



# Lowton

Church of England High School

## 'YOU ARE THE LIGHTS OF THE WORLD'

## YEAR 11 HALF TERM 2 PARENT GUIDE

# Lowton Church of England High School

## Parents' Guide to Year 11 - Autumn Half Term 2

Subjects	What will your child learn?	What will my child <b>know</b> , and what will they be <b>able</b> to do by the end of the half term?
<b>English</b>	This half term students will complete the study of their modern play and the remaining poems in the anthology. They will also revise reading and writing fiction skills in preparation for their mock exams.	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• How to approach English Literature exam questions on a modern play and the anthology poetry</li> <li>• How to approach the English Language component 1 (fiction) paper</li> <li>• The amount of time they need to spend on each section of the exam papers for their mocks and how much they need to write.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Write in an appropriate style for each of the areas of the examinations covered this term</li> <li>• Use quotations to justify ideas</li> <li>• Explore language and its effects in a range of texts</li> <li>• Consciously craft their own writing</li> <li>• Write accurately</li> </ul>
<b>Maths</b>	<p>Students on the foundation course will be studying a unit on proportion.</p> <p>Students on the higher course will be studying a unit on proportion.</p>	<p>Students on the foundation course will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Share in a ratio</li> <li>• Calculate values in a recipe</li> <li>• Spot links between two variables</li> </ul> <p>Students on the higher course will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Work with direct and indirect proportion</li> <li>• Plot direct proportion as a graph</li> <li>• Work with exponential graphs</li> </ul>
<b>Science Trilogy</b>	<p>Students will continue their journey through the AQA specification and will be focussing on the topics:</p> <ol style="list-style-type: none"> <li>1. Homeostasis and response.</li> <li>2. Inheritance and evolution.</li> </ol> <p>This is only a brief summary and more detail about what your child should be able to do can be found at: <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• How the nervous system and hormonal system cause the body to respond to external and internal stimuli.</li> <li>• How genetic inheritance works to pass on characteristics and the role that this plays in the evolution of new species by natural selection.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Measure human reaction times using a valid method.</li> <li>• Predict the outcomes of inheritance by drawing punnet squares.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</li> </ul>

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<b>PSHE &amp; RS</b>	<p>The focus of the second half of the autumn term is on project de SHAME, which examines topics such as sexual harassment, abuse and exploitation.</p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• How to identify different forms of sexual harassment.</li> <li>• How to support victims of sexual harassment.</li> <li>• Christian responses to victims of crime.</li> <li>• How to report online sexual harassment</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what is meant by online sexual harassment</li> <li>• Explain several methods for supporting victims of online harassment.</li> <li>• Explain with reference to sacred texts, Christian responses to victims of crime.</li> <li>• Apply knowledge of the correct methods for reporting online harassment to case studies.</li> </ul>
<b>PE CORE</b>	<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><b>Boys:</b> Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p><b>Girls:</b> 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"> <li>- Develop their ability to perform all core and many of the advanced skills</li> <li>- Perform consistently to a very good standard of accuracy, control and fluency</li> <li>- Display the physical fitness required to perform very effectively</li> <li>- Regularly make the correct decisions required to perform in a range of situations</li> </ul>

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<b>History</b>	<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>
<b>Geography</b>	<p>Students will cover a unit on Urban Issues and Challenges that covers a NEE city. They will focus on Rio de Janeiro as a case study that includes the national and international importance, cultural mix, opportunities and challenges of living in Rio de Janeiro.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Create a case study that illustrates the location and importance of the city in Brazil and the wider world</li> <li>• Describe the impacts of national and international migration on the growth and character of the city</li> <li>• Explain how urban change has created opportunities: social and economic, cultural mix, recreation and entertainment, employment, environmental challenge</li> <li>• Evaluate how urban change has created challenges within Rio de Janeiro.</li> </ul>

