.2</b> <b>Sales &amp; customer service</b> <b>Consumer law</b> <b>Business location</b> <b>Working with suppliers</b> <b>Finance</b>
<b>Content and skills:</b>	Paper 2 content Impact of decision making on Business, both in the UK and internationally. Interdependent nature of Business. Finance - calculating, graphical data. Operating and structure
<b>Assessment:</b>	Range of exam questions, classwork, homework, topic tests (at end of unit). Use of key terms & application. Exam - Paper 1 (3x topics) 4.3 Customer service & after sales service /12 4.4 Consumer Law Homework / 5 4.5 Business Location / 16 4.5 Classwork case study: 4.5 Location /7 5.2 Sources of finance exam questions / 12
<b>Stretch and challenge:</b>	A good business student will be aware of current issues - BBC Business pages, news channels, reports, stock market and government decisions. Build this into your daily routine - cause and effect. TV Shows such as Dragons Den & The Apprentice make great viewing, but also teach you the fundamentals! Follow, analyse, read company reports - look at financial reports - can you review? Can you work out the net profit based on the figures?

# Computer Science

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

# Creative iMedia

<b>Topics / tasks:</b>	<b>R082 Digital Graphics Assignment (LO1 &amp; LO2)</b>
<b>Content and skills:</b>	<p>Understand the properties and purposes of digital graphics and be able to discuss both in detail, using key technical terms. Design and develop a vinyl album cover to a set brief, considering audience and purpose throughout.</p> <p>Create high quality supporting documentation to assist the planning such as a mind map, mood board, work plan and log.</p>
<b>Assessment:</b>	R082 is assessed one section at a time LO1 will be assessed this half term (work is sent off for moderation in January for Summer series)
<b>Stretch and challenge:</b>	<p>Original content development - images/text/ skills from different units and embed.</p> <p>Practise using Photoshop to enhance skills - in turn impacting on the professional appearance of the end product.</p>

# Design Technology

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



# Drama

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

<b>Topics / tasks:</b>	<b>Component 2: Finish developing piece and complete written log (Draft and complete 10%) Practical performance of devised piece (10%) Draft and complete written evaluation of preparation and performance (10%)</b>	<b>Component 1 (section B): Revise study of Noughts and Crosses for the mock examination.</b>
<b>Content and skills:</b>	<b>Practical Skills</b> <ul style="list-style-type: none"> <li>• Create and develop ideas to communicate meaning in a devised theatrical performance</li> <li>• Rehearse, refine and amend work in progress from feedback given.</li> <li>• Create and communicate meaning</li> <li>• Realise artistic intention in devised drama</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Document their devising process by analysing and evaluating contribution.</li> </ul>	Students will <ul style="list-style-type: none"> <li>• Revise knowledge and understanding of the characteristics and context of the whole play</li> <li>• Revise and practice writing responses for how the play may be interpreted practically in order to meet the requirements of each question.</li> </ul>
<b>Assessment:</b>	Formal assessment of practical work, feedback on draft documentation leading to formal grading of completed written documentation.	Writing responses to Section B of the examination, set on Teams assignments and in class.
<b>Stretch and challenge:</b>	Use BBC Bitesize for more information on the devising process and how to document work.	Research context and performances of the play on youtube.

# English

Topics / tasks:	AQA GCSE English Literature: <i>A Christmas Carol</i> Charles Dickens REVISION	AQA GCSE English Language: Paper 1 Fiction REVISION
<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>	<ul style="list-style-type: none"> <li>Re-visiting the home learning work on Paper 1</li> <li>Understanding each of the five exam questions</li> <li>Understanding which methods to use to answer each of the exam questions</li> <li>Revising descriptive language methods</li> <li>Studying how writers structure narratives</li> <li>Evaluating viewpoints and providing personal responses.</li> <li>Completing individual questions</li> <li>Completing a full Paper 1 exam.</li> </ul>
<b>Assessment:</b>	Mock exam on whole text.	Answering a full Paper 1 exam
<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 <i>A Christmas Carol</i> whilst making useful revision notes. <a href="https://www.youtube.com/user/mrbruff/featured">https://www.youtube.com/user/mrbruff/featured</a></li> <li>Reading critical articles via The British Library <a href="https://www.bl.uk/works/a-christmas-carol">https://www.bl.uk/works/a-christmas-carol</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading fiction and examining how writers structure chapters of writing</li> <li>Accessing Mr Bruff on YouTube and watch the series of videos on 'English Language Paper 1: reading and writing' whilst making useful revision notes. <a href="https://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> </ul>

