



Achieving Excellence

Overview of Year 11 Curriculum: Spring Term (January – February 2021)

This is an outline of the lessons that students will have this term and wherever possible follows the same curriculum that is taught in school. We have asked students to continue to follow their usual timetable, by joining live lessons on Teams. If the lesson is not on the calendar, please go the class team and join the lesson there. All lesson materials are available on Google Classroom and most work will be handed in there as Assignments. If students have any difficulties, please email the teacher. We encourage students to take short breaks between lessons and to get up and move. For support with remote learning and accessing Teams and Google Classroom please visit the school website http://www.leftwichhigh.com/news/news_coronavirus_guidance_support_2020.html. Further assistance is available from the Learning Support Team. Please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons	Learning Focus and resources
Support & Resources	RM Launch Pad (Log in via the school website)	Go to http://www.leftwichhigh.com/ Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: passwordreset@leftwichhigh.com 'First News' – newspaper for students, available on the website.
Year Leader	Google Classroom (individual tutor groups)	Assemblies are shared on a Monday, covering Leadership, Organisation, Resilience, Initiative and Communication, whilst also touching upon year-specific themes and initiatives.
Tutor Time	Google Classroom Codes: 11A: 3xjzjuv 11C: kxljvz6 11F: fsgai4s 11F: udplubz 11M: vsjudor 11T: 5fahkdv 11W: x5qria7	Students focus on character development, literacy skills and the 'changemaker' sessions to develop their attitude towards making change in the world and discovering their own journey. They also focus on revision for their Student Tracking 2 Exams and understanding the importance of these in relation to their post-16 applications. Assemblies will be shared weekly by Mr Jeffrey and Mr Snelson. Monday: Year Leader Assembly (Teams) Tuesday: Tutor Time Teams Check-in Wednesday: Character Development Thursday: Tutor Time Teams Check-in Friday: Head's Assembly (YouTube) Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication.
Art & Photography	Google Classroom Group emails	Art: Students are continuing to work on their A3 mock exam piece, refining their work as they go. They are also annotating their sketchbooks in line with AQA guidance. The work is on Google Classrooms. Photography: Students are working on a Fantastic and Strange project. Firstly, they will carry out some preliminary research to inspire their

