



ST. JOSEPH'S R.C. HIGH SCHOOL

Y11 Learning Plan Autumn 2

CLASSWORK /HOMEWORK	This half term we will be learning about:
<u>Art:</u>	Pupils will learn how to complete the controlled assessment and how to add as much creativity and media as possible to aim towards their target grade. They will complete one major and one mini project for Art and Design GCSE. They will complete two personal responses that are unique and finished to the best of their ability. They will edit and update any unfinished work and will complete all of the annotation and design work to a high standard. They will ensure that ideas are unique and that sketchbook pages are creative. They will aim to fill each page with artwork, inspiration and annotation to make the sketchbook look professional, unique and attractive. They will link artwork to artists and collected valid research along the way to help inspire them.
<u>Design &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 matters 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>	Text in practice (AQA focus Component 3 Text in practice) <ul style="list-style-type: none">•How to create a clear character using the actor's tools.•To be able to create a convincing character for assessment.•How to be able to use a script 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 script into section for assessment.•To be able to perform sections on the script to gain understanding of the motivations and intentions.•To be able to articulate artistic intentions for the role(s) and for intended audience response.
<u>English:</u>	Pupils will revise for both the English Language and English Literature examinations, ahead of mocks in December. This will include: <ul style="list-style-type: none">•Revisiting all the GCSE English Literature texts.•Completing GCSE-style questions.•Analysing key scenes/extracts.•Revising plot, character and theme. For English Language, pupils will: <ul style="list-style-type: none">•Complete practice questions.•Revise the key skills needed for each questions.•Develop descriptive writing skills.•Develop writing to argue/persuade skills.
<u>Geography:</u>	Pupils will continue with paper 2, question2: A case study of India's economy: how it has changed grown; the role of TNCs; India's global relationships; aid in India; the effects of economic development in India.
<u>History:</u>	Pupils will continue to study Edexcel GCSE Course Paper 2 and Paper 3: Superpowers and the Cold War and Germany 1918 – 1939. Pupils will practise how to apply contextual knowledge (AO1) to answer questions on second order concepts (AO2). Pupils will then study AO3 skills evaluating evidence and analysing different interpretations (AO4). During the half-term pupils will also sit a mock examination.
<u>i-Media:</u>	Activity 2 – pupils will look at the scenario set by the board and identify the client main requirements – who is the target audience and what they will do to meet their specific needs. Pupils will plan the product that they have been asked to prepare in detail, ensuring that all of their client's original criteria are met. Activity 3 –create the product planned in Activity 2. Ensure that the product is of professional quality and use planning tools to ensure that they are on track. Keep evidence in the form of annotated screen prints to show the development of their work.



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IT:

Pupils will begin looking at how the project life cycle can be put into practice. Pupils will use various scenarios to scope projects and focus on the initiation and planning sections in detail.

Maths:

Foundation

- Volume and surface area
- Fractions
- Reciprocals
- Indices
- Standard form

Higher:

- Collecting data and sampling techniques
- Cumulative frequency, box plots and histograms
- Quadratics: sketching and finding turning points
- Expanding more than two brackets
- Sketching other functions
- Graphs of circles and cubes
- Solving simultaneous equations graphically
- Solving linear inequalities graphically
- Solving quadratic inequalities
- Iteration

Modern Foreign Languages:

French: Theme 3 – 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 pronouns, if clauses and idiomatic phrases.

Spanish: Theme 3 – 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 verbs of obligation, the perfect tense, formal and informal language.

Music:

Fusion Music Set Work Studies and Set Brief Composition

- Pupils will study the Fusion Music area of study set works. Esperanza Spalding: 'Samba em Preludio' (from the album Esperanza).
- Pupils will explore the history, context and stylistic features of Western African, Celtic and Western Pop Music to create the 'fusion' genre.
- Pupils will use the 'DR PAT SMITH' analysis method to complete a close score analysis of the set work and complete wider listening questions in comparison.
- Pupils will develop their music dictation skills.
- Pupils will begin their 'Set Brief' Composition on the notation software.

RE:

Paper 2: Judaism Unit 2 Practices

2.5 The importance of ritual for Jews today

2.6 The nature, features, history and purpose of celebrating Shabbat

2.7 Jewish festivals: the nature, history, purpose and significance of Jewish festivals

2.8 Features of the synagogue

Preparation for Pre-Public Exams. Pupils will sit a full Paper 1: Catholic Christianity of 1 hour and 45 minutes and a full paper 2 of 50 minutes.

Science:

Physics Unit 6: Waves

Chemistry Unit 7: Organic Chemistry

Chemistry Unit 8: Chemical Analysis



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Chemistry Unit 9: Atmosphere

Sport Science:

RO45 – To be studied for the duration of Year 11

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. 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.