

**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**English Language and English Literature**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **English Literature – Macbeth*** The key events in each act.
* How characters are presented and described.
* William Shakespeare’s ‘big ideas’ in the play.
* William Shakespeare’s key messages in the play.
* How to analyse the language and methods in key extracts from the play.
* How to closely analyse words and language features in key quotes from the play.
* How to link the writer’s messages and big ideas to key moments in the play.
* How to use knowledge of the whole play to make links between extracts and the wider story.
* How to develop ideas with sufficient detail for essay writing.

**English Language – Narrative and Descriptive Writing*** How example stories and description are written and crafted.
* How to include methods for effect in fiction writing.
* How to present ideas in a fiction writing style.
* How to deconstruct model narrative and descriptions.
* How to practise writing descriptions and narratives.
* How to write descriptions and narratives and present your ideas in clear paragraphs and clear sentences.
* How to self-mark writing against a success criterion.

**English Language – Paper One Reading*** How to select relevant quotes from a text to support ideas.
* How to analyse language features & word choices in a text.
* How to discuss the structure of a text.
* How to evaluate ideas in a text.
* How to express opinions about a text.
 | *GCSE POD. All ‘Macbeth’ GCSE pods on characters, plot overviews, themes and key quotes.* *BBC Bitesize - Macbeth – AQA Exam Board - plot summary, characters, themes, form, structure, language and the sample exam question.* <https://www.bbc.co.uk/bitesize/topics/zgq3dmn> *Macbeth E-text with modern translation*<https://www.sparknotes.com/nofear/shakespeare/macbeth/page_2/> *Spark Notes – Macbeth – summary, characters, main ideas, quotes and further study.*<https://www.sparknotes.com/shakespeare/macbeth/>*Seneca Learning – English Lit: AQA GCSE A Macbeth*<https://app.senecalearning.com/dashboard/courses/add> *The Shakespeare Birthplace Trust – Macbeth*[*https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/macbeth/*](https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/macbeth/)*Cliffs Notes – Macbeth – Scenes and Characters*[*https://www.cliffsnotes.com/literature/m/macbeth/macbeth-at-a-glance*](https://www.cliffsnotes.com/literature/m/macbeth/macbeth-at-a-glance)*GCSE POD. All ‘Blood Brothers’ GCSE pods on characters, plot overviews, themes and key quotes.* *BBC Bitesize – Blood Brothers – AQA Exam Board – plot summary, characters, themes, structure, language & sample exam question.*[*https://www.bbc.co.uk/bitesize/topics/zxv7sg8*](https://www.bbc.co.uk/bitesize/topics/zxv7sg8)*Seneca Learning – English Lit: AQA GCSE Blood Brothers*[*https://app.senecalearning.com/dashboard/courses/add*](https://app.senecalearning.com/dashboard/courses/add)*York Notes – Blood Brothers – Themes, Characters, Context and Key Points*[*https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/01\_themes*](https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/01_themes)*BBC Bitesize (Writing Fiction)*[*https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1*](https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1)*Seneca Learning - English Language AQA GCSE – key terms, language techniques, Paper 1: writing & Paper 1: Reading*[*https://app.senecalearning.com/dashboard/courses/add?Price=Free*](https://app.senecalearning.com/dashboard/courses/add?Price=Free) | CGP Macbeth – The Text GuideCGP Macbeth WorkbookCGP Blood Brothers – The Text GuideCGP Blood Brothers WorkbookTarget Grade 5 Get Back on Track English Literature – MacbethKerboodle - AQA GCSE English Language - Developing the Skills for Assessment – Paper 1 writing: Pages 22 – 23; 36 - 39Kerboodle AQA GCSE English Language – Assessment Preparation for Paper 1 – Book 2:Pages 12 to 58 – Paper 1 Reading ResourcesPages 60 to 97 – Paper 1 Writing ResourcesYork Notes for GCSE Writing Skills – Revision and Exam Practice – Chapter one – core writing skills.York Notes for GCSE Workbook MacbethRevise AQA GCSE English Language Targeting Grade 5 – Paper 1 reading (pages 12-53) Paper 1 writing (pages 56 - 81)Revise AQA GCSE English Language Targeting Grades 6 to 9 – Paper 1 reading (pages 12-53) Paper 1 writing (pages 52-79) |
| **Additional Resources:**YouTube – Mr Bruff – Narrative Writing - <https://www.youtube.com/watch?v=yLxgaxI_-t4&safe=active> ; Save My Exams – Narrative Writing Advice - <https://www.youtube.com/watch?v=SfBYZZD_UzU&safe=active> ; Blood Brothers – Full online play - <https://www.youtube.com/watch?v=A9mbfRiZ2Bk&t=277s&safe=active>; YouTube – Mr Bruff – Macbeth - <https://www.youtube.com/watch?v=TZGeaiEF3AI&t=434s&safe=active> ; York Notes for GCSE – Macbeth Study Guide; York Notes for GCSE – Blood BrothersMacbeth – Plot Summary In 60 Seconds - <https://www.youtube.com/watch?v=SfjZv2mILH8&t=19s>  |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Congruence**1. Understanding what congruence is.
2. Understanding angles in congruent shapes.
3. Congruent triangles.
4. Constructing triangles.

