



## Achieving Excellence

### Overview of Year 11 Curriculum: Spring Term 1 (January – February 2023)

This is an outline for students, parents and carers of the curriculum that students will be studying this half-term. All lessons are available on Google Classroom, following the same curriculum that is taught in school.

Details of homework and students' timetables are available on the SIMS App-for support please contact [aralph@leftwichhigh.com](mailto:aralph@leftwichhigh.com). For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons	Learning Focus and resources
<b>Support &amp; Resources</b>	RM Launch Pad  (Log in via the school website)	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> . 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: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a> 'First News' – newspaper for students, available on the website.
<b>Tutor Time</b>	Google Classroom  <i>Codes:</i> 11D urf4ofm 11G ttomiwg 11H yulqxxu 11K sqjh4xu 11L jbxghv2 11M zpqsnxm 11S i3opavp	Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication.  Monday: Head's/Year Leader Assembly (Hall) Tuesday: Drop Everything and Revise* Wednesday: Literacy/Numeracy Challenge Thursday: Debate Friday: Achieving Excellence (A) Character Development (B)  *Student Tracking 2 Exams, developing knowledge from ST1.  Form and Year photos for the Yearbook.
<b>Art &amp; Photography</b>	Google Classroom Group emails  11Art vtnycfd  11Photo 62ak7vw	<b>Art:</b> Students are finishing off 'exam question project'. They are then going to start a new unit of work but they will all be completing their own individual work. They will select which of the units of work they have completed that they need to develop. They can use any media and the outcome is entirely up to them. <b>Photography:</b> Students are finishing off 'exam question project'. Then they are starting the Chester photoshoot project, advertising and joiners. They will continue to develop their editing/photoshop skills. This is independent work; each Student will be working on something totally different to all other pupils.

		Should pupils be isolating, they can continue to work on their projects. Art have equipment at home and Photography can work on their editing skills via photopea.				
<b>CC&amp;M</b>	CS AC - 4d5rqa CS JT - rxme2jk CS GV - mnxabwm DIT - as63emd  Media AC - r44o4wy Media JT - w33wfph	SENECA: 11a/Co1 <i>dxwql0bqwe</i>  Computer Science – Programming and theory topics will be posted on GC and linked on SENECA. Development of programming skills for Paper 2. Students will revisit aspects of theory in relation to exam board advice.  DIT - Support materials and assignment briefs will be posted on GC. Students will then use a dashboard to select and display information summaries based on a given large data set. Students will draw conclusions on the data set, using their dashboard in order to make recommendations.  Media – Students will be starting their practical exam in Media responding to a given brief. The Set Task Brief will be 2 hours of supervised assessment for Activity 1; 3 hours of supervised assessment for Activity 2 and 4 hours of supervised assessment for Activity 3. Students will have no internet access during the 9 hours of supervised assessment. The deadline for completion will be around the 18 <sup>th</sup> May, to be confirmed when released.				
<b>D&amp;T</b>	11A - g3lubhy 11B - ypm2gqs	All students are working on their NEA task worth 50% of their GCSE. Students are working on the making section producing models / prototypes of their developed ideas. They will also begin the final section of testing and evaluating their products.  They will continue to study the theory for the examination in one hour per fortnight. In the spring the theory lessons this term focus on 'Making principles' and starting 'Common specialist technical principles' leading up to ST2. All theory power points, practice questions and homework's are on the Google Classroom. Homework sheets will also be provided on paper each theory lesson.  D&T work that is accessible from home is on Google Classrooms. Teachers may also email students individually with further details.				
<b>Food Preparation and Nutrition</b>	Google Classroom 11a 4oogqt4 11b wsajx5q	Students will continue their Non-Exam Assessment task on Italian cuisine which makes up 50% of their Final GCSE, this work continues until the end of March. There are five sections to complete in total, students will be working on Section B – Demonstrating Technical skills throughout January, this will entail practicals to showcase their technical skills and write ups to explain them. They will then move on to planning their final three hour practical which will take place in the week beginning 6 <sup>th</sup> March. One theory lesson per fortnight will focus on revision.  FP&N work that is accessible from home is on Google Classrooms. Teachers may also email students individually with further details.				
<b>EfL with RS</b>	Google Classroom same as Tutor Groups	Theme: Healthy Living  <table border="1"> <tr> <td><b>L1. How to manage influences to make healthy lifestyle choices</b></td> </tr> <tr> <td><b>L2. How and why to maintain a healthy balance between time online and other activities</b></td> </tr> <tr> <td><b>L3. How to access health services with confidence, e.g. smoking cessation, dental and GP services</b></td> </tr> <tr> <td><b>L4. How to monitor health, e.g. through self-examination and using screening services</b></td> </tr> </table>	<b>L1. How to manage influences to make healthy lifestyle choices</b>	<b>L2. How and why to maintain a healthy balance between time online and other activities</b>	<b>L3. How to access health services with confidence, e.g. smoking cessation, dental and GP services</b>	<b>L4. How to monitor health, e.g. through self-examination and using screening services</b>
<b>L1. How to manage influences to make healthy lifestyle choices</b>						
<b>L2. How and why to maintain a healthy balance between time online and other activities</b>						
<b>L3. How to access health services with confidence, e.g. smoking cessation, dental and GP services</b>						
<b>L4. How to monitor health, e.g. through self-examination and using screening services</b>						

