

Year 11 Curriculum Map - Term 2

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Biology	SB8 Exchange and Transport in Animals	<p>Students will continue their learning in this topic where they will learn about the circulatory system and respiration.</p> <p>They will explore the components of the blood stream, the adaptations of blood vessels and the adaptations of the whole circulatory system. Following this they will study the heart and how blood is pumped around the body by this vital organ.</p> <p>Students will learn about the two types of respiration anaerobic and aerobic respiration.</p>	<p>This learning builds on their learning from B1 The Fundamentals of Biology and student learning at the beginning of Topic SB8. Here they learnt how key substances are transported around the body by osmosis, diffusion, and active transport.</p> <p>This topic also builds on KS3 learning where students studied the circulatory system heart and blood vessels in less depth.</p> <p>Some students will have learnt about some of this content if they study GCSE PE.</p>	<p>Students learn about these complex processes to better understand the biological processes in their own bodies.</p> <p>They will learn key investigative skills in the respiration Core Practical. In particular, students will learn what a control experiment is and why we use control experiments in scientific investigations.</p>	<p>Analysing is an important HPL ACP in this topic and students will need to devise an experiment to investigate cellular respiration. This relies on students being able to evaluate the effectiveness of different approaches.</p> <p>Empathy is a VAA focus in this topic and students will discuss the ethics of using live organisms in investigations as part of their Core Practical. To develop critical opinions and be able to debate these using evidence.</p>	<p>Parents can support students by encouraging students to go through this content on the GCSE Pod online platform. There are some excellent video pods on this website which will help students to consolidate their learning and they can test their learning using the pre-made quizzes.</p> <p>Concept maps/student made knowledge mats are an excellent way of revising this topic because there are lots of links between the content in this topic.</p>

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<p>Business Studies</p>	<p>Marketing Decisions Paper 2</p> <p>2.2 Making marketing decisions 2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions</p> <p>End of Unit Assessment MCQ Test</p>	<p>Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.</p>	<p>Upon successful designing of a product or conceptualising a new service offering, learners will have the chance to enhance their knowledge and skills of marketing, branding, designing and key factors affecting and these aspects of business management.</p> <p>This chapter provides instruction and rationale as to why business engage in marketing and of its importance for businesses.</p>	<p>Marketing is one of the key and most critical methods of communication for business. No business will be able to succeed without having a clear and smart marketing strategy.</p>	<p>Linking – seeing alternative perspectives (occurs throughout the Growth and till end of the Theme 2, particularly when making connections with the real world and existing businesses.</p> <p>Creating- Intellectual playfulness (to breed originality in ideas and avoid fixation) -fluent thinking (confidence to create lots of different ideas and not be scared to fail) -evolutionary thinking (When creating and developing ideas, trying to recognise areas that could be improved or expanded on)</p> <p>Meta-thinking – Self-regulation and strategy planning (when approaching design ideas).</p>	<p>Parents can ask students to explain what is happening in their lesson and ask to review their children homework books.</p> <p>Shows such as Dragon Den are a good visual for business financing.</p>
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<p>Business Studies</p>	<p>Operational Decisions Paper 2</p> <p>2.3 Making operational decisions 2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process</p> <p>End of Unit Assessment MCQ Test</p>	<p>Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p>	<p>Here, learners will gain exposure on the inner working of business operations. Rational of key day to day and strategic decisions taken by business; including the importance of maintaining good and positive relationships with suppliers, structures put in place to manage quality and standards as well as the sale process and its impact on business performance.</p>	<p>Business Operations are critical for enterprises as it they allow them to maintain their productivity but also to be more efficiency so they can maintain some competitive edge over their competitors. Also, having a structured and well running operated will make them able to meet customer’s needs; control production, standards and costs and ultimately, have a and efficient machinery that will enable it to meet its corporate objectives.</p>	<p>Realising – The ability to work at speed and with accuracy (when using equipment and processes)</p> <p>Analysing – Multi-step problem solving (being independent in research, in the workshop and solving issues as they arise)</p> <p>Agile – Enquiring, Risk taking, Open Minded & Enterprising (ability to be curious, being receptive to new ideas, demonstrate confidence and risk taking as well as being resourceful when presented with challenging tasks.</p>	
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Chemistry	Fuels	This unit covers hydrocarbons, fractional distillation of crude oil, the alkane homologous series, complete and incomplete combustion, fuel and pollution.	Chemical reactions and word equations.	Concerns for the environment.	Linking - abstraction. Work with a range of ideas, issues, problems or events.	Discuss global warming and the greenhouse effect.
	Earth and Atmospheric Science	This unit looks at the earth's atmosphere.	Tests for different gases.		Empathetic- concerns for the society. Develop critical opinions on global issues and comfortably debate these using evidence.	Also watch documentaries on these compelling topics.

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Child development	R018 – Exam modules. Recap of Units L04-L05	Recapping of exam knowledge and linking knowledge together. Identifying gaps in knowledge and developing exam technique	Building on existing knowledge and leading to being able to answer exam questions in greater depth.	Improve exam technique before their actual exam in January. The students will also sit a final PPE Exam in Nov/Dec	Big picture thinking. Looking at real people’s lives and case studies. Linking topics together to form a greater understanding	Encourage the students to create revision cards for each topic and complete the practice exam questions given for homework.
	R019 – Coursework Module LO4 – Researching, comparing, and making a meal, snack or bottle	Analysis and compare existing foods against nutritional guideline. Plan and prepare a meal/snack/bottle which will be assessed on method and hygiene and safety practices	This module builds on the Exam unit L04 and allows then to put their knowledge in to practice.	Student are given a case study which they need to plan and recommend a suitable meal and snack plan for. To do this, they need to look at nutritional information and existing options	Complex and Multi step thinking – Using the assessment criteria to break down the requirements of the task. Outline a plan for how to approach the task.	Buy and purchase two different types of baby or child foods and complete a comparison of the two products. Looking at all aspects and including a taste test.

