



# Lowton

Church of England High School

## 'YOU ARE THE LIGHTS OF THE WORLD'

### YEAR II HALF TERM 3 PARENT GUIDE

# Lowton Church of England High School

## Parents' Curriculum Guide to Year 11 - Spring Half Term 1

Subjects	What will your child <b>learn</b> ?	What will my child <b>know</b> , and <b>what</b> will they be <b>able</b> to do by the end of the half term?
<b>English</b>	<p>Having completed first study of all elements of the course, this half term students will focus on revising non-fiction reading and writing skills and a variety of Literature texts especially "A Christmas Carol" and "Macbeth".</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The plot, characters, relationships, themes and language of 'A Christmas Carol' and "Macbeth".</li> <li>• Key extracts and their importance in the text.</li> <li>• Students will be expected to know, learn and be able to recall quotations from these texts for use in the examinations.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand, discuss and analyse plot, characters, relationships, themes and language - verbally and in written form.</li> <li>• Write in an appropriate style for a literature essay, including the use of quotations</li> </ul> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• The format and techniques of GCSE reading questions.</li> <li>• The format and style of different types of non-fiction writing.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use different reading skills with non-fiction texts including finding and selecting evidence, tracking through a text, commenting on the ideas given and comparing.</li> <li>• Write in a range of non-fiction styles with different levels of formality.</li> </ul>
<b>Maths</b>	<p>Students on the foundation course will be studying a personalised unit of work</p> <p>Students on the higher course will be studying a personalised unit of work</p>	<p>Students on the foundation course will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Answer questions that were flagged as an area for development on the recent mock exam, in preparation for the upcoming mock exams in March</li> </ul> <p>Students on the higher course will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Answer questions that were flagged as an area for development on the recent mock exam, in preparation for the upcoming mock exams in March</li> </ul>

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<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. Ecology.</li> <li>2. Waves.</li> <li>3. Magnets and electromagnets.</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>• Abiotic and biotic factors and how these influence ecosystems.</li> <li>• The properties of different types of wave, wave behaviour and the uses of waves.</li> <li>• Magnetic fields and the use of electromagnets in motors and speakers.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Measure angles of reflection and refraction in waves.</li> <li>• Calculate the wave speed, frequency and wavelength of a wave.</li> <li>• Plot the shape of a magnetic field using plotting compasses.</li> </ul> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</p>
<b>PSHE &amp; RS</b>	<p>This half term students will study the topic of Religion and leisure.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Is Sport the new religion?</li> <li>• Where does skill and ability come from?</li> <li>• Religious attitudes to healthy living</li> <li>• Morality in sport</li> <li>• Issues involved in sport</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make informed decisions on the use of their leisure time, considering whether it is appropriately or misused.</li> <li>• Explain what is meant the term healthy lifestyle, including mental, physical and spiritual health.</li> <li>• Students will critically consider the origins of skill and talent.</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>- skills will be performed 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>

<b>Subjects</b>	<b>What will your child learn?</b>	<b>What will my child know, and what will they be able to do by the end of the half term?</b>
<b>History</b>	<p>Students will be taught using an interleaving approach covering a different exam paper theme each week 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. This will be developed specifically in response to identified need following completion of the mock exams.</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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<p style="text-align: center;"><b>Geography</b></p>	<p>Students will be studying different ecosystems around the world including local micro ecosystems, meso ecosystems and larger biomes such as Tropical Rainforests focusing on adaptations, causes, effects and solutions to deforestation.</p> <p>Students will focus on studying larger biomes, such as hot deserts, focusing on adaptations, opportunities and challenges to development and causes, effects and solutions to desertification.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• How ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components</li> <li>• How tropical rainforest ecosystems have a range of distinctive characteristics</li> <li>• How deforestation has economic and environmental impacts</li> <li>• How tropical rainforests need to be managed to be sustained.</li> <li>• The value of tropical rainforests to people and the Environment</li> <li>• How hot deserts ecosystems have a range of distinctive characteristics</li> <li>• How hot deserts has economic and environment impacts</li> <li>• How hot deserts need to be managed</li> <li>• The value of hot deserts to people and the environment</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the distribution and characteristics of large scale natural global ecosystems such as tropical rainforests.</li> <li>• Explain the interdependence of climate, water, soils, plants, animals and people and how plants and animals adapt to the physical conditions.</li> <li>• Produce a case study to illustrate the causes and impacts of deforestation and the value of tropical rainforests to people and the environment.</li> <li>• Evaluate strategies used to manage the rainforest sustainably</li> <li>• Describe the distribution and characteristics of large scale natural global ecosystems such as hot deserts</li> <li>• Explain the interdependence of climate, water, soils, plants, animals and people and how plants and animals adapt to the physical conditions.</li> <li>• Produce a case study to illustrate the opportunities and challenges in a hot desert</li> <li>• Evaluate strategies used to manage desertification.</li> </ul>