**Similarity**1. Understanding similarity to find missing lengths.

**Vectors**1. Drawing column vectors.
2. Negative vectors.
3. Add and subtract vectors.
4. Multiply vectors by scalar.
5. Vector problems.

**Simultaneous Equations**1. Solve simultaneous linear equations using graphs.
2. Solve simultaneous linear equations in two variables using the elimination method.
3. Substitution method for simultaneous equations.
4. Balancing coefficients to solve simultaneous equations.

**Working with Inequalities**1. Represent inequalities on a number line.
2. Write down whole numbers which satisfy an inequality.
3. Solve linear inequalities.

**Similarity**1. Change the subject of a formula.
 | Hegarty Maths Clips:680681682, 684683609, 611622, 623624625626628218192, 192194193265, 266, 268267269280, 283 | KS4 CGP textbook pages:CGP page 304 section24.6CGP page 305 section24.6CGP page 305 section 24.6CGP page 233-235 section 21.2CGP page 306-309 section 24.6CGP page 225 section 20.1CGP page 226 section 20.1CGP page 226 section 20.1CGP page 227 section 20.1CGP page 228 section 20.2CGP page 139-140 section 12.3CGP page 111-112 section 9.5CGP page 112 section 9.5CGP page 112 section 9.5CGP page 107-108 section 9.4CGP page 107-108 section 9.4CGP page 108-111 section 9.4CGP page 121 section 10.3 |
| **Additional Resources:** Revision material, support resources and video tutorials:<https://www.mathsgenie.co.uk/><https://www.onmaths.com/><https://www.bbc.co.uk/bitesize/subjects/z38pycw><https://corbettmaths.com/> |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resource/Links** |
| **Vectors**1. Drawing column vectors.
2. Add and subtract vectors.
3. Multiply vectors by a scalar.
4. Find the magnitude of vectors.
5. Use vectors to solve geometric problems.
6. Vectors to create arguments and proofs (Prove lines are parallel or on a straight line).

**Transformation of graphs**1. Understanding the sine, cosine and tangent graph.
2. Translating graph.
3. Reflecting graph.
4. Graph problems with involving all.
 | Hegarty Maths Clips:622, 623, 6246225626627628, 630631, 636303, 306307, 308311, 312 | KS3 CGP textbook pages:CGP page 273 section 28.1CGP page 274 section 28.1CGP page 274 Q 3&4 section 28.1CGP page 276 section 28.2CGP page 279 section 28.3CGP page 280 section 28.3CGP page 152 section16.7CGP page 154 section 16.8CGP page 156 section 16.8CGP page 158 section 16.8 ex 4 |
| **Additional Resources:*** <https://www.mathsgenie.co.uk/>
* <https://www.onmaths.com/>
* <https://www.bbc.co.uk/bitesize/subjects/z38pycw>
* <https://corbettmaths.com/>
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

 **Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| Biology – Cells and Ecosystems * The uses of different structures in plant, animal and bacterial cells and how these cells are specialised to their functions.
* How substances are transferred in living organisms.
* How materials are cycled between living organisms.
* How human activity has caused environmental changes.
 | Kerboodle Digital book for Biology combined scienceP4-25, p224-245Seneca learning – Combined Science Biology: AQA GCSE – 1 Cell Biology and 7 EcologyGCSE POD – Combined Science 4..1 Cell Biology and 4.7 Ecology | Collins AQA Combined Science trilogy revision guide pg16-22 and p74-79CGP – GCSE Combined Science Exam practice:Foundation pg1-11 and pg77-80Higher pg1-15 and pg78-90Knowledge organiser foundation pg5-10 and pg40-41Knowledge retriever foundation pg13-28 and pg95-106Knowledge organiser higher pg5-10 and pg40-41Knowledge retriever higher pg13-24 and pg95-106 |
| Chemistry – Structure and bonding, chemical changes and electrolysis* Ionic, covalent and metallic bonding, the structures formed using these bonds and how it effects their properties.
* Patterns of reactivity in metals and how they form salts.
* How electrolysis can be used to separate substances.
 | Kerboodle Digital book Chemistry for combined scienceP34-55, p68-95Seneca learning – Combined Science Chemistry: AQA GCSE – 2 Chemical bonding and 4 Chemical changesGCSE POD – Combined Science 5.2 chemical bonding and 5.4 chemical changes | Collins AQA Combined Science trilogy revision guide pg94-100 and p114-119CGP – GCSE Combined Science Exam practice:Foundation pg97-107 and pg112-118Higher pg108-121 and pg130-138Knowledge organiser foundation pg51-55 and p57-59 Knowledge retriever foundation pg129-140 and pg143-150Knowledge organiser higher pg50-55 and p57-61Knowledge retriever higher pg125-135 and pg143-153 |
| Physics – Electricity, molecules and matter and radioactivity* How components work in a range of electrical circuit scenarios and use a range of electrical calculations.
 | Kerboodle Digital book Physics for combined sciencePg46-55Seneca learning – Combined Science Physics: AQA GCSE – 2 ElectricityGCSE POD – Combined Science 6.2 electricity | Collins AQA Combined Science trilogy revision guide pg188-192CGP – GCSE Combined Science Exam practice:Foundation pg161-168Higher pg 186-193Knowledge organiser foundation pg82-85Knowledge retriever foundation pg 207-216Knowledge organiser higher pg82-85Knowledge retriever higher pg 207-216 |
| **Additional Resources:**<https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> <https://www.freesciencelessons.co.uk/> <https://www.youtube.com/channel/UCBgvmal8AR4QIK2e0EfJwaA> |