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Combined Science	CP10-11: Magnetism and the Motor Effect	<p>Students will learn about magnets and magnetic fields. They will discover the effect of electromagnetism and how the strength of an electromagnet can be altered.</p> <p>Following this, students will learn about the motor effect and the interaction between current in a wire and a magnet. They will learn about electric motors and understand how these work.</p> <p>Students will then learn about transformers and how/why voltage is transformed in the national grid. They will also learn about induction.</p>	<p>This learning builds on students understanding of electricity, which was learnt in the CP9 Electricity and Circuits Topic.</p> <p>In KS3 students will have learnt basic concepts about magnets, such as them being a force which acts at a distance and the effects of the poles of a magnet.</p>	<p>Students must have a deeper understanding about magnets learnt in CP10, to be able to understand how transforms and electrical induction work.</p> <p>Exam questions regularly ask students to perform transformer calculations because they are challenging, and the two transformer equations can be linked in exam questions.</p>	<p>Students will need to rearrange transformer calculations until this becomes an automatic and fluent process, which is part of the ACP of realising.</p> <p>It is only through hardworking, practice and perseverance that students will be able to achieve this automaticity.</p>	<p>Parents can support students by encouraging them to use the 23 Equations app. This is a free app which allows students to engage with a number of different example equation questions for specific physics topics.</p> <p>They are able to choose their exam board and the specific topic, the app will then give them transformer calculations to practice.</p>

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Computer Science	2.2 Programming Fundamentals 1.2.1/1.2.2 Primary and Secondary Storage	<ul style="list-style-type: none"> • The use of variables, constants, operators, inputs, outputs and assignments • The use of the three basic programming constructs used to control the flow of a program: <ul style="list-style-type: none"> ○ Sequence ○ Selection ○ Iteration (count- and condition-controlled loops) • The common arithmetic operators • The common Boolean operators AND, OR and NOT • The difference between RAM and ROM • The purpose of ROM in a computer system 	Skills learnt in Unit 1.1 (CPU) and 2.1 (Algorithms). Leading to a better understanding of how algorithms are created, and how computer systems use their internal memory.	To develop computational thinking and knowledge so that it can be applied to more advanced programming tasks.	 Linking – Linking back to previous topics, understanding how the CPU processes instructions through the use of higher-level code.  Creating a variety of solutions to computational problems through the use of code.  Analysing how computers use electronic components to persist data, and the use of abstract code to provide solutions to problems.  Realising that the skills that they learn in computer science can be utilised	<ul style="list-style-type: none"> • Please order the revision book either via parent pay or online (through ParentPay will be less expensive) • Ask students to link their learning from the lesson to their parent/carers jobs to show a deeper understanding and application of the topic. • Ask students to demonstrate their new skills at home which can be linked to parent/carers jobs if possible. • If new software skills are taught, please ask students to teach parent/carer/siblings the new skills to demonstrate they can explain how to use the software skill independently. • Encourage at least 30 mins of revision is taking

		<ul style="list-style-type: none"> • The purpose of RAM in a computer system • Virtual memory • Common types of storage: <ul style="list-style-type: none"> ○ Optical ○ Magnetic ○ Solid state • Suitable storage devices and storage media for a given application • The advantages and disadvantages of different storage devices and storage media relating to these characteristics: <ul style="list-style-type: none"> ○ Capacity ○ Speed ○ Portability ○ Durability ○ Reliability ○ Cost 			<p>in real life; work and education.</p>	<p>place every week for their exam this academic year</p> <ul style="list-style-type: none"> • Ensure all homework is completed to their best ability without being rushed and handed in on time <p>Thank you for your support</p>
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Drama	Complete C1 practical assessment.	<p>Complete C1 performance w/b 9th Nov (10% of GCSE grade).</p> <p>Coursework (portfolio of evidence – (20% GCSE grade) due in 20th November.</p> <p>Evaluation to be completed in lessons by early Dec (10% of GCSE grade)</p>		To satisfy the criteria of the GCSE assessment		



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English	Romeo and Juliet Language Paper 2	<ul style="list-style-type: none"> • Plot • Character • Theme • Use of language • Structure • Authorial Intent • Context • Effect on the audience <p>Language Paper 2 study – using a variety of extracts to practice the key skills:</p> <ul style="list-style-type: none"> • Comprehension • Analysis of Language • Analysis of Structure • Evaluation • Synthesizing • Comparing • Creative and non-fiction writing. 	<p>Study of a full Shakespeare text in Year 9 (A Midsummer Night's Dream.)</p> <p>Study of Language Paper 1 and 2 in Year 10.</p>	<p>Shakespeare is part of the British Literary Heritage.</p> <p>Modern themes of teenage love, depression, suicide, family issues, decision making, gangs, violence, and consequences of actions.</p> <p>Popular play – students know the story and they relate to the characters.</p>	<p>Strategy planning for their own learning – key revision skills.</p> <p>Empathy and concern for society.</p> <p>Analytical skills and precise thinking.</p> <p>Retrieval – regular revision of ACC from Year 10 through homework and starters.</p>	<p>Discuss and reread the key texts and encourage regular revision using suggestions from the English dept (e.g. QuoteMaster, Seneca, Quizlet, Mr Bruff etc.)</p> <p>Encourage daily reading of a range of fiction and non-fiction texts to support study of Language. Test on quotations regularly.</p> <p>Discuss the key themes of the texts and encourage debate of ideas.</p>

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Finance Unit 2 Practices of Managing Money	Topic 7 Using tools to manage money	Understanding the different systems for customers to manage their money. Understanding the ways in which customers can access their money.	Describing and evaluating the tools available for transferring money and when each might be used.	Students understand how tools have developed and which might be appropriate for different consumers / scenarios.	Linking – placing the delivery channels in order of importance from 1 st to 4 th and explaining why based on their features. Empathy – evaluating which payment tools might be used at different lifecycle stages and why? Creating – if students were in charge of designing a new way of making payments, what would it do / look like? Retrieval practice and Meta-thinking – end of topic 7 assessment.	Discuss with students the tools for managing money that they use and why they find each useful (or not). Encourage students to read articles discussing tools to manage money / delivery channels for financial products.
	Topic 8 Pay and tax	Understanding the main types of income for tax purposes and how employed and self- employed workers are taxed. Understand the components of a payslip and the importance of	The introduction to money and income in Unit 1 and leading to an understanding on how all types of workers pay tax and when the Self Assessment	Important for students, who might be self- employed in later life, to understand their tax responsibilities.	Analysing – do you think you pay income tax on all the money that you earn? Why? Why not? Empathy and Realising – what is an advantage of PAYE for the employee? Why? What happens if an employee's earnings vary?	To help students to learn all the vital facts and information within this topic – what is a personal allowance? What are the tax bands? The difference between a P45 and P60.