		The theme of this half term is how to maintain a healthy life after leaving school. Understanding where to seek information from and informing students how to access support service should they need them.																				
<b>English</b>	Google Classroom Whole Cohort - Y11 <b>English Hub:</b> nu5fhhb	<p>Students continue to prepare for ST2 and real examination on <b>Blood Brothers, A Christmas Carol and Unseen Poetry</b> for Literature and the <b>non-fiction paper</b> for Language. Coverage will be rotated between units as follows before beginning the ST2 window:</p> <p><b>Literature:</b></p> <table border="0"> <tr> <td><b>Blood Brothers</b></td> <td><b>A Christmas Carol</b></td> <td><b>Unseen Poetry</b></td> </tr> <tr> <td>L6 – Superstition</td> <td>L6 – Christmas and Family</td> <td>L5 – Change part Bi</td> </tr> <tr> <td>L7 – Violence</td> <td>L7 – Theme SBQ practice</td> <td>L6 – Part Bii</td> </tr> <tr> <td>L8 – Question Planning</td> <td>L8 – Question Planning</td> <td>L7 – Getting the Gist</td> </tr> </table> <p><b>Language:</b></p> <table border="0"> <tr> <td><b>Non-Fiction Reading</b></td> <td><b>Transactional Writing</b></td> </tr> <tr> <td>L4 – Au Pairs Practice Paper Q1&amp;2</td> <td>L4 – Review</td> </tr> <tr> <td>L5 – Au Pairs Practice Paper Q3 &amp; 4</td> <td>L5 – Article</td> </tr> <tr> <td>L6 – Au Pairs Practice Paper Q5 &amp; 6</td> <td>L6 - Speech</td> </tr> </table> <p>All lessons, and their relevant resources, are uploaded on the Y11 English Hub (21-22) on Google Classroom. As well as the above, we strongly encourage students to read regularly.</p>	<b>Blood Brothers</b>	<b>A Christmas Carol</b>	<b>Unseen Poetry</b>	L6 – Superstition	L6 – Christmas and Family	L5 – Change part Bi	L7 – Violence	L7 – Theme SBQ practice	L6 – Part Bii	L8 – Question Planning	L8 – Question Planning	L7 – Getting the Gist	<b>Non-Fiction Reading</b>	<b>Transactional Writing</b>	L4 – Au Pairs Practice Paper Q1&2	L4 – Review	L5 – Au Pairs Practice Paper Q3 & 4	L5 – Article	L6 – Au Pairs Practice Paper Q5 & 6	L6 - Speech
<b>Blood Brothers</b>	<b>A Christmas Carol</b>	<b>Unseen Poetry</b>																				
L6 – Superstition	L6 – Christmas and Family	L5 – Change part Bi																				
L7 – Violence	L7 – Theme SBQ practice	L6 – Part Bii																				
L8 – Question Planning	L8 – Question Planning	L7 – Getting the Gist																				
<b>Non-Fiction Reading</b>	<b>Transactional Writing</b>																					
L4 – Au Pairs Practice Paper Q1&2	L4 – Review																					
L5 – Au Pairs Practice Paper Q3 & 4	L5 – Article																					
L6 – Au Pairs Practice Paper Q5 & 6	L6 - Speech																					
<b>French</b>	Google Classroom	<p><b>Topics: The environment</b></p> <p>Week 1 – Revisit <i>topic of festivals and recall verbs in 3 tenses</i></p> <p>Week 2 – Express what concerns you in the world (social problems)</p> <p>Week 3 – Exam techniques and revision of environment vocabulary</p> <p>Week 4 – Mock week Exam techniques and revision</p> <p>Week 5 – Mock week Exam techniques and revision</p> <p>Week 6 – Mock week Exam techniques and revision</p> <p>Week 7 – Feedback from exams and Begin intensive revision program</p>																				
<b>Geography</b>	Google Classroom  <b>11rg1 – SB xrgr7sr</b>  <b>11sg1 – SB 7jplnev</b>  <b>11rg2 – VR rizllpn</b>  <b>11sg2 – VR k3wg2x7</b>	<p>Students will initially be completing the learning from the Hot Deserts topic that we began before the Christmas break. Following this, targeted revision of the topics they have studied to prepare them for their ST2 examinations and later summer examinations.</p> <p><b>Hot Deserts</b></p> <p>L1 – Challenges and opportunities of life in the hot desert – What should Aarav do? Peer assessed exam question</p> <p>L2 – Causes of desertification in Hot Deserts</p> <p>L3 – Methods of reducing desertification in Hot Deserts</p> <p>L4 – Exam practise Hot Deserts</p> <p><b>ST2 Revision topics</b></p> <p><b>Physical topics</b></p> <p>Mitigation and adaptation of climate change</p> <p>Tackling desertification</p> <p>Coastal landform creation</p> <p>Factors affecting flood risk</p> <p>Tropical storm impacts</p> <p>Reducing the impact of tectonic hazards</p> <p>Hard and soft coastal engineering techniques</p>																				
<b>History</b>	Google Classroom codes  <u>Mr Lennon:</u> 11r: 35eioqq	<p>Y11 will continue their study of the 'Cold War' in History.</p> <p>The lesson break-down is as follows:</p> <p><b>Unit 2 – The Development of the Cold War 1950s</b></p> <p>L1 - Vietnam</p>																				

