



# Lowton

Church of England High School

## 'YOU ARE THE LIGHTS OF THE WORLD'

### YEAR II HALF TERM 4 PARENT GUIDE

# Lowton Church of England High School

## Parents' Curriculum Guide to Year 11 - Spring Half Term 2

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 continue to focus on revising non-fiction reading and writing skills and a variety of Literature texts especially "Macbeth". This will lead into the spring mock exams in March.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The plot, characters, relationships, themes and language of the set texts, particularly "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. Magnets and electromagnetism</li> <li>2. Waves</li> </ol> <p>Students will then focus on structured revision for their upcoming GCSE exams.</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/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 magnetic fields can be used in useful devices such as motors and generators.</li> <li>• The general properties of waves and the many different uses of electromagnetic waves.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make a DC motor and use Fleming’s left-hand rule to make predictions about the direction of spin.</li> <li>• Use plotting compasses to reveal the pattern of a magnetic field.</li> <li>• Use data obtained from a ripple tank to prove the wave equation.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</li> </ul>
<b>PSHE &amp; RS</b>	<p>This half term students will be studying the topic of Religion and Relationships.</p>	<p><b>Students will know about:</b></p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Contraception</li> <li>• Religious attitudes to sexual matters</li> <li>• Marriage and Relationships</li> <li>• Sexual exploitation</li> <li>• Project DeShame</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make informed and respectful opinions on matters of sexuality, contraception and relationships.</li> <li>• Explain the different types of relationships in contemporary society.</li> <li>• Critically consider religious beliefs/teachings on matters of sexuality and relationships.</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>

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<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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<b>Geography</b>	<p>Students to focus on resource management Water topic</p> <p>After they have finished then they will follow the structured revision plan</p> <p>Mar 9th-13th REVISION Urban issues and challenges Rivers Living World Urban issues and challenges Rivers Living World</p> <p>Mar 15th -20th REVISION Resource Management Tropical storm and climate change Resource Management Tropical storm and climate change</p> <p>Mar 23rd-27th Issue Evaluation Issue evaluation</p> <p>Mar 30th -Apr 3rd Issue Evaluation Issue Evaluation</p>	<p>Students will know:</p> <p>Areas of surplus (security) and deficit (insecurity):</p> <ul style="list-style-type: none"> <li>• global patterns of water surplus and deficit</li> <li>• reasons for increasing water consumption: economic development, rising population</li> <li>• factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.</li> </ul> <p>Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.</p> <p>Overview of strategies to increase water supply:</p> <ul style="list-style-type: none"> <li>• diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination</li> <li>• an example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.</li> </ul> <p>Moving towards a sustainable resource future:</p> <ul style="list-style-type: none"> <li>• water conservation, groundwater management, recycling, ‘grey’ water</li> <li>• an example of a local scheme in an LIC or NEE to increase sustainable supplies of water</li> </ul> <p>Students will be able to:</p> <p>Understand how Demand for water resources is rising globally but supply can be insecure, which may lead to conflict</p> <p>Different strategies can be used to increase water supply</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?
<b>French</b>	<p>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 ways in which people help or volunteer to aid the needy in society. Also they will learn how to talk about social issues. They will develop their skills in giving and understanding information in more complex situations.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about volunteering</li> <li>• Using emphatic pronouns</li> <li>• Discuss big events which take place in French speaking countries.</li> <li>• Revision will start for all topics in the GCSE course</li> </ul> <p>Students 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>

