

| Year 11 | Spring Term 2 – 2020/21 | | | | |
|--------------------------------|--|----------------------------------|--|----------------------------------|----------------------------------|
| | 22 February | 1 March | 8 March | 15 March | 22 March |
| Art | Development of Coursework Portfolio: Completion of outstanding tasks in architecture project. Working on Portrait project. Students working on own personal development. | | | | |
| Biology | Combined Award: Genetics and evolution, adaptations, interdependence and competition Triple Award: Genetics and evolution, adaptations, interdependence and competition | | | | |
| Business | Motivation & Retention | Human Resource Management | Training & Development | Employment Law | |
| Chemistry | Combined Award: Chemical calculations, Energy Changes Triple Award: Chemical calculations, Energy Changes | | | | |
| Child Development | Understand the Equipment and Nutritional needs of children from birth to 5 years | | | | |
| | Completion of Unit Ro19 on nutritional needs of children 1-5. Revision linked to assessment topics. This half term will focus on the completion of various elements of non-examined assessment and revisit exam topics. | | | | |
| Computer Science (Theory) | Theory - Unit 2B Programming | | | | |
| | Procedures and functions. | Validation and authentication. | Determining the purpose of algorithms. | Errors and testing. | |
| Computer Science (Programming) | Learning to Program in Python course | | | | |
| | All students will be working through the 'Learning to Program in Python' course. Students are all working independently and will be at different points in the online course. | | | | |
| Dance | Performance, Choreography, Appreciation | | | | |
| | Solo performance based on GCSE set phrases Shift and Flux. Independent work on choreography - practical & choreographic journal. Revision of GCSE Dance Anthology works. Exam technique: Section C questions. How to structure 6- and 12-mark questions using the key strategies point, evidence, explain (PEE) and description, contribution and personal opinion (DCP). How to compare/contrast two works. | | | | |
| Drama | Live Theatre & Component 3: Scripted performances | | | | |
| | Noughts & Crosses Revision | | Preparation for Section C of written paper | | Scripted Performance |
| English | GCSE REVISION ACTIVITIES | | | | |
| | MACBETH revision. | MACBETH revision and assessment. | PAPER 2 LANGUAGE Reading skills. | PAPER 2 LANGUAGE Reading skills. | PAPER 2 LANGUAGE Writing skills. |
| Food | Continued work on non-examined assessments- completion of time plans and nutritional aspects. Independent trialling of recipes at home and in school. Revision for assessment. | | | | |

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| French | To talk about holidays | | | | |
| | To give opinions on holiday activities and accommodation. | Revision for assessment. | To give opinions on holiday activities and accommodation. | To use the perfect and imperfect tenses to describe past holidays. | To describe what an ideal holiday would be. |
| Geography | Changing Economic World - UK followed by Weather Hazards/Climate Change | | | | |
| | UK - role in the wider world. Global air circulation and air masses. | What causes tropical storms? Typhoon Haiyan. | Management of tropical storms. Future of tropical storms. | Extreme UK weather. Somerset floods case study. | Extreme weather in the future. Climate change. |
| Graphics | Move Poster Project | | | | |
| | Students are continuing with the Movie Poster project with a focus on hand and digital drawing. This term students will learn and develop skills drawing portraiture. Students will learn how to draw facial features, then learn how to structure the whole head accurately. Students will then develop portraiture drawings of characters from films in the style of different designers and illustrators. | | | | |
| History | Revision | | | | |
| | Germany Revision | Germany Assessment | Cold War Revision | Germany Assessment Feedback | Elizabeth Revision |
| Maths Higher | Revision | Assessment | Class specific topics to support identified learning gaps. | | |
| Maths Foundation | | | | | |
| Media Studies | COMPONENT 2 – Review own progress and development of skills and practices | | | | |
| | Students must track their progress during this component, reflecting on their development of skills and techniques in workshops through to the application of pre-production, production and post-production processes and practices. Students will use a skills audit to highlight strengths and areas for improvement, which should be used to set future targets. | | | | |
| Music | Set Works, Performance and Composition | | | | |
| | Pupils have now completed their initial study of all eight set works. Over this half term there will be a huge focus on improving their understanding of musical terminology through a variety of tasks; allowing the pupils opportunities to use this vocabulary in response to questions. Pupils will receive their final feedback on the GCSE composition unit before they submit towards the end of the term. Performance will continue throughout the term. | | | | |

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| PE - Core | Weekly fitness challenges posted on Show My Homework and if in school Badminton, Fitness, Football, Netball, Rugby. | | | | |
| PE - Qual | Revision for Component 1 assessment. | Past Paper - Component 1 | Live session on assessment feedback | Reactive sessions based on areas of development from Component 1 assessment. | Component 1 Quiz to recap all areas and preparation for the next practice past paper. |
| Physics | Combined Award: Electromagnetic waves, Electromagnetism Triple Award: Electromagnetic waves, Electromagnetism, Space | | | | |
| Product Design | Unit 2: Externally set assignment and Unit 4: Communicating in 3D | | | | |
| | Students are working through their externally set assignment. Students will also be completing any outstanding tasks for unit 4. | | | | |
| PSHE | Relationships and Sex Education (RSE) | | | | |
| | Developing sexuality | Sexting | Ending a relationship | Role models | Emotional wellbeing |
| RE / Philosophy | Religion, human rights and social justice | | | | |
| | Revision for assessment. | Assessment. Religious freedom. | Prejudice and discrimination - disability and race. Christian teachings about wealth. | Poverty and its causes. Exploitation of the poor. | Giving money to the poor. |
| Spanish | Global Issues, Environment, Poverty and homelessness/ local environment. | | | | |
| Textiles | Students have been working on improving/adding to their GCSE component 1 portfolio and each week they have been given personalised targets to complete. This will continue until students are ready to complete a write up of their personal response with evaluation. When we are able to return to school students will be working on but not necessarily completing their final practical piece. | | | | |