	<p>11s: dmgvphh</p> <p><u>Mr Oldham:</u> 11A: ob62udx 11B: w6incxr</p> <p><u>Mr Williams:</u> 11R: 7eh2g5c 11S: og4qiz</p>	<p>L2– NATO and The Arms Race L3 - The Space Race L4 – The Thaw &amp; Hungarian Uprising L5 – Impact of the Hungarian Uprising L6 – U2 Crisis L7 - Unit 2 Review</p> <p><b>Unit 3 – The height of the Cold War</b> L8-9 - Berlin Wall L10 - Cuban Revolution L11 - 13 days of the Cuban Missile Crisis L12 - Impact of the CMC</p> <p>Revision for ST2 <b>Y11 ST1 Exam window on the Cold War</b></p> <p>Regular homework will be set to complete online homework as revision for ST2. Students should be completing their own revision alongside this. All resources will be available on Google Classroom.</p>
<p><b>Maths</b></p>	<p>Google Classrooms</p> <p><b>11 Foundation</b> - wobicjg</p> <p><b>11 Higher</b> - deyqiz3</p>	<p>Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch. (Username: First2initialssurname@leftwichhigh e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich</p> <p><b>Higher</b> Week 1 – Quadratic and Linear Simultaneous Equations Week 2 – Surds Week 3 – Geometry Recap Week 4 – Past Papers &amp; Revision (ST2 exams) Week 5 – Past Papers &amp; Revision (ST2 exams) Week 6 – Past Papers &amp; Revision (ST2 exams) Week 7 – Past Papers &amp; Revision (ST2 exams)</p> <p><b>Foundation</b> Week 1 – Constructions Week 2 – Ratio &amp; Proportion Week 3 – Vectors Week 4 – Past Papers &amp; Revision (ST2 exams) Week 5 – Past Papers &amp; Revision (ST2 exams) Week 6 – Past Papers &amp; Revision (ST2 exams) Week 7 – Past Papers &amp; Revision (ST2 exams)</p>
<p><b>Music</b></p>	<p>Google Classroom</p> <p>g2us76d</p>	<p><b>LISTENING (Rhythms of the world)</b> 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. 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><b>NEA (PERFORMING)</b> Students will record and submit two performance pieces; one as a solo and the other as an ensemble, which allow them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria.. (NB this can only be recorded in year 11)</p>