		<p>P45 and P60 forms.</p> <p>To be able to complete a simple income tax calculation.</p>	<p>process is necessary.</p>		<p>Realising and Hardworking – calculating taxable income and distributing taxable income over the basic and higher rate, as appropriate.</p> <p>Linking – how is National Insurance calculated and how is this similar and different to income tax.</p> <p>Analysing the quote “In this world nothing can be said to be certain, except death and taxes.” Students discuss – is this true and construct arguments for and against.</p> <p>Retrieval practice and Meta-thinking – end of topic 8 assessment.</p>	<p>To share personal experience of completing Self Assessment.</p>
Finance	<p>Topic 9 The real cost of spending</p>	<p>To explain the term ‘value for money’ and understand and explain the hidden charges and their effect on purchases.</p> <p>To explain the principles of VAT and its relevance to the cost of spending.</p>	<p>Students being able to assess if VAT is charged on an item or not and how to judge if an item purchased represents good ‘value for money’</p>	<p>Making students more discerning consumers, able to evaluate the purchases they make.</p>	<p>Agile – understanding the different terms to evaluate consumers approach to value for money</p> <p>Empathetic – how different consumers approach where and how to buy products and advantages and</p>	<p>Parents could discuss their opinion of value for money and how they make buying decisions or point out examples in news / videos.</p>




					<p>disadvantages of approaches.</p> <p>Realising – whether VAT is payable on an item or not (and at which rate)</p> <p>Linking (with Maths) – how reverse percentages can help work out the pre-VAT price</p> <p>Retrieval practice and Meta-thinking – end of topic 9 assessment</p>	
Finance	Topic 10 Borrowing products	<p>Students analyse the different reasons for personal borrowing; Students understand the level of personal debt in the UK and the reasons why.</p> <p>Students understand how borrowing costs are calculated and can explain the main features of borrowing products.</p>	<p>This leads to the ability to evaluate borrowing decisions and when consumers might borrow (and the consequences of this).</p> <p>The ability to decide on an appropriate borrowing product to use.</p>	Students understand how borrowing products work and when the use of each might be appropriate due to the individual features of each.	<p>Analysing – why consumers might need to borrow money.</p> <p>Linking – to needs & wants and how borrowing might be involved.</p> <p>Analysis / Empathetic – students consider people with problem debt and who is to blame and why?</p> <p>Retrieval practice and Meta-thinking – end of topic 10 assessment</p>	<p>Parents could share examples of where they believe borrowing money is necessary or unnecessary and why.</p> <p>Parents could discuss their experience of using borrowing products and the positives and negatives of the use of products.</p>



Finance	Topic 11 The implications of borrowing	Students understand the factors to consider when deciding whether to borrow money. Students calculate borrowing costs and explain the impact of borrowing on a personal budget. Students describe the impact of borrowing on the economy and consider the impact of payment default from both personal and societal perspectives.	Students evaluating the impact of borrowing on the wider economy / society	To enable students to apply their knowledge of borrowing to individual case studies and to be able to make informed decisions about borrowing in the future	<p>Analysing – factors to be considered when borrowing money.</p> <p>Linking – Students consider the link between borrowing and overspending and the impact of prior borrowing problems in the future (DRO, insolvency, bankruptcy)</p> <p>Retrieval practice and Meta-thinking – end of topic 11 assessment</p>	Parents could encourage students to read news articles around borrowing and the impact of borrowing in the UK, including where borrowing becomes a problem.
	Exam	35 questions, multiple choice exam assessing knowledge and the ability to apply that knowledge to case studies (pass mark 17 / 35 – worth 35% of overall grade)			Retrieval practice and Meta-thinking – end of Unit 1 exam	To support revision of all 11 topics of Unit 2 that will be assessed in this exam.

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Geography	Ecosystems and then a second unit on Resource Reliance	<p>Students will cover the following in this unit:</p> <ul style="list-style-type: none"> • The processes & interrelationships in ecosystems • The location of the global biomes • The characteristics of the arctic & tropical rainforest • The human use and management of these ecosystems. <p>Key case studies will include Alaska & Costa Rica whilst students will also look at some of the big picture factors that control how and why ecosystems function as they do.</p> <p>The students will then cover in the second unit the following:</p> <ul style="list-style-type: none"> • How are the key resources of the world divided? 	<p>The curriculum in Yr11 will finish off the final three topics of the OCR Spec and then provide the opportunity for students to practice their exam skills and revise the first five topics covered in Year 10.</p> <p>This unit will be followed by the topic of Resource Reliance which asks the question of how we feed and manage the resources for a growing population.</p> <p>After Christmas the students will be finishing off</p>	<p>The Geography curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it.</p> <p>The curriculum is designed to cover the whole of the OCR specification (OCR Spec B) and will alternate between an even split of Physical and Human topics.</p>	<p>Discussion, videos, reading and the involvement of all the HPL traits.</p> <p> Linking Making links between learning at in Yr10 and topical issues e.g. Why did the USA pull out of the Paris agreement? How does the Ecosystems unit link to learning on Global hazards and the Climate change unit?</p> <p> Analysing e.g. Using graphical and statistical data to understand and evaluate the world around us is a critical part of Geography. Students will constantly be</p>	<p>Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment.</p> <p>To download and watch GCSEpod videos to recap content covered in class.</p> <p>To join a magazine subscription such as Geography Review, Wideworld or even National Geographic to learn about and appreciate the wider world.</p> <p>CGP revision guides and flashcards are useful revision material.</p> <p>Watch BBC series such as Blue Planet, Frozen planet or Volcano Live or 'Race across the World'.</p> <p>Watch films such as "Queen of Katwe", "Slumdog</p>

