



ST. JOSEPH'S R.C. HIGH SCHOOL

Y11 Learning Plan Autumn 1

CLASSWORK /HOMEWORK	This half term we will be learning about:
<u>Art:</u>	Pupils will complete project 1. They will improve their developments, annotate their work and they will spend 10 hours of class time completing their first personal response in exam conditions preparing them for their exam, they will focus on all of the assessment objectives.
<u>Creative iMedia:</u>	R082 Computer Graphics – What are computer graphics and what are the main purposes of them? Look at file types and formats and the considerations of resolution, raster VS vector graphics, lossy and lossless compression. Analyse existing computer graphics in terms of intended purpose, audience, white space, layout and colour schemes.
<u>Design and Technology:</u>	During this term the pupils will be focussing on the work associated with their Non Examined Assessment (NEA). Initially they will be considering the different tasks which they can complete, analysing them and selecting the one they wish to attempt. This will lead into investigating things associated with their chosen project, before using this information to aid them in writing a Specification and producing a range of design ideas. The ideas can then be developed into a final design proposal and the pupils will then be required to manufacture their chosen prototype. Alongside this the pupils will be working through Past Paper questions in order to help secure their knowledge ahead of the final exam.
<u>Drama:</u>	<p>Drama GCSE – All units explored</p> <ul style="list-style-type: none">• How to creating a clear character using the actors tools.• To be able to create a convincing character for assessment.• How to be able to use a scrip for performance.• To be able to evaluate and analyse live performance.• To be able to evaluate and analyse a script.• To be able to explore the deep meaning behind the scrip and the writes intentions.• To be able to explore the SMSC of the script.• To be able to edit the scrip into section for assessment.• To be able to performed sections on the script to gain understanding of the motivations and intentions.• To be able to articulate your artistic intentions for the role(s) you play and how you intent the audience to respond.• To be able to create character using EPIC and Physical theatre <p>To gain a deep meaningful understanding on how to make progress using their year 10 assessments.</p>
<u>English:</u>	Students are preparing for their English Language pre-public examinations. They are practising questions for Paper 1 and Paper 2. They are also revising aspects of their GCSE English Literature course focussing on Macbeth.
<u>Food Preparation and Nutrition:</u>	This half term will focus on the completion of NEA1. This is the food based scientific experiment set by the exam board. NEA1 is worth 15% of the final GCSE grade. Pupils will be expected to independently plan, conduct, record and analyse an experiment in response to the brief given.
<u>Foreign Languages:</u>	<p><u>Spanish: Theme 1</u> – Identity and culture – Customs and festivals in Spanish speaking countries. . Listening, speaking, reading, writing and translation work on the topic of festivals and cultural heritage. The grammar covered will include the preterite of regular, reflexive and irregular verbs.</p> <p><u>French: Theme 3</u> – current and future studies and employment: My studies/ Life at school & college. Listening, speaking, reading, writing and translation work on the topics of school subjects, school systems, including grammar work on the modal verbs falloir and devoir, the prefect tense, and if clauses. Pupils will also look at expressing reasons and justifying them, and extending their range of quantifiers.</p>
<u>Geography:</u>	Continue with paper 2, question 1: Urban change in Liverpool case study: causes of growth, effects of growth, managing growth; Sustainable development in Freiburg case study. Start Paper 2, question 2 (development/the economic world): Measuring development; features and change within the UK economy
<u>Health & Social Care:</u>	



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The main focus of this half term will be to develop a clear understanding of the different types of Health and social care services available. Pupils will consider the needs of a variety of different users and start to develop an understanding of the barriers that some people might face in their day to day lives.
Pupils will complete assignment 2a in which they assess the care needs of two different case studies and produce a care plan to support them.

History:

Pupils will be continuing their study of Edexcel History GCSE Paper Two and Paper Three. They will be studying Superpowers and the Cold War 1942 – 1991 and studying Germany after World War One under the Weimar Government and looking at how Hitler came to power in Germany. Key concepts covered will include contextual knowledge (AO1), second order concepts (AO2), evidence analysis (AO3) and looking at different interpretations of events (AO4).

IT:

Project life cycle – what is it, how does it work, Iteration, Planning tools including Gantt charts, critical path analysis, mind maps, SWOT analysis and mitigating risks.
Cyber-security including risks and preventative measures and hackers (Black hat, grey hat and white hat).