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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?
<b>French</b>	This term students will continue to study theme 2 of the GCSE course. (Local, national, international and global areas of interest.) They will learn how to describe in French how they protect the environment and the planet. Also they will learn how to talk about voluntary work and social issues. They will develop their skills in giving and understanding information in more complex situations.	By the end of the term students will be able to: <ul style="list-style-type: none"> <li>• Discuss the environment and what concerns them.</li> <li>• Talk about the weather and natural disasters</li> <li>• Talk about protecting the environment</li> <li>• Use on doit and on peut + the infinitive</li> <li>• Discuss ethical shopping</li> <li>• Understand how to use the passive</li> <li>• Talk about volunteering</li> </ul> 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
<b>Drama</b>	This half term will focus on the Texts in Practise unit of the GCSE which is worth 20% of the overall marks. Pupils will learn and perform two scripted extracts to an examiner at the end of this half term	By the end of the half term students will learn and perform two scripted extracts to an examiner <ul style="list-style-type: none"> <li>• Pupils will be able to use a wide range of skills (Performance, lighting or costume)</li> <li>• These skills will be used precisely and effectively</li> <li>• The interpretation of the script will be in keeping to the original intention of the playwright</li> </ul>
<b>Music</b>	Students will begin finalising the controlled assessment of compositions and performances. Following the results of their December mock exam, we will analyse their success and highlight areas that need re-visiting ahead of their final exam in June.	Students are expected to: <ul style="list-style-type: none"> <li>• Complete any coursework.</li> <li>• Reflect on completed coursework (performances and compositions) and improve where necessary.</li> <li>• Complete analysis of performance in December mock to highlight areas that need re-visiting.</li> <li>• Continue analysing the set works: <b>Beatles</b> - <i>With a Little Help from My Friends, Lucy in the Sky with Diamonds</i> and <i>Within You, Without you</i>. <b>Haydn</b> Symphony 101 (The 'clock').</li> </ul>
<b>3D Art</b>	Student will undertake the 40% Externally Set Assignment. The AQA Exam board provide seven starting point for students. Students choose one starting point to investigate and develop ideas. Students will use the skills and knowledge acquired in the course so far to produce a personal response to their chosen theme.	Students are expected to: <ul style="list-style-type: none"> <li>• Produce detailed research and analysis based upon an artist, designer or craftsperson linked to their chosen question.</li> <li>• Produce initial sketches and designs for a 3D piece of art or design work.</li> <li>• Small prototype work will be created using Ceramics, Modroc, wire or cardboard.</li> </ul>

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<b>Photography</b>	Student will undertake the 40% Externally Set Assignment. The AQA Exam board provide seven starting point for students. Students choose one starting point to investigate and develop ideas. Students will use the skills and knowledge acquired in the course so far to produce a personal response to their chosen theme.	Students are expected to: <ul style="list-style-type: none"> <li>• Produce detailed research and analysis based upon an artist, designer or photographer linked to their chosen question.</li> <li>• Produce initial photographic responses based upon the chosen question.</li> <li>• Photographs will have to be taken outside of school.</li> </ul>
<b>Art</b>	Student will undertake the 40% Externally Set Assignment. The AQA Exam board provide seven starting point for students. Students choose one starting point to investigate and develop ideas. Students will use the skills and knowledge acquired in the course so far to produce a personal response to their chosen theme.	Students are expected to: <ul style="list-style-type: none"> <li>• Produce detailed research and analysis based upon an artist, designer or craftsperson linked to their chosen question.</li> <li>• Produce initial sketches and designs for a 2D or 3D piece of art work.</li> <li>• Pupils will be expected to produce sketchbook work outside of lesson time.</li> </ul>
<b>Food Technology</b>	<p><b>NEA Assessment 2</b></p> <p>This assessment will teach students how to:</p> <p>(a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes</p> <p>(b) prepare, cook and present a <b>menu of three dishes</b> within a single session.</p> <p>(c) evaluate the selection, preparation, cooking and presentation of the three dishes</p> <p>(ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes</p>	<ul style="list-style-type: none"> <li>• Plan, prepare, cook and present a selection of dishes, to meet the assessment criteria</li> <li>• Students will be able to execute their practical skills to the highest level so they feel confident and well prepared for their practical exam</li> <li>• They will understand how to conduct and follow a time plan when cooking their chosen dishes</li> <li>• Students will understand the nutritional aspects of their dishes, and know how they tie in with macro/micronutrients (theory work)</li> </ul> <p><u>The assessment brief (for your own reference):</u></p> <p><i>A local hotel is organising a special evening menu to celebrate Valentine's day. Research, prepare and cook 3 dishes (and accompaniments if appropriate) that demonstrate your technical skills.</i></p>