		<ul style="list-style-type: none"> • What are the theories about resource reliance? • Why are we so dependent on certain resources? • How can we feed 10 billion? • National and local management strategies. <p>Key case studies will include the UK's national and local solutions to water and food shortages. The role of GM crops and the Green revolution.</p>	<p>by examining the UK's role in the world in the 21st Century and how this has changed over time.</p>		<p>presented with sources and data which will require them to interpret patterns or trends and to evaluate the validity of our models of how the world works e.g. Malthus' model of population and the role of feedback loops.</p>	<p>millionaire" or "The impossible" and discuss the places presented.</p> <p>Listen to Podcasts such as "How to invent a country" to give some background to the culture, history and formation of countries.</p> <p>Other useful podcasts like "Mapping the Future", "Will AI kill development" and "What planet are we on?" are all available on BBC Sounds.</p>
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History	Elizabethan England	<p>Students will cover the following in this unit:</p> <ul style="list-style-type: none"> • Issues facing Elizabeth in her early reign • Elizabethan court and government structure • Elizabethan culture: was it a golden age? • Poverty in Elizabethan England • Life in Elizabethan England e.g. development in stately homes and living conditions 	<p>The curriculum in Yr11 will finish off the final two topics of the AQA Spec and then provide the opportunity for students to practice their exam skills and revise the first five topics covered in Year 10.</p> <p>This unit will be followed by the topic on America in the 20th century.</p>	<p>The History curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore a range of Historical topics and themes.</p> <p>The curriculum is designed to cover the AQA specification (AQA History 8145) and will cover the following topics:</p> <ul style="list-style-type: none"> • Conflict and Tension, 1918-1939 • America: 1920-1973 • Britain: Health and the People. C. 1000-present • Elizabethan England, c1568-1603 	<p>Discussion, videos, reading and the involvement of all the HPL traits.</p> <p> Linking Making links between past events and topical issues. E.g. how we treat the poor today</p> <p> Analysing e.g. Using primary material and factual knowledge to decide why The Elizabethan period is called a golden age and evaluate whether this is a valid title.</p>	<p>Encourage students to download and watch GCSEpod videos to recap content covered in class.</p> <p>To join a magazine subscription such as BBC History Magazine to learn about and appreciate a wide range of History topics. There are a number of revision guides and websites that provide useful revision material.</p> <p>Use the GCSE History Watchlist to find documentary's and films that will extend students knowledge and understanding of periods studied in History lessons (Your teacher can direct you to this).</p> <p>Wider reading should be encouraged. There are a wide variety of books and articles available both online and as physical copies. Your teacher can recommend reading that links into the syllabus being covered.</p>

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IT	Controlled assessment skills	Project Management <ul style="list-style-type: none"> • Phases of the project lifecycle • Feasibility Reports • Analysing client requirements • Software skills 	<p>Understanding how IT is used to complete any project.</p> <p>Understanding that IT systems are used in business every day to make day to day running more efficient and effective</p> <p>Knowing how to use a project lifecycle when developing products.</p> <p>Understanding the basic laws that apply when using IT systems.</p> <p>Preparation for the Controlled Assessment unit of the qualification – beginning in</p>	<p>Knowing how to successfully start and complete a project based on a client's requirements and constraints.</p> <p>Careers in project management, software development, cyber security, planning etc</p> <p>Knowing how and why businesses have to abide by certain laws.</p> <p>IT will be used by students in whichever path they choose in life – further education, university, work etc</p>	<p> Linking learning to careers and real-life experiences. Linking to how to breakdown a problem into simple tasks.</p> <p> Meta Thinking – Thinking about how everyday tasks are mini projects. Understanding how following a project lifecycle can allow all projects to be successful.</p> <p> Creating a variety of planning tools to visualise a project. Creating feasibility reports to ensure a project is possible. Producing digital applications</p>	<ul style="list-style-type: none"> • Please download a copy of Microsoft Office for use at home. This can be done for free using Office 365 and the student's school email address and password • When new software skills are taught, please ask students to teach parent/carer/siblings the new skills to demonstrate they can explain how to use the software skill independently. • Ensure all homework is completed to their best ability without being rushed and handed in on time <p>Thank you for your support</p>

			<p>January 2021 (20 hours)</p> <p>Content builds the foundations for the Level 3 IT qualification for Key Stage 5</p>		<p> Analysing scenarios to understand client requirements and constraints. Analysing how a project lifecycle functions. Analysing the best method to present a project plan for specific scenarios. Analysing how the law impacts a project. Analysing the importance of using a project lifecycle.</p> <p> Realising that following a project lifecycle ensures a project's success. Realising how the selection of a project plan could over complicate someone's understanding of the project. Realising the impact of the law on any project undertaken.</p>	
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Maths (Foundation)	Data Recap	<p>Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:</p> <ul style="list-style-type: none"> • Appropriate measures of central tendency (median, mean, mode and modal class) • Spread (range, including consideration of outliers) • Apply statistics to describe a population • Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling <p>Use and interpret scatter graphs of bivariate data</p> <ul style="list-style-type: none"> • Recognise correlation and know that it does not indicate causation • Draw estimated lines of best fit 	<p>Students should know and understand the terms: primary data, secondary data, discrete data and continuous data.</p> <p>Know and understand the terms positive correlation, negative correlation, no correlation, weak correlation and strong correlation.</p> <p>Develop the ability to choose a suitable statistical diagram for the information you want to represent.</p>	<p>Students will be able to understand what data presented to them on a wide range of real- world applications indicates.</p> <p>To be able to identify how data has been assessed and make the best decisions from it.</p> <p>To see that data can be presented in a wide range of ways, including</p>	<p>Meta-thinking Meta-cognition – (evaluate the range of possible approaches and select the most appropriate ones to improve efficiency)</p> <p>Analysing- critical or logical thinking (ask relevant questions and select and organise appropriate information from a range of sources to find answers and develop understanding).</p> <p>Linking- connection finding (make a number of connections, although miss the meta connections and the significance for the whole, use prior</p>	<p>Encourage students to be more independent and develop resilience so that they are not keen to give up too quickly, if they are not able to answer a question straight away.</p> <p>Students should also be encouraged to go back to basics making sure they can see the similarity between things they take for granted that they are able to do and the mathematical ideas they perceive as 'harder' or 'new'.</p> <p>Consider encouraging students to use the internet to find similar questions and answers to help them apply methods and techniques they are unsure of. This could be in the form of video clips which are very visual.</p>