# Engineering

<b>Topics / tasks:</b>	<b>Non-Examined Assessment (NEA) Unit. This project is the coursework element of GCSE Engineering and students will begin to produce your design portfolio.</b>
<b>Content and skills:</b>	<p><b>Context</b></p> <ul style="list-style-type: none"><li>• Energy consumption has a huge impact on the environment.</li><li>• Engineers have a responsibility to design products and systems that address environmental and energy issues.</li><li>• Below is a problem that engineers face on a day-to-day basis. Your task is to identify a solution to the problem outlined below and produce an engineered product to help solve the problem.</li></ul> <p><b>Your solution must include both mechanical and electronic components to provide an integrated product.</b></p> <p><b>Problem</b></p> <ul style="list-style-type: none"><li>• The decline in the use of fossil fuels has meant that we need to rely on alternative sources of energy. We use energy in many ways: for heating/lighting, for transport, for manufacturing, for leisure. Your task is to engineer a device that uses energy produced by an alternative method to burning fossil fuels.</li></ul> <p><b>Engineer a prototype device that uses wind power to drive a bird scarer</b></p> <p>This half term you will be looking to research a variety of mechanical and electrical solutions and begin to design some initial concept drawings.</p>
<b>Assessment:</b>	This unit will be graded 1-9 by the teacher and then moderated by the exam board. This will form 40% of the final GCSE grade.
<b>Stretch and challenge:</b>	Students can access their work and help guides via the schools remote desktop software on the school website <a href="http://www.durhamjohnston.org.uk/e-learning/remote-desktop">www.durhamjohnston.org.uk/e-learning/remote-desktop</a> to complete additional work outside the lesson.

# Food

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

# French

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

# Geography

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

# German

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

# Health and Social Care (BTEC)

<b>Topics / tasks:</b>	<b>Recapping and continuing to gain knowledge of BTEC Health and Social Care</b>		
<b>Content and skills:</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>
	<p>Students will cover knowledge on:</p> <ul style="list-style-type: none"> <li>Life events</li> <li>Support</li> <li>Sources of support</li> <li>Types of support:</li> </ul> <p>Students will independently produce a report about how individuals cope with the impact of a life event based on two case studies.</p>	<p>Students will cover knowledge of care values and their application in a health and social care setting as well as having the opportunity to demonstrate them in a practical session through role play scenarios.</p> <p>They will gain knowledge of the 7 care values:</p> <ul style="list-style-type: none"> <li>Independence</li> <li>Maintaining confidentiality</li> <li>Safeguarding and duty of care</li> <li>Promoting anti-discriminatory practice</li> <li>Effective communication</li> <li>Preserving dignity</li> <li>Respect for others</li> </ul>	<p>Students will learn and revise the following areas:</p> <ul style="list-style-type: none"> <li>Factors that affect health and individual wellbeing</li> <li>Financial resources</li> <li>Environmental conditions</li> <li>Housing</li> <li>Impact of life events relating to relationship changes</li> <li>Impact of life events relating to changes in life circumstances</li> </ul>
<b>Assessment:</b>	<p>Mock Exam (can be subject to change) in November</p> <p>Students submit assignments/components in accordance with BTEC guidance (Pearson are the awarding body)</p>		
<b>Stretch and challenge:</b>	<p><b>Component 1:</b> Students can do the practice assignment which is a different life event to the coursework and based off two different case studies –and receive feedback because it is a practice.</p> <p>Students can watch some of the TV programmes suggest in class and on Teams to back up their argument and use as evidence.</p> <p>Students can speak to people in their circle of family and friends to gain re life experiences and opinions.</p> <p><b>Component 2:</b> Students can role play health and social care situations with their families and reflect on the care values listed above. They can also watch TV programmes to identify the use of care values in practical settings.</p>		



# History

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

# Latin

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

# Mandarin

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

# Maths

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

# Music

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

# Photography

<b>Topics / tasks:</b>	<b>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.</b>
<b>Content and skills:</b>	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
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	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

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

# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>Begin Unit 6 (leading sports activities) theory work and assignments and continue Unit 1 (Fitness for sport and exercise) in preparation for external exam.</b>
<b>Content and skills:</b>	Students will develop their understanding of Unit 6. They will have the opportunity to examine what makes an effective sports leader and use this theory in practical situations. For Unit 1 they will continue with theory lessons needed for the end of year exam.
<b>Assessment:</b>	End of unit 6 assessment (P/M/D) and an end of year exam for Unit 1.
<b>Stretch and challenge:</b>	Continue to use Everlearner for exam content. Make use of the 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>	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.
<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 such as: Wikipedia, Britannica and the BBC Bite Size website