**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**French**



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| **You will learn** | **Online Resources** | **Teaching Resources/Links**  |
| **School** – this half term you will start the topic of school. You will learn to talk about the subjects you study, your school day, and the rules at your school, as well as what your plans are regarding future studies. **Jobs** – thinking about your future plans, you will learn a variety of job vocabulary in French and consider what jobs you would like or not like to do. You will consider advantages and disadvantages of different jobs and workplaces During this time you will also revise other topics relating to your future such as having a family, travelling and your ideal house.  | School <https://quizlet.com/gb/176952754/au-college-flash-cards/><https://quizlet.com/gb/431099809/au-college-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1><https://www.youtube.com/watch?v=DjNHrDN5C4Q><https://www.youtube.com/watch?v=dspTCqJiveA><https://members.gcsepod.com/shared/podcasts/title/13588/81497><https://members.gcsepod.com/shared/podcasts/title/13588/81494><https://members.gcsepod.com/shared/podcasts/title/13588/81498>[www.wordreference.com](http://www.wordreference.com) (to help with vocabulary)<https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=school>(Log on to linguascope – log in – unity password-time4langs)Jobs<https://quizlet.com/232971427/french-jobs-flash-cards/><https://quizlet.com/26774147/pros-and-cons-of-jobs-flash-cards/><https://members.gcsepod.com/shared/podcasts/title/13590/81501><https://www.youtube.com/watch?v=ApOpvOmQU9U>[www.frenchpod101.com](http://www.frenchpod101.com) (student needs to create a free account then can access lots of different tasks, including reading and listening tasks on a variety of topics.) <https://www.linguascope.com/secure/students/intermediate/topic.php?language=french&topic=work> (Log on to linguascope – log in – unity password-time4langs) | Work pack available upon request from the MFL Office. |
| **Additional Resources:*** Power Points on School and Jobs available upon request from the MFL Office.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**German**

 

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links**  |
| **School** – this half term you will start the topic of school. You will learn to talk about the subjects you study, your school day, and the rules at your school, as well as what your plans are regarding future studies. **Jobs** – thinking about your future plans, you will learn a variety of job vocabulary in German and consider what jobs you would like or not like to do. You will consider the advantages and disadvantages of different jobs and workplaces During this time you will also revise other topics relating to your future such as having a family, travelling and your ideal house.  | School <https://members.gcsepod.com/shared/podcasts/title/13650/82328><https://quizlet.com/222051183/german-school-subjects-flash-cards/><https://quizlet.com/218818567/german-vocabulary-school-flash-cards/><https://quizlet.com/au/218817761/german-vocabulary-school-places-in-school-flash-cards/><https://quizlet.com/44820774/school-rules-german-flash-cards/><https://www.youtube.com/watch?v=k2HCSyOmNAg><https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/2><https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/5>[www.dict.cc](http://www.dict.cc) (to help with vocabulary)Jobs<https://members.gcsepod.com/shared/podcasts/title/13652/82339><https://quizlet.com/153578680/german-jobs-vocab-flash-cards/><https://quizlet.com/gb/290820323/german-job-advantages-and-disadvantages-flash-cards/><https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/8><https://www.youtube.com/watch?v=UE-n8Mu1PpU> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**Power Points on School and Jobs available upon request from the MFL Office. |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources /Links** |
| **School** – this half term you will start the topic of school. You will learn to talk about the subjects you study, your school day, and the rules at your school, as well as what your plans are regarding future studies.   **Jobs** – thinking about your future plans, you will learn a variety of job vocabulary in Spanish and consider what jobs you would like or not like to do. You will consider the advantages and disadvantages of different jobs and workplaces During this time you will also revise other topics relating to your future such as having a family, travelling and your ideal house.   | **School -**<https://quizlet.com/281402280/spanish-schoolschool-supplies-flash-cards/><https://quizlet.com/309191087/spanish-school-subjects-flash-cards/><https://quizlet.com/gb/510994564/spanish-school-rules-flash-cards/>**Jobs –**<https://quizlet.com/gb/311574271/spanish-jobs-flash-cards/><https://quizlet.com/gb/474198797/spanish-workplaces-flash-cards/><https://quizlet.com/gb/472739044/future-plans-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zdmk6v4/revision/1><https://www.bbc.co.uk/bitesize/guides/zn3tgwx/revision/1><https://www.bbc.co.uk/bitesize/guides/zfrn47h/revision/1> | Work pack available upon request from the MFL Office.  |
| **Additional Resources:*** Power Points on School and Jobs available upon request from the MFL Office.
* AQA GCSE Revision Guide.
* AQA GCSE Student Workbook.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Software**