		<ul style="list-style-type: none"> • Make predictions • Interpolate and extrapolate apparent trends whilst knowing the dangers of doing so • Interpret and construct tables, charts and diagrams including, for categorical data: <ul style="list-style-type: none"> ○ frequency tables ○ bar charts ○ pie charts ○ pictograms ○ vertical line charts for ungrouped discrete numerical data ○ tables and line graphs for time series data ○ know their appropriate use <p>Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data.</p>		<p>bias in this information.</p>	<p>knowledge to explain those links)</p> <p>Analysing- critical or logical thinking (identifying questions and begin to refine them to clarify and deepen understanding, select and organise evidence to explore questions and test hypotheses, suggest answers based on evidence, process and manipulate evidence and assess if for validity)</p>	<p>Encourage students to read newspapers and watch the news where the use of graphs are used every day to allow them to see the relevance.</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Maths (Foundation)	Algebra and graphs	<ul style="list-style-type: none"> • Solve linear equations in one unknown algebraically • Including those with the unknown on both sides of the equation • Find approximate solutions using a graph • Translate simple situations or procedures into algebraic expressions or formulae • Derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution 	<p>Based on all the algebraic work students have covered up to this point.</p> <p>Includes mathematical skills taught from year 7 all the way through to Year 11.</p> <p>Includes brackets Factorising and solution of geometric problems and problems set in context.</p>	<p>Students should be able to identify patterns and apply them to real world applications. Improving their logical thought and encouraging them to use techniques they are familiar with to find solutions to other problems.</p>	<p>Meta thinking – meta-cognition (are able to select appropriate thinking skills to solve a problem)</p> <p>Self-regulation – (identify things that worked well and those that did not, begin to suggest goals for improvement)</p> <p>Linking – ‘big picture thinking – (use big ideas and holistic concepts and make connections within and between them to make sense of experiences</p> <p>Creating – flexible thinking (be aware there often different solutions to a problem)</p>	<p>Encourage students to be more independent and develop resilience so that they are not keen to give up too quickly, if they are not able to answer a question straight away.</p> <p>Students should also be encouraged to go back to basics making sure they can see the similarity between things they take for granted that they are able to do and the mathematical ideas they perceive as ‘harder’ or ‘new’.</p> <p>Consider encouraging students to use the internet to find similar questions and answers to help them apply methods and techniques they are unsure of. This could be in the form of video clips which are very visual.</p>

	<p>Sketching graphs</p>	<p>Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function $y = \frac{1}{x}$ with $x \neq 0$</p>	<p>Students should be able to look back at the work they have done with linear and quadratics and apply the same techniques when working with more complex functions.</p> <p>This is built on all algebraic graph work students have previously covered and is the cumulation of their algebraic graph work.</p>	<p>Students should be able to observe a pattern in graphs they have previously worked on and apply them to similar graphs in the future.</p> <p>Developing their logic and problem solving skills by using different strategies and skills to find a solution.</p>	<p>Meta thinking – meta cognition (students are able to select appropriate thinking skills to solve a problem)</p> <p>Linking – connection finding (make a number of connections, although miss the meta connections and the significance for the whole, use prior knowledge to explain those links.</p> <p>Analysing – critical or logical thinking (ask relevant questions and select and organise appropriate information from a range of sources to find answers and develop understanding, use selected information to explore ideas and make proposals).</p>	<p>Encourage students to be more independent and develop resilience so that they are not keen to give up too quickly, if they are not able to answer a question straight away.</p> <p>Students should also be encouraged to go back to basics making sure they can see the similarity between things they take for granted that they are able to do and the mathematical ideas they perceive as 'harder' or 'new'.</p> <p>Consider encouraging students to use the internet to find similar questions and answers to help them apply methods and techniques they are unsure of. This could be in the form of video clips which are very visual.</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Maths (Higher)	Equation of a circle	<p>To learn how to apply Pythagoras' Theorem to plot and derive the equation of circles on Cartesian axes.</p> <p>Later, as learning progresses, they use the graphs to solve quadratic and linear equations simultaneously.</p>	<p>Build on top of being able to Plot graphs of equations that correspond to straight-line graphs in the coordinate plane.</p> <p>As well as Recognise, sketch and interpret graphs of linear functions.</p> <p>To generate the coordinate's students need to have a secure understanding of applying the order of operations to substitute and evaluate known values into equations.</p>	<p>To further develop understanding of graphing mathematical functions.</p> <p>Being able to identify what type of a graph a function will create and solve simultaneous equations graphically.</p>	<p>Metathinking – Metacognition (use the full range of thinking skills fluently and comprehensively, including unconventionally)</p> <p>Self-regulation (make insightful observations and comments to continually refine and improve own personal best)</p> <p>Linking – Connection finding (make connections not only within the given subject area, but also between and beyond subjects in inventive ways, make novel, insightful and innovative connections which help to reconceptualise)</p> <p>Linking – abstraction (evaluate a range of ideas, issues, problems or events, develop and combine them and apply them to complex imagined or theoretical situations)</p> <p>Creating – flexible thinking (expect to look beyond first ideas and seek others in order to select a best fit)</p>	<p>Encourage students to be more independent and develop resilience so that they are not keen to give up too quickly, if they are not able to answer a question straight away.</p> <p>Students should also be encouraged to go back to basics making sure they can see the similarity between things they take for granted that they are able to do and the mathematical ideas they perceive as 'harder' or 'new'.</p> <p>Consider encouraging students to use the internet to find similar questions and answers to help them apply methods and techniques they are unsure of. This could be in the form of video clips which are very visual.</p>