# Science: Biology

<b>Topics / tasks:</b>	<b>Topic 5 - Health, disease and the development of medicines and Topic 2 Cells and control</b>	
<b>Content and skills:</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Physical and chemical body defences</li><li>• Immune system</li><li>• Vaccination and medicines</li><li>• Virus life cycles, monoclonal antibodies and plant defences (triple only)</li><li>• Cell division by mitosis, cell differentiation and growth, stem cells</li><li>• The nervous system</li><li>• The brain and the eye (triple only)</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Interpreting vaccination graphs</li><li>• Learning how to grow micro-organisms using aseptic technique (triple only)</li></ul>
<b>Assessment:</b>	Full Paper 2 in Biology (work from Year 10) for combined science or separate award GCSE	
<b>Stretch and challenge:</b>	Researching the history of vaccination (Edward Jenner)	

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Topic 3: Electrolysis and Topic 4: Equilibria</b>	
<b>Content and skills:</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Electrolysis – of both molten salts and dissolved salts in solution</li><li>• Dynamic equilibria – features of a dynamic equilibrium including the use of compromise conditions to control yield</li><li>• Extraction and Reactivity of metals</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Core practical: Electrolysis of copper sulfate solution</li><li>• Evaluation of data to determine optimum conditions in industrial processes</li></ul>
<b>Assessment:</b>	Full paper 1 in Chemistry for combined or separate award GCSE	
<b>Stretch and challenge:</b>	Use of electrolysis in commercial applications including mobile phones; development of fuel cells to improve sustainability in the car industry	

# Science: Physics

<b>Topics / tasks:</b>	<b>Topic 8: Energy – Forces doing work (Triple)</b> <b>Topic 9: forces and their effects (Triple)</b> <b>Topic 10: Electricity and circuits</b> <b>Topic 12: Magnetism and the motor effect (Combined award)</b>	
<b>Content and skills:</b>	<p style="text-align: center;"><u>Triple Award</u></p> <p style="text-align: center;"><b>Topics 8 and 9 – Energy and Forces</b></p> <ul style="list-style-type: none"> <li>• Work and power</li> <li>• Calculations involving efficiency, kinetic and potential energy</li> <li>• Forces as vectors.</li> <li>• Moments, gears</li> </ul> <p style="text-align: center;"><b>Topic 10: Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>• Concepts of charge, current, resistance and potential difference</li> <li>• Electrical calculations</li> <li>• Series and parallel dc circuits</li> </ul>	<p style="text-align: center;"><u>Combined Award</u></p> <p style="text-align: center;"><b>Topic 10: Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>• Concepts of charge, current, resistance and potential difference</li> <li>• Electrical calculations</li> <li>• Series and parallel dc circuits</li> <li>• Transferring energy by electricity</li> <li>• Electrical power</li> <li>• Electrical safety</li> </ul> <p style="text-align: center;"><b>Topic 12: Magnetism and the motor effect</b></p> <ul style="list-style-type: none"> <li>• Magnets and magnetic fields</li> <li>• Electromagnetism</li> <li>• Magnetic forces (higher only)</li> </ul>
<b>Assessment:</b>	Full paper 1 in Physics	
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.	

# Spanish

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

# Textiles

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

# Vocational Construction

<b>Topics / tasks:</b>	<b>Unit 3 – Planning Construction Projects – Students will learn to plan a construction project.</b>
<b>Content and skills:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Describe responsibilities of those involved in construction projects.</li><li>• Describe outputs of those involved in realising construction projects.</li><li>• Describe processes used in the built environment development projects.</li><li>• Calculate resources to meet requirements for built environment development projects.</li><li>• Assess potential effect factors on a project success</li><li>• Interpret sources of information.</li></ul>
<b>Assessment:</b>	<p>Upon completion of this unit their work will be assessed and sent to the exam board for moderation at the end of Year 11 . This will form 25% of their final grade for the course. This work is to be completed independently as per exam board instruction.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 3.</li><li>• Students could source the course textbook WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0</li><li>• Students should watch related TV programmes such as 'Grand Designs' to understand the process of building a project start to finish.</li><li>• Research CSCS card and complete online tutorials.</li></ul>

# Vocational Engineering

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