How to investigate and discuss Computer Science technologies while considering:   o ethical issues   o legal issues   o cultural issues   o environmental issues   o privacy issues.  How key stakeholders are affected by technologies, environmental impact of Computer Science and cultural implications of Computer Science.  Open source vs Proprietary software  Legislation relevant to Computer Science:   o The Data Protection Act 1998   o Computer Misuse Act 1990   o Copyright Designs and Patents Act 1988   o Creative Commons Licensing   o Freedom of Information Act 2000.**2.3 Testing and maintainability** Robust systems – how to develop robust systems and their importance. Testing – know the three main types of testing and be able to give examples of test data. Defensive design – understand what defensive design is and give examples. Validation methods – understand the key methods and suggest the best method for different types of programs. | Office 365<https://www.office.com/?auth=2>Year 11 > Content Library > Unit 11.8 ResourcesUnit 22.3 ResourcesMake use of the Content Library to help support your learning and access my lesson presentations.<https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html> | Pearsons OCR GCSE Computer Science Revision Guide1.7Pearsons P.31 – P.382.3Pearsons P.65 – P.66 |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**ICT – Unit R087: Creating Interactive Multimedia Products**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| What are client requirements/briefs? How to interpret requirements/ briefs?Workplans-What they are? Why have they been used?Design principles. What they are and where best used?Test plan and Legalisation terminology. | GCSEPOD>ICT Section-List of topics available just click on the most relevant and suitable topic in hand.Office365>Teams>Select your group- All resources and activities are on here. Select the relevant topic being taught.[www.hoddereducation.co.uk/Cambridge](http://www.hoddereducation.co.uk/Cambridge) Nationals/OCR for more information.<https://www.bbc.co.uk/bitesize/guides/zcbqrwx/revision/4-> Multimedia applications<https://www.bbc.co.uk/bitesize/topics/zmpsgk7-> Hardware and software devices<https://www.dummies.com/education/internet-basics/different-types-of-internet-connections/> Types of connections available | **My revision notes Cambridge nationals Creative Imedia L1/L2 Pre-production skills and creating digital graphics by Kevin Wells- To read the information and complete the tasks that follow:**1. Page 9/46
2. Page 10-11/47
3. Page 43/45
4. Page 18
 |
| **Additional Resources:*** GCSE Bitesize ICT-Pick the relevant topics.
* TeachICT>ICT-Pick the relevant topics.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Geography: Changing economic world**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| To understand how countries are categorised in relation to development.To evaluate the different measures of development.To understand the stages of the demographic transition model and how it links to a countries level of development.To explain the physical, economic and historical causes of uneven development.To understand the consequences of uneven development.To have an overview of the strategies used to reduce the development gap. To explain how tourism can reduce the development gap in Bhutan. To describe the location and understand the wider context of Nigeria.To describe the structure of Nigeria’s economy.Explain how manufacturing industry can stimulate development.To understand the impact of aid in Nigeria and why it is important for NEE’s.To understand the impact of economic growth on Nigeria’s environment. | Economic indicators.<https://members.gcsepod.com/shared/podcasts/chapter/74753> Demographic transition model.<https://members.gcsepod.com/shared/podcasts/chapter/74755> Causes of uneven development. <https://members.gcsepod.com/shared/podcasts/chapter/74773> Consequences of uneven development.<https://members.gcsepod.com/shared/podcasts/chapter/74774> Reducing the development gap.<https://members.gcsepod.com/shared/podcasts/chapter/74790> <https://members.gcsepod.com/shared/podcasts/chapter/74791> Nigeria case study-location and context of the country.<https://members.gcsepod.com/shared/podcasts/chapter/72052> <https://members.gcsepod.com/shared/podcasts/chapter/72051> International trade in Nigeria.<https://members.gcsepod.com/shared/podcasts/chapter/72057> TNC’s in Nigeria.<https://members.gcsepod.com/shared/podcasts/chapter/72107>  | See master packAQA text book pages 250-265Pearson revision guide and workbook pages 86-93 (work book pages match the revision guide)CGP revision guide pages 77-83 and page 89 (questions 1-15) |
| **Additional Resources:*** The following website <https://www.internetgeography.net/> is excellent as a general revision resource that students can use. There are quizzes on every section of the course you study. GCSE pod is also available to students.
* Seneca learning is a fantastic resource for students to use for revision. Assignments and revision tasks will be set throughout the year. To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the code yqig68bs40 to join.
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Hitler’s Foreign Policy**To explain how Hitler was able to complete the Anschluss with Austria in 1938.To explain the policy of Appeasement and why Chamberlain followed it.To explain how Hitler took control of the Sudetenland through the Munich Conference.To explain why the Nazi-Soviet Pact made war inevitable.To explain why Britain declared war on Germany after their invasion of Poland.To be able to answer 16 mark essay questions on the cause of WW2. | https://[www.gcsepod.com](http://www.gcsepod.com) AQA History Paper 1 Conflict and Tension 1918-1939<https://www.youtube.com/watch?v=N7Xf1eykVps&list=PL1GYYI6Kt1adr3F6HJlZS5-SB7i_F5E_7>The Road to War, a little dated as it is from 1989 but an excellent series explaining how WW2 started.Seneca Learning <https://app.senecalearning.com/classroom/course/5246eab3-a6d8-425b-bc0c-b0345a361d94>Conflict and Tension: the Inter-War years | Work pack of tasks available upon request from the Humanities Office.**Revision Book**Hodder My Revision Notes “AQA GCSE History”, pages: Pages 64 - 71**Workbook** Hodder Workbook “Conflict and Tension” Pages 33 - 43 |