	<p>Art 4wc3xvo PhotographyC my5hhw</p>	<p>photoshoots. Secondly, they will explore and experiment with editing apps at home to develop their own personal final outcome. At the end of each lesson, students will upload the work they have completed. The instructions are on Google Classroom.</p>		
<p>CC&M</p>	<p>Google Classroom 11a Gi1 [7znkz56] 11b Gi1 [latlozm] 11a Co1 [wpkp354] 11a Me1 [b6xn5m5] 11b Me1 [6ezpap3]</p>	<p>SENECA 11a/Co1 dxwql0bqwe</p> <p>Computer Science – Programming and theory topics will be posted on GC and linked on SENECA. Live lessons on Teams will be recorded and added to Google Classrooms in case you are unable to join.</p> <p>DIT – Pivot tables - Students use the accompanying spreadsheet to create several relevant pivot tables. Produce a dashboard - Students develop a simple dashboard, and practise using formulae, and creating and recording macros; Data summaries - a look at different ways of summarising data (totals, percentages, averages and counts); Conditional formatting - Students apply conditional formatting to dashboards and spreadsheets; Drawing conclusions based on the data - an overview of trends, patterns, errors and anomalies; Making recommendations - examples of how data is used by organisations and of the importance of long-term planning; Drawing conclusions and making recommendations - Students use dashboards and data to consider how future decisions could be made; Presentation and understanding - a look at how the way information is presented can have an impact on how it is interpreted. Live lessons on Teams will be recorded and added to Google Classrooms in case you are unable to join.</p> <p>Media – Students are working on their final projects (where possible specialist software maybe required) and completing any essay work and skills diaries. All assignments are on Google Classrooms and Live check in lessons on Teams when they have media.</p>		
<p>D&T</p>	<p>Google Classroom emyzlp0</p> <p>Technologystudent.com</p>	<p>All students are working on their NEA task worth 50% of their GCSE. Students are working on producing their final solution. The quality and detail up to this point must show their knowledge and understanding of the practical skills to provide strong evidence of their design and practical ability. They will also continue to study the theoretical side of the subject whilst working remotely. All theory power points, practice questions and homework's are on the Google Classroom. Homework sheets, with practice questions will also be provided for each theory lesson. On the return to school we will base the learning around focused practical tasks and acquiring of further skills.</p>		
<p>Food Preparation and Nutrition</p>	<p>Google Classroom 11b haw65me 11a riam7ng</p>	<p>Students will continue to work on their Non-Exam Assessment task which makes up 50% of their grade, they will also be expected to complete their practical work at home using photographs to provide evidence of skills used. There will be theory lessons, on a fortnightly basis to begin with, looking at knowledge gained and students will be asked to submit exam questions on all topic areas.</p>		
<p>EfL with RS</p>	<p>Google Classroom Alessi: xjzjuv Conran: kxljvz6 Foster: udplubz</p>	<p>Theme: Making healthy choices and strategies to deal with life challenges</p> <table border="1"> <tr> <td>L1. Adaptability</td> </tr> <tr> <td>L2. What is binge drinking, what are the risks and why do people still do it?</td> </tr> </table>	L1. Adaptability	L2. What is binge drinking, what are the risks and why do people still do it?
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	Hoppen: fsgai4s Mackintosh: vsjudor Telford: 5fahkdv Westwood: x5qria7	<table border="1"> <tr> <td>L3. Gambling and Online Gaming</td> </tr> <tr> <td>L4. How can we manage grief and bereavement?</td> </tr> <tr> <td>L5. Why do some people become homeless and why is homelessness on the increase</td> </tr> </table>	L3. Gambling and Online Gaming	L4. How can we manage grief and bereavement?	L5. Why do some people become homeless and why is homelessness on the increase									
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English	<p>Google Classroom [Y11 English Hub: vr3hkdb]</p>	<p>For Literature, students will develop their understanding and analysis of Blood Brothers and A Christmas Carol, through focused exploration of characters and themes. In addition, students will explore a range of Unseen Poems.</p> <p>For Language, students will explore the Component 2 (Non-Fiction) exam, with guided completion of two Practice Papers and activities centred on developing Transactional Writing skills.</p> <p>All lessons are available on the Year 11 Hub, each resourced with PowerPoints and supporting resources. Students will hand in their work on their teacher's Google Classroom.</p>												
French	<p>Google Classroom</p>	<p>Half Term 1 Topic: The Environment <i>Students will learn how to communicate and understand details in longer pieces about environmental and social issues including problems and solutions, ethical shopping, volunteering, global events and homelessness. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of environment. Students continue to develop the five main exam skills: reading, listening, writing, speaking and translation. All lessons can be found on Google Classroom.</i></p> <p>Preparation for Exams: Unit 1: Self, Family & Friends Unit 2: Free time & Hobbies Unit 3: Customs & Traditions Unit 5: Holidays Unit 6: School Unit 7: Jobs Unit 8: The Environment</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Teacher</th> <th>Google Classroom code</th> </tr> </thead> <tbody> <tr> <td>11s/FrLL</td> <td>Mrs Lemon</td> <td>jdrzlva</td> </tr> <tr> <td>11s/FrSC</td> <td>Mrs Cresswell</td> <td>rblfg4x</td> </tr> <tr> <td>11s/FrDS</td> <td>Mr Smith</td> <td>6a5so27</td> </tr> </tbody> </table>	Class	Teacher	Google Classroom code	11s/FrLL	Mrs Lemon	jdrzlva	11s/FrSC	Mrs Cresswell	rblfg4x	11s/FrDS	Mr Smith	6a5so27
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Geography	<p>11aG1 – SB texvc47 11rG1 – SB mjtjyes 11rG2 – KP pvuocsr 11sG1 – KP 2ki5ix3 11sG2 – VR saw3rt4</p>	<p>Live lessons are to be accessed via Teams' class.</p> <p>Resources are downloaded from, and completed work to be uploaded via, Google Classroom (codes opposite)</p> <p>Students will initially be studying the topic of <i>Resource Management</i>. This topic introduces the students to resources used within countries and for development and wellbeing and security. Students will then build upon this topic by moving onto the topic of <i>Food as a resource</i>. Students will study areas of the world that have access to sufficient food as well as those that do not before moving on to studying how food production has been increased in various ways.</p>												
History	<p>Google Classroom</p> <p><u>Mr Lennon:</u> 11s: ww3we3p</p> <p><u>Mr Oldham:</u></p>	<p>Y11 will continue their study of the 'Cold War' in History. The lesson topics are as follows:</p> <p>Unit 3 :</p> <ul style="list-style-type: none"> • The Causes & Consequences of the Berlin Wall • The origins of the Cuban Missile Crisis • Events & Consequences of the Cuban Missile Crisis • The origins of the Prague Spring 												

