



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'
YEAR 11 HALF TERM 1 PARENT GUIDE

Lowton Church of England High School

Parents' Guide to Year 11 - Autumn Half Term 1

Core Subjects	What will your child learn ?	What will my child know , and what will they be able to do by the end of the half term?
English	<p>Students will study a modern play: either 'An Inspector Calls' or 'Blood Brothers'. As with previous texts, they will learn about plot, characters, relationships, themes and language. They will also complete their poetry anthology by studying a selection of nature poems, learning about themes, context, language, structure. They will learn how to compare these poems.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • The plot, characters, relationships, themes and language of their modern play • The themes, context, language and structure of a selection of nature poems and which ones can be compared. • Students will be expected to know and learn quotations from these texts for use in the examinations. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Write about their modern play, in an appropriate style for an examination answer, using quotations to illustrate their points. • Write about the nature poems individually and as a comparison, using quotations, in an appropriate style for an examination.
Maths	<p>Foundation Course: Students will study elements from the Number (Fractions, Indices and Standard Form) and Geometry (Congruence, similarity and vectors) strands.</p> <p>Higher Course: Students will study elements from the Algebra (recap of KS4 so far) and Geometry (Vectors and geometric proof) strands.</p>	<p>Students on the foundation course will know about and be able to;</p> <ul style="list-style-type: none"> • Calculate with fractions (improper and mixed number) • Convert between ordinary numbers and standard form. Including negative powers • Perform all four operations with standard form. • Recognise congruent and similar shapes • Find scale factors of an enlargement • Calculate with vectors • Problem solve with all of the above <p>Students on the higher course will know about and be able to;</p> <ul style="list-style-type: none"> • Solve equations involving quadratics • Solve Inequalities • Interpret different kinds of graphs • Rearrange Formula and expressions • Use vector notation to calculate • Prove a statement using vectors • Problem solve with all of the above
Science Trilogy	<p>Students will study the AQA topics:</p> <ol style="list-style-type: none"> 1. Organic chemistry. 2. Chemical analysis. 3. Chemistry of the atmosphere. <p>This is only a brief summary and more detail about what your child should be able to do can be found at: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p>	<p>Students will know about:</p> <ol style="list-style-type: none"> 1. the chemical structures of carbon compounds and how different carbon compounds are used. 2. and apply different techniques for separating and analysing the content of chemical mixtures. 3. content of the Earth's atmosphere, how it has evolved over time and current environmental issues resulting from air pollution. <p>Students will be able to: Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>

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PSHE & RS	<p>The focus for the first Autumn term is Employability and Citizenship & Religion.</p> <p><u>Employability, Citizenship & Religion:</u></p> <ul style="list-style-type: none"> • Employability Skills • Vocational work • Voluntary work • CV's • CV writing 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Skills employers are looking for • Christian beliefs and attitudes to work • CV's and their importance <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify their own strengths and weaknesses • Write their own CV's • Describe and explain Christian beliefs regarding work • Compare and contrast different Christian beliefs and teachings regarding employment, voluntary work and vocational work.
PE CORE	<p>PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p>Girls: Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> - develop their ability to perform all core and many of the advanced skills - skills will be performed consistently to a very good standard of accuracy, control and fluency - display the physical fitness required to perform very effectively - regularly make the correct decisions required to perform in a range of situations

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History	<p>Students will be taught using an interleaving approach covering a different exam paper theme each work to support re-call.</p> <p>Students will experience a lead lesson on core knowledge followed by focused exam practice to consolidate skills. This will cover papers 1, 2 and 3 and should consolidate knowledge.</p>	<p>Students will know:</p> <p>Paper 1: Causes, treatments and preventions from the Medieval, Renaissance. Industrial and Modern time periods</p> <p>Approaches to medical provision on the British Sector of the Western Front</p> <p>Paper 2: Early Elizabethan England – Early threats, Religious Settlement, Dutch Revolt, plots, relations with Spain including the Armada, Elizabethan society and attempts to colonise Roanoke.</p> <p>Super Power Relations – immediate tensions 1943-48, Berlin Blockade and Airlift, Hungarian Uprising, Berlin Wall Crisis, Cuban Missile Crisis, Prague Spring, Détente, Second Cold War and end of the Cold War.</p> <p>Paper 3: Weimar and Nazi Germany Establishment of the Weimar Republic and early threats, the ‘Golden Age’ of the 1920s, the rise of the Nazi Party, the creation of the Nazi dictatorship and life in Nazi Germany.</p> <p>Students will be able to: Practise the range of exam questions and apply their knowledge becoming confident at interpreting each question type and independently applying the structures to construct high-quality answers. They will be able to respond to feedback to ensure improvement.</p>