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**Year 11**

 **RE/ID: Ethics 2**



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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| Assess the arguments for and against abortion.*To* be able to ***explain*** different attitudes towards IVF*. Consider different options for a family.*To consider if there is life after death? To be able to decide as to whether the body and soul are connected.To explore advantages and problems of organ donation.To investigate the issue of Euthanasia.To consider the two elements of euthanasia. To apply what you have learnt to case studies.To know what Christianity says about euthanasia? | <https://members.gcsepod.com/shared/podcasts/title/13002/79166><https://www.bbc.co.uk/teach/class-clips-video/what-are-the-rights-and-wrongs-of-abortion/z4qkjhv> [Pope Francis’ Catholic.](https://news.sky.com/story/abortion-is-like-hiring-a-hitman-says-pope-francis-11728268?fbclid=IwAR14gZbbyMsnkrS42dHIrVEEExcf0cvxsnZbOS0eD3ierIXr8xTgrYFLKcw)[A personal account](https://8884806.sharepoint.com/sites/IDClips2/Shared%20Documents/Y10%20clips/%E2%80%98My%20Abortion%20Story%E2%80%99%20-%20BBC%20News.mp4)<https://www.truetube.co.uk/film/culture-and-abortion> <https://www.truetube.co.uk/film/pro-life-vs-pro-choice><https://www.truetube.co.uk/film/abortion-male-perspective><https://video.nationalgeographic.com/video/00000144-0a21-d3cb-a96c-7b2dc9ed0000> <https://www.youtube.com/watch?v=fOfFr9Q0WWA><https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-h-is-for-heaven-hell-other-afterlives/zrfp382> <https://members.gcsepod.com/shared/podcasts/title/12992/79571><https://www.youtube.com/watch?v=IuhCHMGGlX4>[**https://www.organdonation.nhs.uk/uk-laws/organ-donation-law-in-england/**](https://www.organdonation.nhs.uk/uk-laws/organ-donation-law-in-england/)[**https://www.bbc.co.uk/newsround/52709007**](https://www.bbc.co.uk/newsround/52709007) <https://www.truetube.co.uk/film/organ-donors>[**https://www.youtube.com/watch?v=sbENcGNeBEA&feature=emb\_logo**](https://www.youtube.com/watch?v=sbENcGNeBEA&feature=emb_logo)​[**https://www.youtube.com/watch?v=HbquCxAtDkg**](https://www.youtube.com/watch?v=HbquCxAtDkg)[**https://www.youtube.com/watch?v=fqPTz0VUVBo**](https://www.youtube.com/watch?v=fqPTz0VUVBo)<https://www.truetube.co.uk/film/euthanasia-playing-god><https://www.youtube.com/watch?v=IH7gQqpw7ok> <https://www.youtube.com/watch?v=fzcD-riGHMY>  | Master packs available upon request from the Humanities Office. |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Business Studies**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. The purpose of business operations: to produce goods, to provide services. Production processes: different types: job, batch, flow. The impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices. Impacts of technology on production: balancing cost, productivity, quality and flexibility.
2. Working with suppliers - the role of procurement: relationships with suppliers – quality, delivery (cost, speed, reliability), availability, cost, trust. The impact of logistics and supply decisions on costs, reputation, customer satisfaction.
3. Managing stock: interpretation of bar gate stock graphs, the use of just in time (JIT) stock control.
4. The concept of quality and its importance in: the production of goods and the provision of services (quality control and quality assurance), allowing a business to control costs and gain a competitive advantage.
5. The sales process – product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service.
6. The concept and calculation of gross profit and net profit.
7. The calculation of gross profit margin, net profit margin and average rate of return.
8. The use and interpretation of quantitative business data to support, inform and justify business decisions – information from graphs and charts, financial data, marketing data, market data. The use and limitations of financial information in understanding business performance and making business decisions.
9. Create a revision poster/mindmap for *the above work.*
 | *Pearson Active learn teach online resources:* <https://www.pearsonactivelearn.com/> *Pages 208 - 214**Pages 215 - 218**Pages 218 - 221**Pages 222 - 226**Pages 226 -231**Pages 236 - 243**Pages 244 - 251* | *Pearson Edexcel GCSE (9-1) Business textbook:**Pages 208 - 214**Pages 215-218**Pages 218 - 221**Pages 222 - 226**Pages 226 - 231**Pages 236 - 243**Pages 244 - 251**Pearson student revision guides and workbooks:*Pages 67-76 |
| **Additional Resources:**[www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business <https://www.bbc.co.uk/bitesize/topics/zrxwkmn> - GCSE Edexcel Business: BBC bitesize (Sections 1 – 5 above)<https://www.bbc.co.uk/bitesize/topics/zkp2jhv> - GCSE Edexcel Business: BBC bitesize (Sections 7 – 8 above)<https://www.gcsepod.com> – GCSE Edexcel Business Videos |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Art and Design (Fine Art)**