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<p><b>French</b></p>	<p>This half term students will continue 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>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss work experience using the perfect and imperfect tenses.</li> <li>• Confidently tackle a range of GCSE style exam questions across the four skill areas</li> </ul> <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>
<p><b>Drama</b></p>	<p>This half term we will be preparing the Scripts in Practise for the examiner in February and start studying 'Blood Brothers' in preparation for the mocks in December</p>	<p>Scripts in Practise:</p> <ul style="list-style-type: none"> <li>• Pupils will learn and perform 2 sections from a published play.</li> <li>• They will concentrate on learning lines (homework), blocking and character development.</li> </ul> <p>'Blood Brothers':</p> <ul style="list-style-type: none"> <li>• Pupils will understand the context of the play, the characters and plot.</li> <li>• They will be able to write about how sections could be performed and what effects the actors want to create.</li> <li>• Pupils will also have an understanding of costume, set design, lighting and sound for the production.</li> </ul>
<p><b>Music</b></p>	<p>Students will continue the controlled assessment of compositions and performances. Alongside this, we will begin analysing the set works as directed by the exam board.</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Finalise which two performance pieces they are choosing as their final entries and these must be completed and recorded.</li> <li>• Work on their free composition during controlled assessment.</li> <li>• Continue analysing the set works: <b>Beatles</b> - <i>With a Little Help from My Friends</i>, <i>Lucy in the Sky with Diamonds</i> and <i>Within You, Without you</i>. <b>Haydn</b> Symphony 101 (The 'clock').</li> </ul>
<p><b>3D Art</b></p>	<p>During the half term pupils will continue 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.</p>	<p>By the end of the half term pupils will have completed the experimenting and final realisation elements of the exam. Pupils will be able to demonstrate this through:</p> <ul style="list-style-type: none"> <li>• Small prototype modelling with appropriate use of materials.</li> <li>• The production of a final 10-hour piece that will use either clay, wood, wire or Modroc.</li> <li>• Pupils will photograph their work in production and then produce analysis of the processes used.</li> </ul>

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<b>Photography</b>	During this final half term pupils will be reviewing their 60% coursework ready for final submission in December. Pupils will have the opportunity to revisit the weakest projects and improve their quality with direction from their teacher.	<p>Pupils will have submitted a coursework portfolio that consists of the following projects.</p> <ul style="list-style-type: none"> <li>• Compositional rules</li> <li>• Natural Forms</li> <li>• Textures.</li> <li>• Surrealism.</li> <li>• Portraiture and the human figure.</li> <li>• Landscape and Cityscape.</li> <li>• Mock Exam paper.</li> </ul>
<b>Art</b>	During this half term pupils will be analysing and responding to the work of Ian Murphy. Pupils will use their photographs and research to produce a personal response.	<p>Student will produce an A2 personal response using the following materials.</p> <ul style="list-style-type: none"> <li>• Tonal gradation with pencil.</li> <li>• Colour mixing and blending with gouache paints.</li> <li>• Hatching and cross hatching to produce tonal values and texture with pen.</li> </ul>
<b>Food Technology</b>	<p>During this half term pupils will be working on exam release assessment 2 brief and review learner knowledge</p> <ul style="list-style-type: none"> <li>• Finish NEA Assessment 1 if not yet finished</li> <li>• Introduce NEA Assessment 2</li> <li>• Analyse the Brief, write Plan of Action</li> <li>• NEA Assessment 2 Research</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Key principles of how to conduct NEA</li> <li>• How to plan diets linked to nutritional requirements, cultural foods etc.</li> <li>• Which chosen brief to use</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret and investigate your chosen assessment; analyse brief, create a plan of action, conduct primary and secondary research</li> <li>• Carry out practical - trialling, developing and testing, linked to NEA2 Brief. Photograph and record practical, including sensory analysis</li> <li>• Analyse the results, compare and draw conclusions from the results you have collected as to suitable practical.</li> <li>• Continue to write up NEA 2 and recipe trialling in preparation for the practical exam in February.</li> </ul> <p><i>12 hours are recommended for this task. The <b>3 hour one-off practical session is a mandatory requirement, and this cannot be repeated.</b></i></p>