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Geography	Students will be taught Section A Urban Issues and Challenges that covers megacities, reasons for increasing urbanisation focusing on London as a case study that includes the national and international importance, cultural mix, opportunities and challenges of living in London.	<p>Students will know about:</p> <p>A growing percentage of the world’s population lives in urban areas</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges</p> <p>Students will be able to</p> <p>Recognise the global pattern of urban change</p> <p>Urban trends in different parts of the including HICs and LICs and factors affecting the rate of urbanisation, migration (push–pull theory), natural increase and the emergence of megacities.</p> <p>Create a case study that illustrates the location and importance of the city in the UK and the wider world</p> <ul style="list-style-type: none"> •describe the impacts of national and international migration on the growth and character of the city • explain how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems environmental: urban greening <p>Explore how urban change has created challenges.</p>
Option Subjects	What will your child learn?	What will my child know , and what will they be able to do by the end of the half term?
French	This term students will begin to study theme 3 of the GCSE course. (Current and future study and employment). They will learn how to describe the different types of jobs people do and talk about the advantages and disadvantages of different jobs including opinions about work experience. They will develop their skills in speaking and writing as they prepare more detailed pieces of work.	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Give information about jobs. • Talk about plans, hopes and wishes for the future using the future tense. • Describe how people earn money (including a variety of different tenses) • Discuss work experience using the perfect and imperfect tenses. • Confidently tackle a range of GCSE style exam questions across the four skill areas <p>They will understand increasingly complicated pieces of written and spoken French and will be able to produce longer, and more complex, pieces of written and spoken French</p>
Drama	Pupils will complete their devised work and evaluate it. They will then start the Scripts in Practise part of the GCSE	<p>Pupils will perform a devised piece of work that conveys a clear message based on a stimulus given in Yr10. Pupils aim to perform consistently, using a variety of dramatic techniques that engage and entertain an audience. They will then evaluate the performance as a whole, their contribution and how they have worked. Finally, they will plan how they could improve in the future.</p> <p>Scripts in Practise: Pupils will learn and perform 2 sections from a published play. This half term they will concentrate on learning lines (Homework), blocking and character development.</p>

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Music	Students will now begin the controlled assessment of compositions and performances. Alongside this we will begin analysing the set works as directed by the exam board.	Students are expected to: <ul style="list-style-type: none"> Finalise which two performance pieces they are choosing as their final entries and these must be completed and recorded. Work on their free composition during controlled assessment. Begin analysing the set works: Beatles - <i>With a Little Help from My Friends</i>, <i>Lucy in the Sky with Diamonds</i> and <i>Within You, Without you</i>. Haydn Symphony 101 (The 'clock').
3D Art	During the half term pupils will be working on their AQA Mock Exam. Choosing one of 7 starting points pupils produce a personal response to the chosen theme. Pupils will work independently with facilitation from their teachers.	By the end of the half term pupils will have completed the research and design elements of the exam. Pupils will be able to demonstrate research and development through: <ul style="list-style-type: none"> Mind maps. Linked designer(s) research. Initial ideas sketches. Small prototype modelling with appropriate use of materials.
Photography	During this half term pupils will undertake the Y11 Mock Exam. The theme of this project is "Landscape and Cityscape". Pupils will learn about the key characteristics of two photographers work, Ted VanCleave and Ansel Adams. Pupils will then take photographs, develop ideas and produce personal responses based upon the work of the two photographers.	By the end of this half term pupils will be able to... <ul style="list-style-type: none"> Identify the key characteristics from the work of Ted VanCleave and Ansel Adams. Use subject specific keywords to analyse the work. Communicate personal reflections and opinions about the photographers' work. Use viewpoints, cropping and compositional rules to take photographs of landscape and cityscape. Adjust the tonal contrast of a photograph using levels. Adjust the colours of a photograph using hue, saturation and lightness. Produce a personal response to the theme of Landscape and cityscape. Present the stages of development through annotation and images.
Art	During this half term pupils will be analysing and responding to the work of Ian Murphy.	By the end of this half term pupils will have been able to: <ul style="list-style-type: none"> Research and analyse the work of Ian Murphy. Photograph sections of Lowton's churches and other architecture. Produce tonal drawings using a variety of media. Produce small gouache paintings from the photographs.