**Portraits**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Produce 3 alternatives for self-portrait final piece
* Mount and annotate work.
* Develop one idea with elements from chosen artists.
* Begin final piece on canvas in chosen and developed media.
 | <http://www.henry-moore.org/collections><https://www.impressions-gallery.com/><https://www.bl.uk/learning><https://www.britishmuseum.org/collection><https://www.nationalgallery.org.uk/paintings/search-the-collection><https://sculpture.uk.com/><https://www.southbankcentre.co.uk/whats-on/art-exhibitions0> | Master packs available on request from Art Office.  |
| Additional Resources* [*www.tate.org.uk*](https://www.tate.org.uk/kids/explore)
* [*www.craftscouncil.org.uk*](https://www.craftscouncil.org.uk/)
* [*www.textileartist.org*](https://www.textileartist.org/)
* [*www.vam.ac.uk*](https://www.vam.ac.uk/collections)
* [*www.theartstory.org*](https://www.theartstory.org/artists/)
* [*www.thestudentartguide.co.uk*](http://www.thestudentartguide.co.uk)
* [*www.bbc.*co.uk/*bitesize*](http://www.bbc.co.uk/bitesize)
* [www.pinterest.com](http://www.pinterest.com)
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Read through set text from the exam (40%)* Develop knowledge and understanding of the characters in the play
* Understand the Social, Historical and Cultural context
* Be able to identify key scenes

Read through and explore:Bang out of Order – Johnny Carrington and Danny SturrockAdult Child/Dead Child – Claire DowieToo Much Punch For Judy – Mark WheellerDNA – Dennis Kelly.Develop confidence with the written paper, through answering questions on the Muddy Choir and Blood Brothers. | Online Resources will be found on Satchel One. This will include* Work through the Blood Brothers revision Guide
* Work through Muddy Choir Revision booklet
* Watch the Muddy Choir
* Watch Blood Brothers
 | PowerPoint and work pack available from the Arts Office upon request.Stimulus paper from the exam boardCopies of the scripts  |
| **Additional Resources:*** GCSE Pod<https://www.gcsepod.com/>
* Blood Brothers Blood Brothers - <https://www.youtube.com/watch?v=dvek0bj451Y>
* DNA
* The Muddy Choir - <https://www.youtube.com/watch?v=tvbqtDJem84&t=3101s&list=PLu75G07Ddm6wU-10p1cVOvFNwv9ffNubU&index=12>
 |