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<b>Drama</b>	<p>This half term will complete the Texts in Practise unit of the GCSE which is worth 20% of the overall marks. <b><u>The exam date is 12<sup>th</sup> March and all Drama pupils must be in school on this date</u></b></p> <p>Pupils will learn and perform two scripted extracts to an examiner.</p> <p>The focus will then move onto the written exam looking at Blood Brothers and Splendid Theatre's Dr Faustus</p>	<p>Students will learn and perform two scripted extracts to an examiner</p> <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> <p>Pupils will prepare for the written exam learning structures to help answer the questions, completing revision tasks and sample questions and reviewing a live production.</p> <p>Pupils will have a solid understanding of the characters from Blood Brothers and be able to write about how an actor might show this on stage.</p> <p>Pupils will be able to analyse and evaluate scenes from Dr Faustus writing about the actors intentions and how the effectively the actor achieves their aims.</p>
<b>Music</b>	<p>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.</p>	<p>Students are expected to:</p> <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> </ul> <p>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').</p>
<b>3D Art</b>	<p>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.</p>	<p>Students are expected to:</p> <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> <li>• Final 10 hour realisation of ideas – a piece(s) of work that responds to the chosen theme.</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> <li>• Final 10 hour realisation of ideas – editing and presentation of photographs that respond to the chosen theme.</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> <li>• Final 10 hour realisation of ideas – a piece(s) of work that responds to the chosen theme.</li> </ul>
<b>Food Technology</b>	Students will use this term to complete all outstanding coursework from NEA1 and NEA2.  Students will start revision for their written summer exam.  Spring mock will take place in March – 2019 summer paper.	<ul style="list-style-type: none"> <li>• All will be expected to meet the coursework deadline – 27<sup>th</sup> March</li> <li>• Use revision lessons to complete past exam questions</li> <li>• Start to fill in pre-prepared revision booklets (there is one for each section of the specification which cover all possible topics for the written exam)</li> <li>• Participate in a mock examination</li> </ul>
<b>Computer Science</b>	Students will be focusing on Paper 2 algorithms.  Once the above unit is completed revision for the exams will take place.	Students will know: Paper 1 <ul style="list-style-type: none"> <li>• Computer Systems</li> <li>• CPU</li> <li>• Memory</li> <li>• Storage</li> <li>• Open Source &amp; Proprietary Software</li> <li>• Networks</li> <li>• Ethical &amp; Cultural Issues</li> </ul> Paper 2 <ul style="list-style-type: none"> <li>• Algorithms <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Sorting</li> <li>○ Searching</li> </ul> </li> <li>• Programming Techniques</li> <li>• Design, Testing &amp; IDEs</li> <li>• Data Representation</li> </ul>

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<b>Creative iMedia</b>	Students will be moving onto the RO87 Creating a Multimedia Product	Students will be able to: <ul style="list-style-type: none"> <li>• Investigate different multimedia products</li> <li>• Hardware &amp; Software Required to create a multimedia product</li> <li>• File formats</li> <li>• Limitations of accessing multimedia products</li> <li>• Interpreting a client's brief</li> <li>• Creating a work plan</li> <li>• Designing a multimedia product</li> <li>• How to create a test plan</li> <li>• Understanding the legislation for a multimedia product</li> <li>• How to sourcing assets</li> <li>• Reviewing</li> </ul>
<b>PE GCSE</b>	<p>2.3 Health, Fitness and Wellbeing</p> <ul style="list-style-type: none"> <li>- The benefits of an active lifestyle</li> <li>- The health conditions linked to a sedentary lifestyle.</li> <li>- The 7 components of a balanced diet.</li> </ul> <p>2.1.c Ethical and sociocultural issues in sport and physical activity</p> <ul style="list-style-type: none"> <li>- What is meant by sportsmanship, gamesmanship, deviance and violence.</li> <li>- Examples of sportsmanship, gamesmanship, deviance and violence.</li> <li>- The performance enhancing drugs taken by athletes.</li> <li>- Which performance enhancing drugs are taken to gain an advantage in which sports.</li> </ul>	<p>They will know:</p> <p>2.3 Health, Fitness and Wellbeing</p> <ul style="list-style-type: none"> <li>- The benefits of an active lifestyle</li> <li>- The health conditions linked to a sedentary lifestyle.</li> <li>- The 7 components of a balanced diet and how these impact on performance.</li> </ul> <p>2.1.c Ethical and sociocultural issues in sport and physical activity</p> <ul style="list-style-type: none"> <li>- What is meant by sportsmanship, gamesmanship, deviance and violence.</li> <li>- Examples of sportsmanship, gamesmanship, deviance and violence.</li> <li>- The performance enhancing drugs taken by athletes.</li> <li>- Which performance enhancing drugs are taken to gain an advantage in which sports.</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:</p> <p>Ecology</p> <p>Students will then focus on structured revision for their upcoming GCSE exams.</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 about:</b></p> <ul style="list-style-type: none"> <li>• Interactions between organisms and their environment, and how certain sampling techniques can be used to monitor populations of plants and animals.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use quadrats and transects to investigate plant abundance and distribution.</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:</p> <p>Using resources</p> <p>Students will then focus on structured revision for their upcoming GCSE exams.</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 about:</b></p> <ul style="list-style-type: none"> <li>• The different finite resources available to us and the need to move society to a more sustainable model.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Carry out a life cycle assessment to determine the sustainability of using a chosen resource.</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:</p> <p>Space physics</p> <p>Students will then focus on structured revision for their upcoming GCSE exams.</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 about:</b></p> <ul style="list-style-type: none"> <li>• The history of the Universe and specifics of the more common astronomical bodies found within it.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify elements found within stars using absorption spectra.</li> <li>• Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</li> </ul>