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<b>Computer Science</b>	Students will be revising how to writing algorithms in pseudo code and flow charts to writing algorithms in pseudo code and flow charts. They will also be looking at using and converting binary.	<p>Students will be able to use decomposition and abstraction to understand the problem that they are being faced with and find a suitable solution.</p> <p>Students will also be able to complete the following algorithm sorts and searches:</p> <ul style="list-style-type: none"> <li>• Binary</li> <li>• Bubble</li> <li>• Linear</li> <li>• Merge</li> </ul> <p>Students will also look at binary which will involve:</p> <ul style="list-style-type: none"> <li>• Adding</li> <li>• Converting binary to and from Denary</li> <li>• Why computers use binary</li> </ul> <p>Students will look at how logic gates work.</p>
<b>Creative iMedia</b>	Students will be resitting their RO81 exam in January and completing their RO85 unit of work.	<p>Students will spend a number of lessons revising for their resit for their RO81 exam and have already been issued with a revision guide to support this.</p> <p>Students will be completing the following for their RO85 Creating a Multipage Website:</p> <ul style="list-style-type: none"> <li>• Completing the website creating using Dreamweaver</li> <li>• Testing the website</li> <li>• Reviewing the Unit.</li> </ul> <p>Students will then be starting their final piece of Controlled Assessed R087 Creating a Interactive Multimedia Products.</p>

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<b>PE GCSE</b>	<p><b><u>Practical</u></b></p> <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><b><u>Theory</u></b></p> <p>2.2 - Sports Psychology</p> <ul style="list-style-type: none"> <li>- The five characteristics of skilful movement used in sport.</li> <li>- The two skill continua (difficulty and environmental).</li> <li>- The importance of SMART goal setting, giving examples in relation to sports people.</li> <li>- The four mental preparation techniques used to prepare for sport.</li> <li>- The four types of guidance used to learn a sporting skill.</li> <li>- The six types of feedback used to inform performance and improve.</li> </ul>	<p><b><u>Practical</u></b></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>- skills will be performed 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><b><u>Theory</u></b></p> <p>They will know:</p> <p>2.2 - Sports Psychology</p> <ul style="list-style-type: none"> <li>- The five characteristics of skilful movement.</li> <li>- The two skill continua (difficulty and environmental).</li> <li>- The importance of SMART goal setting.</li> <li>- The four mental preparation techniques.</li> <li>- The four types of guidance used.</li> <li>- The six types of feedback used.</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>- Apply these effects to physical activity/sporting examples.</li> <li>- Answer past exam questions on the effects of exercise.</li> </ul>
<b>Triple Science</b>	<p>Students will study the AQA topic: Ecology.</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>• Abiotic and biotic factors and how these influence ecosystems.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Predict the impact on an ecosystem of changing named abiotic and biotic factors.</li> </ul> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</p>

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?
	<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><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>Describe and apply different techniques for separating and analysing the content of chemical mixtures.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Separate a variety of mixtures using chromatography, distillation and filtration.</li> </ul> <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>Magnets and electromagnets. Space physics.</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>Magnetic fields and the use of electromagnets in motors and speakers.</li> <li>The composition and continuing evolution of the Universe and the life cycle of a star.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Plot the shape of a magnetic field using plotting compasses.</li> </ul> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</p>