**Half Termly Overview 2/11/20 – 18/12/20**

**Year 11**

**Music**

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| **You will learn:**There are three components to the music course that we will be working simultaneously. | **Online Resources** | **Teaching Resources/Links** |
| **Component 1: Performing (30%)****1 performance lasting a minimum of 1 minute and 30 seconds.****FINAL DEADLINE: FRIDAY 16TH OCTOBER 2020**The deadline for this unit of work was Friday 16th October 2020. If you who have not yet completed this or wish to improve on their previous mark you will have the opportunity to do so either after or before school.  | **Sheet Music Direct Website**Email: music@unity.lancs.sch.ukPassword: Music123**Songsterr**Email: music@unity.lancs.sch.ukPassword: Music123 | **\*\*\*IF YOU NEED TO SELF ISOLATE DURING YEAR 11 LOG ON TO TEAMS DURING YOUR NORMAL MUSIC LESSON AND JOIN THE SELF-ISOLATION LESSON WHERE YOU WILL BE ABLE TO JOIN THE NORMAL LESSON\*\*\*****MONDAY: 2:20 – 3:10****THURSDAY: 11:00 – 1:00** |
| **Component 2: Composing (30%)****1 composition lasting a minimum of 2 minutes and 30 seconds.** **FINAL DEADLINE: FRIDAY 18TH DECEMBER 2020**The composition can be a free composition or a brief set by the exam board. You will work on your composition for a minim of 1 lesson per week. You will be able to book additional sessions with either Mrs Wilson or Miss James after college. **Learning Objective:** To compose a piece of music showing use of the elements of music, musical devices and overall musicianship. | **MuseScore**We use a piece of software called MuseScore. This software is free and can be downloaded at Musescore.org**Ignite**Ignite is another piece of software we use that is free. Bring a memory stick to Mrs Wilson who will let you have a copy.  |
| **Component 3: Listening and Appraising****1 exam, 8 questions lasting 1 hour and 15 minutes approximately.****PROVISIONAL EXAM DATE: TUESDAY 15TH JUNE 2021**There will be 2 focusses this half term: Eine Kleine Nachtmusik: Minuet and Music for Ensemble. **Learning Objectives:*** To analyse Eine Kleine Nachtmusik.
* To understand the meaning of sonority and timbre.
* To explore how texture can be used to create interest in a piece of music.
* To understand what is mean by the term ensemble
* To explore the features of chamber music ensembles.
 | **UC Music Department YouTube Channel**https://bit.ly/2FEtouh**Focus on Sound**unity-college.musicfirst.co.ukSchool ID: unity-college (app only)Username: First name and first letter of your surname log in, e.g. JSmith19Password: Unity123 (capital U) | * You have a music workbook for each half term. You are encouraged to take this home in case of a lockdown or a forced isolation.
* You have all been given a revision bag with a wealth of revision resources.
* You may also use Teams where there is a shared folder for you to share revision resources you have found useful.
 |
| **Additional Resources:**Revision Sessions will take place via Teams on Mondays and Thursdays at 7pm. Sessions will last no more than 30 minutes. Monday and Thursday will be repeated session. You do not need to attend both unless you want to consolidate your learning or are still unsure and want to go over it again. If you cannot attend either session, you must let Mrs Wilson know as soon as possible.  |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11 – Design and Manufacturing Principles theory**