	<p>11r: lhzwn4t 11s: w5bqo25</p> <p><u>Mr Williams:</u> 11b: emvkrvt 11r: fyib7dm</p>	<ul style="list-style-type: none"> • Sources of Tension & Human Rights Abuses in the USSR • Détente • Unit 3 Review • Revision of prior units
<p style="text-align: center;">Maths</p>	<p style="text-align: center;">Google Classrooms</p> <p>CM gf6fsby PW rq7om6p EG kxycyan RF yrtzha5 yLM kndmpf3 xLM hnywyj6 SW dcofl24 MKi 2exq7eo</p>	<p>Lesson resources are provided on Google Classroom and TEAMS. Students should complete the work set on MathsWatch when directed by their teacher from the Live lessons.</p> <p>Username: First2initialssurname@leftwichhigh (e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich</p> <p><u>Year 11 Foundation</u></p> <p>Week 1 – Upper and Lower Bounds Week 2 - Trigonometry Week 3 – Area and Circumference Week 4 – Inverse & Direct Proportion Week 5 - Vectors Week 6 – Recall/Past Paper</p> <p><u>Year 11 Higher</u></p> <p>Week 1 - Inequalities using algebra and graphs Week 2 - Constructions, Scale drawings, bearings and loci Week 3 - Functions Week 4 - Quadratic and linear simultaneous equations Week 5 - Trigonometry Week 6 – Recall/Past Paper</p>
<p style="text-align: center;">Music</p>	<p style="text-align: center;">Google Classroom</p> <p>JC 2oeyhnj LW vn2hy7g</p>	<p>LISTENING (Rhythms of the world) Students will revisit and will continue to develop an understanding of the characteristic rhythmic features of: Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and traditional Calypso and Samba.</p> <p>They will further develop their understanding of the following for each geographical region: Characteristic rhythms and metres, the origins and cultural context of the traditional music, the musical characteristics of the folk music, the impact of modern technology on traditional music, the names of performers and groups and ways in which performers work together.</p> <p>LISTENING TEST – 1 ½ hours, testing AoS1-5</p> <ol style="list-style-type: none"> 1. Content and language for learning (2 lessons) 2. Deliberate listening and exam technique (4 lessons) 3. NEA composing (and any remaining performing) (6 lessons) 4. Practice listening exam (3 lessons)