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Food Technology	<p>In year 11 NEA Assessment 1 brief is released to teachers on the secure website 1 September. Look over the brief and review learner knowledge.</p> <p>Recap on key principles of how to conduct NEA – ensure students are familiar with the mark scheme and how to be successful in NEA Assessment 1 (research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources).</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • key principles of how to conduct NEA • hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources • which chosen brief to use <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret and investigate your chosen assessment; create a plan of action, propose a hypothesis, or an educated guess of what you predict the outcome will be • Carry out your plan of action with practical trialling, developing and testing, looking at the working characteristics and the functional and chemical properties of the ingredients selected. Describe the procedures carried out in detail, explaining what you did and gather results from a range of preference testing, which could include sensory analysis, charts, customer feedback via peer assessment. Photographic evidence is essential • Analyse the data and results, compare and draw conclusions from the results you have collected. Explain whether your prediction was proven and document the reasons for the success or failure of the investigation
Computer Science	<p>Student are learning about the inside of the computer and how data is processed</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • The different parts of the CPU • The Fetch-Execute Cycle • What affects the performance of the CPU • Different types of Storage devices <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and describe key parts of the CPU • Explain the purpose of RAM and ROM • Explain the purpose of memory • Suggest the correct storage type for a given scenario
Creative iMedia	<p>Students will be starting the RO85 Creating a Multipage website</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • How to create a client Specification for a specific target audience • Understand how different devices access websites • The different methods of accessing the internet <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify component parts of a number of websites • Create a site plan • Produce a work plan • Produce Visualisation Diagrams

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<p style="text-align: center;">PE GCSE</p>	<p>Practical PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p>Girls: Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p> <p>Theory 2.2 - Sports Psychology</p> <ul style="list-style-type: none"> - The five characteristics of skilful movement used in sport. - The two skill continua (difficulty and environmental). - The importance of SMART goal setting, giving examples in relation to sports people. - The four mental preparation techniques used to prepare for sport. - The four types of guidance used to learn a sporting skill. - The six types of feedback used to inform performance and improve. <p>2.1.a - Engagement Patterns of Social Groups</p> <ul style="list-style-type: none"> - The current trends in participation in physical activity and sport, using data from different sources. - The 14 different factors affecting a person's participation in sport. - The three strategies used by organisations to improve participation. 	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> - develop their ability to perform all core and many of the advanced skills - skills will be performed consistently to a very good standard of accuracy, control and fluency - display the physical fitness required to perform very effectively - regularly make the correct decisions required to perform in a range of situations <p>They will know:</p> <p>2.2 - Sports Psychology</p> <ul style="list-style-type: none"> - The five characteristics of skilful movement. - The two skill continua (difficulty and environmental). - The importance of SMART goal setting. - The four mental preparation techniques. - The four types of guidance used. - The six types of feedback used. <p>2.1.a - Engagement Patterns of Social Groups</p> <ul style="list-style-type: none"> - The current trends in participation in physical activity and sport. - The 14 different factors affecting a person's participation in sport. - The three strategies used by organisations to improve participation. <p>They will be able to:</p> <ul style="list-style-type: none"> - Apply this content to a range of sports. - Evaluate why this content is important to the sports persons performance. - Answer past exam questions on sports psychology and engagement patterns.
<p style="text-align: center;">Triple Science</p>	<p>Students will study the AQA topic:</p> <p>Inheritance, variation and evolution.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/biology-8461</p>	<p>Students will: Know how characteristics are passed on through the inheritance of genes. Understand how the process of natural selection has led to evolution.</p> <p>Students will be able to: Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>

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	<p>Students will study the AQA topic:</p> <p>Chemical analysis.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</p>	<p>Students will:</p> <p>Know and apply different techniques for separating and analysing the content of chemical mixtures.</p> <p>Students will be able to:</p> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>
	<p>Students will study the AQA topic:</p> <p>Magnetism and electromagnetism.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/physics-8463</p>	<p>Students will:</p> <p>Know about the structure of magnetic fields, their production by electromagnets and how electromagnetism is applied in technology.</p> <p>Students will be able to:</p> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>