<p>Maths (Higher)</p>	<p>Further equations and graphs</p>	<ul style="list-style-type: none"> • Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation • Find approximate solutions using a graph • Solve quadratic equations (including those that require rearrangement) algebraically by factorising, by completing the square and by using the quadratic formula • Find approximate solutions using a graph <p>Recognise, sketch and interpret graphs of linear and quadratic functions</p> <p>Identify and interpret roots, intercepts and turning points of quadratic functions graphically; deduce roots algebraically and turning points by completing the square</p> <ul style="list-style-type: none"> • Translate simple situations or procedures into algebraic expressions or formulae • derive an equation, solve the equation and interpret the solution 	<p>Build on top of the algebraic work students have covered throughout secondary mathematics.</p> <p>Advanced mathematical manipulation including factorising, quadratic formulae, completing the square.</p>	<p>To further develop understanding of graphing mathematical functions. Being able to identify what type of a graph a function will create and solve simultaneous equations graphically.</p> <p>Only the most highly attaining student will be able to confidently access the content identified in bold type.</p>	<p>Analysing-Precision (select appropriate skills and conventions and use effectively to reach strong outcomes)</p> <p>Realising-Automaticity (effortlessly use key facts concepts and ideas relevant to the stage of learning)</p>	<p>Same as above.</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
<p>Modern Foreign Languages</p> <p>French and Spanish</p>	<p>Local, national, international and global areas of interest</p>	<p>Students look at how to describe what they and others can do to help the environment. As we move through this unit, we look at bigger environmental issues such as deforestation, oil spills, flooding and forest fires.</p> <p>Students will have the opportunity to develop their knowledge and application of key language.</p>	<p>This unit contains a lot of new vocabulary but this will be used in the context of familiar structures so students can rapidly develop the ability to describe what they like to do to help the environment, as well as in a range of tenses.</p>	<p>This unit is an opportunity to look an issue that is current and relevant to today's society. Students will discover more about the environmental issues in the target language countries, which should help to broaden their perspective on a topical issue.</p>	<p>Meta thinking > 'meta-cognition and linking > generalisation / connection finding are essential in this topic as students will need to think about using a wide range of thinking approaches and to transfer knowledge from previous learning to this topic.</p> <p>Analysing > precision, multi-step problem solving – the application of grammatical knowledge to their own work (eg formation of verbs, use of correct gender)</p> <p>Linking > use of cognates, retrieval practice from KS3 to the GCSE course, linking between</p>	<p>For parents to help, the key to help with language learning, is to ensure students re-use language they have been taught or come across when reading texts.</p> <p>If students are producing a piece of writing, ask your child to show you the different opinion, conjunctions and verbs in different tenses they have used. Parents do not to understand these in the language, it is an important for students to realise the importance of these linguistical aspects rather than thinking that translating what they would say in English.</p>
<p>Spanish</p> <p>Miss Unsworth & Mrs Mitton groups</p>	<p>Future plans and Jobs</p>	<p>Students will learn how to describe their future intentions as young adults and beyond, focusing on education and work</p>		<p>This topic is assessed in the GCSE as part of Theme 3 but it is a relevant topic as students will be considering their future choices It is a real life situation and they will be relating to the language on a personal level.</p>		

<p>French</p>	<p>Home, town, neighbourhood and region, Travel and tourism</p>	<p>Students will be aiming to describe their local area, including their house in detail. They will use this knowledge to be able to describe holiday accommodation too.</p> <p>Moving on to broader discussions about areas to live, students will compare and contrast country and city living as well as living in a region that attract tourists.</p> <p>Students will have the opportunity to develop their knowledge and application of key language structures, including comparatives, use of modal verbs and different tenses.</p>	<p>This unit is an opportunity to recap and revise some key vocabulary and structures from KS3 but learning to develop more basic language with higher level language.</p> <p>Students will have a richer understanding of the cultures where French is spoken.</p>	<p>This is a key part of the GCSE course as it provides students with the opportunity to read, listen, speak and write about important aspects of the French speaking world and comparing it to their own local area and customs.</p>	<p>languages, including English</p> <p>Realising > automaticity, speed and accuracy (eg recalling vocabulary, grammatical structures and applying these. Memorising language for spoken work</p> <p>As we look at exam technique, student will be utilising many HPL strategies too.</p> <p>Written exam practise – Analysing > precision / complex multi-step problem solving & Creating > fluent thinking</p>	
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Music	Musical Development	<p>Performance: Solo performance preparation and recordings Ensemble recordings</p> <p>Composition: Free Composition complete, preparation, commence Eduqas brief composition</p> <p>Appraising: AoS 1: Classical (Review). AoS 2 Ensemble Music (Review), AoS 4 Rock Music (review) AoS 3: Film music complete</p> <p>Aural and Listening Skills PPE: 2020 Paper.</p> <p>Understanding of music theory devices</p>	<p>Previous skills from Year 10</p> <p>Exploring Classical music – Eine Kleine Nachtmusik (review)</p> <p>Exploring Rock music – Since You’ve Been Gone (review)</p> <p>Free and brief composition</p> <p>Exploring Film music and typical musical conventions, main theme and incidental music.</p> <p>Exploring and applying music theory knowledge and techniques</p>	<p>To recognise the roles different film music plays.</p> <p>To explore and develop musical imagination</p> <p>To allow students to create their own musical ideas.</p> <p>To allow students to express themselves both in composition and performance</p> <p>To understand the historical context and development of music</p>	<p>Linking – how to use performing, composing and appraising in a wide variety of situations and for different purposes.</p> <p>Meta Thinking – Encouraging students to approach using the Elements of Music in a practical way, both in terms of planning and delivery of musical composition and performance</p> <p>Creating – practical creation of work from written or aural sources.</p> <p>Analysing – Assessing the work of others and how this has developed across the musical canon. Analysing the effectiveness of our own work.</p> <p>Realising – putting ideas into practice.</p>	<p>Encourage students to listen to and analyse different styles of music from a variety of sources.</p> <p>Encourage instrument practise and development</p>

Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Physical Education (Core)	<ul style="list-style-type: none"> • Games • Dance • Fitness • Orienteering 	<p>Students will cover a range of activities including</p> <p>Football, Netball, Hockey, Badminton, Rugby, American Football, Crazy catch, Table Tennis, Orienteering, Yoga, Dance and Fitness</p> <p>Incorporated within this is development of skills, analysis of performance, providing feedback and improving knowledge of health and fitness.</p>	<p>Building on: Prior knowledge of skills, transfer of skills to different activities. Ability to analyse and provide feedback.</p> <p>Leading to: Understanding of the benefit of a healthy and active lifestyle and the desire to have lifelong physical fitness.</p>	<p>Physical Education is an important part of the school curriculum because it improves</p> <ul style="list-style-type: none"> - Personal Development - Social skills. - Health and emotional wellbeing. - Leadership skills <p>Academic achievement</p>	<p>Meta Cognition – How we learn new skills.</p> <p>Strategy Planning – Considering ways to lead a healthy and active lifestyle outside of school.</p> <p>Linking – Understand how previously learnt skills can be applied to new activities.</p> <p>Analysing – Critical thinking skills required when analysing their own performance or that of their peers.</p>	<p>Parents can encourage students to be physically active outside of school.</p> <p>Where possible try to find time to do physical activities as a family.</p> <p>Please also access the 'PE @ Home' section of the school website for further ideas and inspiration.</p>

Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Physical Education (GCSE)	Physical, Emotional, Social Health.	Students will cover; <ul style="list-style-type: none"> • Well Being • Fitness • Lifestyle Choices • Activity Level • Work, Rest and Sleep. • Recreational Drugs 	Building on: Prior knowledge and understanding of topics from previous curriculum study. Leading to: Understanding of how these body systems impact on sport and physical activity.	Component of the examined specification. Preparation for end of year assessment.	<p>Meta Cognition – Retrieval of previously covered content.</p> <p>Strategy Planning - Considering ways connecting previous knowledge to a new situation. Application of new skills and understanding.</p> <p>Linking – Understand how previously learnt knowledge can be applied.</p> <p>Analysing – Critical thinking skills required when analysing their own performance or that of their peers / others. Applying this knowledge to sport and activity.</p>	Parents can ask the students questions about their learning and how they can apply it to their main sport/activity. Parents can encourage students to continue to collect evidence of their practical performance. *This is now for two activities instead of three.

Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Physics	<p>Electricity in Circuits Static Electricity</p> <p>Magnetism, Motor Effect and Electromagnetic Induction</p>	<p>Practical skills: making measurements using ammeters and voltmeters. Collaborative skills, enquiring skills and practical problem solving. The concept of electromagnetism and its technological impact.</p> <p>Static electricity introduces the concept of the electric field</p>	<p>Starting with the structure of the atom, basic circuits and components. Potential difference, current and energy transfer in circuits are discussed. Building circuits in series and parallel to investigate resistance. Leading to domestic electricity and safety systems.</p> <p>The idea of the electric field follows on from the magnetic field and both now stand alongside the gravitational field.</p>	<p>Electricity underpins the modern world. Students consider the scientific principles and technologies which govern the use of electricity and allow us to harness its benefits safely.</p> <p>The deep relationship and interaction between magnetism and electricity leads to application in motors and generators.</p>	<p>Linking the learned principles to the safe, empathetic and efficient production and distribution of electricity to the home.</p> <p>(Meta) thinking and transferring of knowledge from the mathematics syllabus</p> <p>Create new ideas and predict experimental outcomes.</p> <p>Students can analyse situations and link ideas about phenomena to create ideas which explain them.</p> <p>Feedback must be productive and be capable of being acted upon. Student centred use of formulae and practical activities are used to gain feedback.</p>	<p>Encourage practice, perseverance and resilience through collaboration through use of MS TEAMS. In addition to studying learning and revision guides such as those published by CGP, there are online resources to support student learning in science.</p> <p>Some examples to consider are:</p> <p>GCSE Bitesize https://www.bbc.co.uk/bitesize</p> <p>Get revising http://getrevising.co.uk/ is a website that helps you create a personal revision timetable, find resources, share resources, make revision cards and notes, make wordsearch and quizzes to cement your knowledge.</p>

	<p>Particle Model</p> <p>Forces and Matter</p>	<p>States of matter. This introduces the kinetic theory, temperature, specific heat and latent heat. Practical skills cover density = mass / volume; $D = M/V$ and gas pressure.</p> <p>This topic studies the bulk properties of materials such as response to pressure, bending and stretching</p>	<p>The particle and kinetic theory build on previous ideas about temperature in solids, liquids and gases.</p> <p>The bulk properties of matter are related to the microscopic structure and behaviour.</p>	<p>The principles which underlie electrostatic technology, its dangers and safe use are studied.</p> <p>Material technology and predicting the behaviour of matter relies on an understanding of interactions at the microscopic level.</p>	<p>Institute of Physics https://www.iop.org/</p> <p>PhET on line simulations https://phet.colorado.edu/</p> <p>Seneca Learning https://www.senecalearning.com/</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
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Component 2 - Non-examined assessment (Project)

Individual major project.
Year 10 mini projects used to build skills.
N/A
Download EDEXCEL [DT specification](#)