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<p><b>Creative iMedia</b></p>	<p>Students continue with R085 and will be creating their website.</p> <p>Students will also be revising for their RO81 resit in January.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• What HTML is</li> <li>• What CSS is and how it is used</li> <li>• The main principles of a good website design</li> <li>• The importance of consistent website design</li> <li>• Why website's need contact forms</li> <li>• What happens when a website form is submitted</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Edit HTML code</li> <li>• Write CSS code</li> <li>• Complete website designs</li> <li>• Create a HTML template</li> <li>• Create internet and external links in a website</li> <li>• Create a website form</li> <li>• Start to create the website for the RO85 Unit</li> </ul> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• What a target audience is</li> <li>• Students will understand the following term: <ul style="list-style-type: none"> <li>○ Mass &amp; Niche Audience</li> <li>○ Demographics</li> <li>○ Psychographics</li> </ul> </li> <li>• Be able to identify different camera 'shot types'</li> <li>• How to analyse a script</li> <li>• Health &amp; Safety related to the use of Computers</li> <li>• Different File Formats</li> <li>• Copyright &amp; Legislation</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify a target audience from a given scenario</li> <li>• Create a Mood Board from a given scenario</li> <li>• Create a Mind map for a given scenario</li> <li>• Create a Storyboard for a given scenario</li> <li>• Create a Visualisation Diagram for a given scenario</li> </ul>

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<p style="text-align: center;"><b>PE GCSE</b></p>	<p><b>Practical</b> 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><b>Boys:</b> Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p><b>Girls:</b> Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p> <p><b>Theory</b> 2.1.a - Engagement Patterns of Social Groups</p> <ul style="list-style-type: none"> <li>- The current trends in participation in physical activity and sport, using data from different sources.</li> <li>- The 14 different factors affecting a person's participation in sport.</li> <li>- The three strategies used by organisations to improve participation.</li> </ul> <p>2.1.b – Commercialisation of Physical Activity and sport</p> <ul style="list-style-type: none"> <li>- How the golden triangle of commercialisation, social media and internet work to benefit each other.</li> <li>- How the 4 types of media affect sport both positively and negatively.</li> </ul>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> <li>- Develop their ability to perform all core and many of the advanced skills</li> <li>- Perform consistently to a very good standard of accuracy, control and fluency</li> <li>- Display the physical fitness required to perform very effectively</li> <li>- Regularly make the correct decisions required to perform in a range of situations</li> </ul> <p>They will know: 2.1.a - Engagement Patterns of Social Groups</p> <ul style="list-style-type: none"> <li>- The current trends in participation in physical activity and sport.</li> <li>- The 14 different factors affecting a person's participation in sport.</li> <li>- The three strategies used by organisations to improve participation.</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>- Apply this content to a range of sports.</li> <li>- Evaluate why this content is important to the sports persons performance.</li> <li>- Answer past exam questions on sports psychology and engagement patterns.</li> </ul> <p>2.1.b – Commercialisation of Physical Activity and sport</p> <p>They will know:</p> <ul style="list-style-type: none"> <li>- How the golden triangle of commercialisation, social media and internet work to benefit each other.</li> <li>- How the 4 types of media affect sport both positively and negatively.</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>- Apply this content to a range of sports.</li> <li>- Evaluate why this content is important to the sports persons performance.</li> <li>- Answer past exam questions on sports psychology and engagement patterns.</li> </ul>

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<b>Triple Science</b>	<p>Students will study the AQA topic: Inheritance 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><a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How genetic inheritance works to pass on characteristics and the role that this plays in the evolution of new species by natural selection.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Predict the outcomes of inheritance by drawing punnet squares.</li> <li>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</li> </ul>
	<p>Students will study the AQA topic: Chemistry of the atmosphere.</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><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How the atmosphere has evolved into its current composition, how the influence of human activity is changing it and the consequences that follow.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Balance chemical equations representing different combustion reactions.</li> <li>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</li> </ul>
	<p>Students will study the AQA topic: Waves.</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><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The characteristics of transverse and longitudinal waves, and how wave behaviour influences the type of wave that is chosen for a specific purpose.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Determine the frequency, wavelength and speed of a wave when provided with appropriate apparatus.</li> <li>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</li> </ul>
<b>Computer Science</b>	<p>Student will look at two different topics this half term. Firstly, they will look at Ethical and Cultural Issues. We will then move onto Algorithms.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>Ethical Issues related to Computer Science Technologies</li> <li>The environmental impacts of Computer Science</li> <li>The following legislation: <ul style="list-style-type: none"> <li>The Data Protection Act 1998</li> <li>Computer Misuse Act 1990</li> <li>Copyright Designs and Patents Act 1988</li> <li>Creative Commons Licence</li> <li>Freedom of Information Act 2000</li> </ul> </li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Discuss privacy issues related to the collection of personal data.</li> <li>Consider cultural issues related to Computer Science Technologies</li> <li>Consider how Stakeholders are affected</li> </ul>