		<p>NEA (COMPOSING) Students will compose one piece of music which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This piece of music needs to be at least 1 min 30 secs in duration and can either be in response to a pre-determined brief produced by OCR or can be 'free' (allowing for work produced in year 10 to be used and developed.)</p>										
PE	Google Classroom	Lesson resources can be found for both courses on Google Classroom.										
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<p>Google Classroom</p> <p>Central Hub (jgurnre)</p> <p>11a ESM (expvbv6)</p> <p>11a EJ (5fy47lb)</p> <p>11b EJ (76njba6)</p>	<p>Students are continuing the GCSE course by studying the topic "Issues of Human rights" this half term. This includes: Human rights and social justice; dignity of human life; religious actions promoting equality; censorship and freedom of religious expression; prejudice and discrimination and issues of wealth and poverty.</p> <p>This will give the students a chance to explore Christianity and Islam on a deeper level than they have before and consider the impact of their beliefs on ethical issues faced in today's society.</p> <p>By half term the GCSE course should be complete, and the students will then follow a structured revision schedule ensuring they are as confident as possible to produce evidence needed for their results to be generated this summer.</p>											
RS												

		<p>Whilst studying the course, students will be set a workbook to complete at home. They will have their own copy of the workbook, but it is also on the central hub GC. They will complete these alongside studying the course.</p> <p>All lessons will be posted on the GC central hub. The individual Google classrooms will be used for specific instructions or resources from their subject teacher. Please ensure that students join both the central hub and their individual class to ensure they don't miss anything they need.</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Google Classroom avactjy</p>	<p>Biology:</p> <ul style="list-style-type: none"> • Selective breeding (1 lesson) • Biology sep only – Cloning animals and plants • Genetic engineering (1 lesson) • Classification of Living things (1 lesson) • Fossil formation and extinction (1 lesson) <p>Biology Revision:</p> <ul style="list-style-type: none"> • What is a Hormone and where is it secreted from? (1 Lesson) • The events of the Menstrual cycle (1 lesson) • Hormones involved in the menstrual cycle (1 lesson) • Artificial control- Hormones and Contraception (1 lessons) • How do different contraceptive work (1 lesson) <p>Chemistry:</p> <ul style="list-style-type: none"> • Required practical – electrolysis (1 – 2 lessons) <p>Chemistry Revision:</p> <ul style="list-style-type: none"> • Size of the atom (1 – 3 lessons) • Groups of the periodic table (4 -5 lessons) • Ionic & covalent bonding (3 – 4 lessons) • Giant covalent structures (1 – 2 lessons) • Graphene & fullerenes (1 lesson) • Metallic bonding & alloys (1 lesson) • Nanoparticles – separates ONLY (1 lesson) <p>Physics:</p> <p>Physics Revision:</p> <p>Particle Theory (1 lesson)</p> <ul style="list-style-type: none"> • Transfer of thermal energy (4 lessons) • Heat loss and insulation (2 lessons) • Energy stores (2 lesson) • Circuits – 4 lessons (FT), 2 lessons (HT) • Circuits & Electricity – 8 lessons for FT • Atomic structure and history of the atom (2 lessons) • Forces on falling objects and terminal velocity (2 lessons)
<p style="text-align: center;">Spanish</p>		<p>Half Term 1</p> <p>Topic: The Environment: <i>Students will learn how to communicate and understand details in longer pieces about town and region including places in town, shopping, features of a region, problems, and the pros and cons of different places to live. Students develop their cultural awareness of Spanish speaking countries and the problems poorer countries face. Students develop the five main exam skills: reading, writing, speaking, listening and translation by completing past papers, exam questions and an extended written task in line with GCSE requirements. All lessons are available on Google Classroom.</i></p> <p><i>Preparation for Exams: Unit 1: Holidays Unit 2: School Unit 3: Self, Family & Friends Unit 5: Free time/ Hobbies Unit 6: Festivals & Traditions Unit 7: Jobs Unit 8: The Environment</i></p>

		Class	Teacher	Google Classroom code
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		11r/SpACH	Ms Chew	e5ep6u7
		11s/SpLB	Miss Barlow	n45jhmg
		11r/SpAL	Mrs Lamb	sbkm4i5
		11r/SpSC	Mrs Cresswell	uwxdavi