Maths:

Foundation:

- Quadratic expressions: expanding and factorising
- Quadratic equations: solving by factorising
- Quadratic equations: graphs
- Circles, cylinders, cones and spheres

Higher:

- Trigonometric Graphs
- Exact Values of Trigonometric Values
- Using trigonometric graphs
- Transforming trigonometric graphs
- Sine and Cosine Rule
- Area of any Triangle

Pythagoras and Trigonometry in 3D

Music:

Preparing for solo and ensemble performance exam (30% of the GCSE).

- Students will refine solo and ensemble pieces in preparation for their practical exam this Autumn term.
- Students will develop their understanding of how to add expression and interpretation into their pieces and be able to verbalise how this is effective.
- Students will appraise other performance pieces, using the performance marking criteria.
- Students will develop their music theory and ability to read music scores and lead sheets.
- Students will develop their rhythmic dictation skills.
- Students will develop their knowledge of music terminology, studying performance markings.

RE:

Completion of Paper 2: Judaism Unit 1 Beliefs and Teachings

1.5 The covenant with Abraham and his descendants: the nature and history of the Abrahamic covenant; the role of Abraham in the covenant, including Genesis 17; why the Promised Land covenanted to Abraham and his descendants is important for Jews today.

1.6 Sanctity of life: the nature and importance of Pikuach Nefesh (primacy of life); why human life is holy by Jewish people; how life is shown as special and taking precedence over everything, including Talmud Yoma 83–84; divergent understandings of how and why the principle of Pikuach Nefesh is applied by Jews today.



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1.7 Moral principles and the Mitzvot: the nature and importance of the Mitzvot, including reference to the Mishneh Torah of Maimonides: Sefer Mada; the importance of the relationship between keeping the Mitzvot and free will; the Mitzvot between humans and the Almighty, and between humans; divergent understandings of the importance of the Mitzvot between the Almighty and humans, and between humans, for Jewish life today.

1.8 Jewish beliefs about life after death: divergent Jewish understandings of the nature and significance of life after death, including reference to different forms of Orthodox and Reform Judaism; Jewish teachings about life after death, including interpretations of Ecclesiastes 12; the nature of resurrection and judgement; why belief in life after death may be important for Jews today.

Paper 2: Judaism Unit 2 Practices

2.1 The nature and purpose of Jewish public acts of worship: the nature, features and purpose of Jewish public worship, including interpretations of Psalm 116:12–19; the nature, features and importance of synagogue services for the Jewish community and the individual.

2.2 The Tenakh and the Talmud: the nature, features, purpose and significance of the Tenakh (the written law) and Talmud (the oral law) for Jews in daily life today, with reference to Perkei Avot 2; the nature and purpose of Jewish laws: food laws, kashrut, including kosher, and treifah and the separation of dairy and meat, including reference to Deuteronomy 14:3–10; the divergent implications of the Jewish food laws for Jews today.

2.3 The nature and purpose of prayer in the home and of private prayer: the nature, features and purpose of prayer three times a day; the importance of having different forms of prayers, including interpretations of Psalm 55:16–23.

2.4 The nature and importance of the Shema and the Amidah (the standing prayer); when the Shema and the Amidah might be used, how and why, including reference to the Mezuzah; the importance of having the Shema and the Amidah for Jews today, including reference to Deuteronomy 6:4.

Science:

Physics Unit 5: Forces

Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible. In this section we explore different types of forces and their interactions and how to represent and describe this.

Chemistry Unit 6: Rates of Reaction

Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way

Biology Unit 6: Inheritance

In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve.

Sport Science:

RO45: This unit of work will develop pupil's knowledge and understanding of nutrition and its role within a healthy lifestyle and physical activity.

On completion of this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet.



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Pupils will be able to understand and explain the importance of;

- complex carbohydrates
- simple carbohydrates
- protein
- fibre
- fat
- water

They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate and detailed diet plan for a performer, within a specific physical activity.

Pupils will learn the characteristics of a balanced diet and what nutrients are as well as the correct terminology and be able to identify what food sources contain these nutrients. Pupils will also be taught and understand the importance of nutrition before, during and after physical activity. The reasons for the varying dietary requirements for different activities.

Learners will know and understand about the effects of a poor diet on sports performance and participation, as well as the definition of malnutrition and the effects of overeating on sports performance and participation.