Product Design	<p>o 2 – Design (42 marks)</p> <p>Term 1/2 (Christmas deadline with time over holiday to improve)</p>	<p>Use the iterative design process to generate feasible and original ideas to address points set out in the specification and address user wants and needs.</p> <p>Through physical and CAD modelling, arrive at a final design proposal that fully meets the design specification and fulfils all user requirements.</p>	<p>Builds on the range of design and development skills learned in Year 10 and KS3.</p> <p>Leads to the planning and production of a feasible and viable final prototype.</p>	<p>This is where most of the marks are awarded. Examiners are looking to award those students who can demonstrate an ability to develop ideas using influence of the work of previous designers and movements.</p> <p>Generation of ideas should demonstrate open-mindedness as well as technical knowledge of alternative processes and materials that could be used.</p> <p>Development of design proposals should be evidenced through a range of 2D and 3D media, such as computer aided design and physical modelling of whole or parts of design ideas.</p>	<p>Meta-thinking – Self-regulation and strategy planning (when approaching design ideas)</p> <p>Creating- Intellectual playfulness (to breed originality in ideas and avoid fixation)</p> <p>-fluent thinking (confidence to create lots of different ideas and not be scared to fail)</p> <p>-evolutionary thinking (When creating and developing ideas, trying to recognise areas that could be improved or expanded on)</p>	<p>An excellent opportunity for parents to give students valuable 3rd party opinion and useful criticism of design and development. This feedback can be used to improve quality of coursework and gain a higher mark in this section as well as the evaluation section.</p>
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	<p>o 3 – Make (36 marks)</p> <p>Term 2/3/4</p>	<p>Produce a functional, high quality prototype that meets user requirements.</p> <p>Appropriate selection of a wide range of materials, tools and processes.</p> <p>Clear to see how quality has been achieved throughout the manufacturing process (QC and QA)</p>	<p>Builds on the workshop experience and knowledge of previous 4 years (which are designed to ensure students are as experienced as possible by this stage)</p>	<p>The final design prototype is where a student's understanding of and correction selection of a range of tools, processes and materials is demonstrated.</p> <p>Students are also required to keep an annotated, photographic diary of manufacture to be used as evidence. This diary of making also needs to include evidence of safe working practices and evidence to support marks awarded to quality control at every stage of manufacture.</p>	<p>Realising – The ability to work at speed and with accuracy (when using equipment and processes)</p> <p>Analysing – Multi-step problem solving (being independent in the workshop and solving issues as they arise)</p>	<p>Parents can ask students to explain what is happening in their making photo diary – a recording of this conversation can be useful way to help students articulate the processes used and retain this knowledge for later in the course work as well as in the exam.</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
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<p>Component 1 – Exam 1hr 45 Section A – Core Section B – Material categories</p>
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<p>Product Design</p>	<p>Term 2</p> <ul style="list-style-type: none"> • 1.5 Mechanical devices • 1.6 Electronic systems • 1.7 Programmable components • 1.8 ferrous and non-ferrous metals • 1.9 Papers and boards 	<ul style="list-style-type: none"> • Examine a range of mechanical devices including levers, cranks, pulleys and cams. Understand their applications and properties. (Maths element: velocity ratios, mechanical advantages etc) • Understand the application of electronic systems approach including inputs, processes and outputs and flowcharts • Understand the working and physical characteristics of ferrous and non-ferrous metals, including their applications and selection for appropriate tasks • Understand the working and physical characteristics of papers and boards, including their applications and selection for appropriate tasks 				
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Religious Studies	<p>“Islam Practices” = Content needed for the second unit of the exam.</p> <p>This is followed by the topic “Dialogues” = Content for unit 3 of the exam.</p>	<p>This first part of the term will focus on looking at the various practices, festivals and rituals that are followed in Islam. The includes: the role of prayer, pilgrimage, charity & fasting followed by the meanings behind the major festivals in Islam. The topic then branches into the main differences between Muslims and the diversity within Islam i.e. Sunni & Shia.</p> <p>The second half of the term then moves onto the unit “Dialogues”. This topic examines the place of religion in the secular modern world. The unit</p>	<ul style="list-style-type: none"> • The unit is following the OCR exam board specification. • This unit will also build on the base content covered in Year 8 when the students had previously studied Islam. The unit follows on from looking in depth at the practices and beliefs of Christianity. • Students should be able to identify links between the two units and the two major 	<p>The RS curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world’s major religions and the beliefs and practices which they centre on.</p> <p>The curriculum is designed to cover the whole of the OCR specification and will alternate between the three main units: Christian Practices, Islam Practices and Philosophy, Ethics & Religion in the Modern world.</p>	<ul style="list-style-type: none"> • Metathinking and self-regulating with homework and revision. Confident, risk taking when approaching exam questions and lesson tasks. • Big picture thinking about life in different times and places. • Empathy for those in difficult situations. Seeing alternative perspectives and original thinking. • Concerned for society and people living in difficult circumstances and making ethical decisions around health in the past and now. • Intellectual confidence with a 	<ul style="list-style-type: none"> • Conversations with your child on topics such as the Big Bang, evolution, morality & the idea of justice and forgiveness. • Encourage students to download and watch GCSEpod videos to recap content covered in class. • Wider reading should be encouraged. There are a wide variety of books and articles available both online and as physical copies. Your teacher can recommend reading that links into the syllabus being covered. • Homework will be set that builds on the lesson content. <p>Encourage students to read the news and discuss some of the moral issues that are presented such as how we should treat issues such as</p>

		<p>covers a wide range of controversial topics including medical ethics such as cloning, abortion and euthanasia.</p>	<p>religions. The questions for both Paper 1 & 2 will be similar in the range and style.</p> <p>The second half of the term ties back to some of the previous learning in Yr10 and in Y9 looking at the subject of philosophy & the ethical debates. This term's content is in preparation for the Unit 3 exam for the OCR spec.</p>		<p>range of advanced terminology.</p>	<p>cloning and advances in medical technology.</p>
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Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Visual Art and Photography	Students have chosen their own theme from a choice of several topics.	<p>Students will research appropriate contextual reference points in relation to their given theme. They will then produce responses to their chosen artists and develop their own ideas using appropriate materials and techniques. Students will be expected to demonstrate how they are refining their ideas and improving their work. Students will be expected to produce mini outcomes this term.</p> <ul style="list-style-type: none"> As there are no exams in this subject this year, students will use the PPE in December to create their final outcome/outcomes for their Year 10 project. They will have the opportunity of doing this over a two-day period and should be fully prepared for this (dates will be sent out once finalised). 	<p>Building on.....previous knowledge and skills learnt in Year 10 and Term 1.</p> <p>Leading to.....the development of their own ideas in relation to their chosen theme/topic. This will eventually lead on to students producing outcomes which will be the conclusion of their project.</p>	To allow students to fulfil the Assessment Objectives criteria for GCSE Visual Art and to encourage independent learning in preparation for A level studies.	<p>By understanding how they learn (Meta-cognition), students will be able to research, analyse and then develop their skills, comprehension and ideas.</p> <p>Students will be expected to be hardworking, independent and resilient during the project-based work.</p>	<p>Parents could check on student's independent study at home by making sure students are researching appropriate artists/photographers.</p> <p>Research pages should include the artist's name as the title, information regarding the artist and their work, students should also give their opinion of the chosen artist's work, saying if they like it or not and why? (the more analytical the better).</p> <p>They should include images of the artist's work too and then produce several responses to the artist's work e.g. paintings, drawings, sculptures etc and Photography students should produce photoshoots in response to the chosen photographers and then use the learnt techniques to develop their ideas further e.g. stitching, collage, projections, digital manipulation etc.</p>