**Subject GCSE Design and Technology.**

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| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **2nd Nov – Initial Design Ideas**Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation**9th Nov – Ongoing investigation**Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused.**16th Nov – Modelling 1**Extensive experimentation and excellent communication are evident, using a wide range of techniques**23rd Nov – Modelling 2**Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing.**30th Nov – Work on the completion and recording of Modelling 1 and 2**Excellent modelling, using a wide variety of methods to test their design ideas, fully meeting all requirements.**7th Dec – Final Idea in Isometric**Fully appropriate materials/components selected with extensive research into their working properties and availability. Fully detailed manufacturing specification is produced with comprehensive justification to inform manufacture.**14th Dec – Final Idea in orthographic**Very detailed development work is evident, using a wide range of 2D techniques (including CAD where appropriate) in order to develop a prototype. | *The following resources are available online if you sign in to 365 via the school VLE and access your year 11 Technology Teams Group. Each section contains a power point to watch with link videos and a help sheet:*2nd Nov – No: 7 - Initial design ideas9th Nov – No: 8 – Ongoing investigation16th Nov – No: 9 – Modelling 123rd Nov – No: 10 – Modelling 230th Nov – as above7th Dec – No:11 – Final idea in isometric14th Dec – No:12 – Final idea in orthographic | ***A paper work pack is available from the Design and Technology Faculty clerk or reprographics.*** ***In addition, you can use the Blue CGP revision Guide:******AQA GCSE Design and Technology page references:*** 2nd Nov – 106 – 108 Initial design ideas Page: 9th Nov –Page: 60 - 65Ongoing investigation16th Nov – Page: 106 Modelling 1 23rd Nov –Page: 107 Modelling 27th Dec –Page: 108 Final idea in isometric14th Dec – Page: 111 Orthographic drawing |
| **Additional online resources or extra reading:*** [www.technologystudent.com](http://www.technologystudent.com) –
* BBC Bitesize design and technology GCSE
* AQA GCSE Design and technology – Sample exam papers
* [www.jeromeleary.com/laser](http://www.jeromeleary.com/laser)
* [www.festi.info/boxes.py](http://www.festi.info/boxes.py)
* paper size 600x400
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**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **To keep revising the five topic areas of the GCSE in preparation for the Mocks and June 2021:-**Nutrition and HealthFood ScienceFood safetyFood ChoicesFood Provenance**To practise chosen dishes for the technical skills** | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood)All sections – use the questions on each chapterNutrition pg 8Diet & Health pg 44Science of Food pg 68Food Spoilage pg 84Food Provenance pg 96Cultures pg 106Food Choices pg 134[www.bbcteach.co.uk](http://www.bbcteach.co.uk)Design & Technology – Food Preparation & Nutrition section – class clips[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)14-16 yrs section[www.gcsepod.com](http://www.gcsepod.com)All sections[www.bbcfood.co.uk](http://www.bbcfood.co.uk)To use the website to access recipes to practise trial dishes | Digital Textbook.Revision Guide.Work pack available from the Technology Office upon request. |
| **Additional Resources:*** Revision Guides
* Revision Cards
 |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home
* To know how to carry out your own exercise session at home using minimal equipment
* Plan and carry out your own exercise sessions at home.
 | <https://www.youtube.com/user/thebodycoach1>Joe Wicks 30 minute PE lesson for everyone to have a go at – Fitness and fun<https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw> Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm <https://www.youthsporttrust.org/pe-home-learning>PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.<https://www.youthsporttrust.org/60-second-physical-activity-challenges>A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos. <https://www.youthsporttrust.org/active-learning>Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for to long and making the learning fun e.g. timetable squats. <https://burnleyleisure.co.uk/category/news/home-workouts/> | Unity College 5-day Fitness Challenge available upon request from the PE Office |



**Half Termly Overview 2/11/20 - 18/12/20**

**Year 11**

**Vocational Sport**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Warm up and Cool down Revision (Single lesson each week)**To recap warm up and cool down:* Components of a warm up
* Physical benefits of a warm up
* Psycholgoical benefits of a warm up
* Components of a cool down
* Physical benefits of a oool down
* Specific needs which a warm up and cool down must consider

**Know how to respond to common medical conditions Revision**To recap how to respond to the following common medical conditions:* Asthma
* Diabetes (Type 1 and Type 2)
* Epilepsy
* How to respond to common medical conditions i.e. awareness of participants medical conditions prior to commencing physical activity, astha, diabetes, epilepsy and when to refer the performer on to a professinal and how to do so.

**Coursework on Office 365 – Log onto TEAMS (Double lesson each week)****Principles of Training – Learning Outcome 2**To be able to explain how training methods target different fitness components by explaining:* the difference between aerobic and anaerobic exercise
* the different components of fitness (strength, power, agility, balance, flexibility, muscular endurance and cardiovascular endurance)
* the specific training methods for fitness components (cardiovascular training (continuous, interval and fartlek training), resistance training (resistance machines, free weights and circuit training), power training (interval training, plyometrics and repetition and acceleration sprint training), flexibility training (static, active, dynamic), agility training (agility ladders and agility hurdles), balance training (balance board and exercise ball) and targeting training methods in combination
 | *The Everlearner**(*[*www.theeverlearner.com*](http://www.theeverlearner.com)*)**Videos to watch on Acute and Chronic Injuries plus complete the online Assessment on this topic* | **Warm up and Cool down****Cambridge National Level ½ Sport Science Revision Guide**Page 20-24**Cambridge National Level ½ Sport Science Text book by Hodder Education**Page 16 - 20**Sports Science Reducing the risk of Injuries – Mind map book**Pages 6 - 7**Know how to respond to common medical conditions - Revision****Cambridge National Level ½ Sport Science Revision Guide**Pages 34 - 37**Cambridge National Level ½ Sport Science Text book by Hodder Education**Page 30 - 34**Sports Science Reducing the risk of Injuries – Mind map book**Page 12 – 13**Coursework****Cambridge National Level ½ Sport Science Revision Guide**Page 38-57Principles of Training Coursework Outline |
| **Additional Resources:*** Coursework Unit: Links to powerpoints - Located on Office 365 Individual class teams/ files/ class materials / principles of Training
 |