		<p><b>NEA (COMPOSING)</b></p> <p>Students will compose one piece of music as a response to an OCR set brief, which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria.</p>																
<b>PE</b>	Google Classroom	<p>Lesson resources can be found for both courses on Google Classroom.</p> <table border="1"> <thead> <tr> <th colspan="2"><b>Cambridge National Sports Studies Year 11</b></th> </tr> <tr> <th>Teacher</th> <th>HM</th> </tr> </thead> <tbody> <tr> <td><b>R053</b></td> <td>           Sports Leadership           <ul style="list-style-type: none"> <li>Coursework – Qualities and styles of effective leadership.</li> <li>Session plan for delivery to local Primary school students.</li> </ul> </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"><b>GCSE PE Year 11</b></th> </tr> <tr> <th>Teacher</th> <th>MT/ ST</th> </tr> </thead> <tbody> <tr> <td><b>Revisiting of units</b></td> <td> <ul style="list-style-type: none"> <li>Knowledge retention</li> <li>Mastering of exam responses</li> </ul> </td> </tr> <tr> <td><b>Practical</b></td> <td> <ul style="list-style-type: none"> <li>Preparation ahead of upcoming practical moderation.</li> </ul> </td> </tr> <tr> <td><b>Coursework</b></td> <td> <ul style="list-style-type: none"> <li>Respond to feedback on coursework and resubmit final piece.</li> </ul> </td> </tr> </tbody> </table>	<b>Cambridge National Sports Studies Year 11</b>		Teacher	HM	<b>R053</b>	Sports Leadership <ul style="list-style-type: none"> <li>Coursework – Qualities and styles of effective leadership.</li> <li>Session plan for delivery to local Primary school students.</li> </ul>	<b>GCSE PE Year 11</b>		Teacher	MT/ ST	<b>Revisiting of units</b>	<ul style="list-style-type: none"> <li>Knowledge retention</li> <li>Mastering of exam responses</li> </ul>	<b>Practical</b>	<ul style="list-style-type: none"> <li>Preparation ahead of upcoming practical moderation.</li> </ul>	<b>Coursework</b>	<ul style="list-style-type: none"> <li>Respond to feedback on coursework and resubmit final piece.</li> </ul>
<b>Cambridge National Sports Studies Year 11</b>																		
Teacher	HM																	
<b>R053</b>	Sports Leadership <ul style="list-style-type: none"> <li>Coursework – Qualities and styles of effective leadership.</li> <li>Session plan for delivery to local Primary school students.</li> </ul>																	
<b>GCSE PE Year 11</b>																		
Teacher	MT/ ST																	
<b>Revisiting of units</b>	<ul style="list-style-type: none"> <li>Knowledge retention</li> <li>Mastering of exam responses</li> </ul>																	
<b>Practical</b>	<ul style="list-style-type: none"> <li>Preparation ahead of upcoming practical moderation.</li> </ul>																	
<b>Coursework</b>	<ul style="list-style-type: none"> <li>Respond to feedback on coursework and resubmit final piece.</li> </ul>																	
<b>RS</b>	<p>Google Classroom</p> <p>Central Hub (undah6t)</p>	<p>Students will study the topic Issues of <b>Human Rights</b> this half-term. 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 issues surrounding human rights. All lesson resources are available on the Google Classroom central hub.</p> <p>Whilst studying the course, students will be set a workbook to complete as homework. They will have their own copy of the workbook, but it can also be found on Google Classroom. Students will complete the workbooks alongside studying the course to reinforce their understanding.</p> <p>As part of the Issues of <b>Human Rights</b> topic students will study the following lessons:</p> <p>Lesson 1: Prejudice and discrimination          Lesson 2: Human rights and personal conviction          Lesson 3: Exam technique          Lesson 4: Censorship and extremism          Lesson 5: ST2 revision          Lesson 6: ST2 revision          Lesson 7: ST2 feedback          Lesson 8: Wealth and poverty</p>																
<b>Science</b>	Teams (GCSE Science folder)	<p><b>Biology:</b></p> <ol style="list-style-type: none"> <li>Speciation ( 1 lesson)</li> <li>Extinction (1 lesson)</li> <li>Fossils (1 lesson)</li> <li>Selective breeding (1 lesson)</li> <li>Genetic engineering (1 lesson)</li> <li>Classification (1 lesson)</li> <li>ST2 Exams</li> <li>Theories of evolution (1 lesson)</li> </ol>																

		<p>9. Cloning (1 lesson)</p> <p><a href="#">Link to resources</a></p> <p><b>Chemistry:</b></p> <p>Revision for ST2 Combined  Lesson 1, 2 &amp; 3 - Bonding (3 lessons)  Lesson 4, 5, &amp; 6 - Exothermic &amp; endothermic &amp; <b>bond energies for higher</b> (2- 3 lessons)  Lesson 7, 8 &amp; 9 - Salts &amp; Reactions of metals (3 lessons)  Lesson 10 &amp; 11 - Quantitative Chemistry (2 lessons)</p> <p>Separates:</p> <p>12 &amp; 13. Testing ions (3 lessons)  14. Analysis (1 lesson)  15. Chemical &amp; hydrogen cells (1 lesson)  16. Reactions of alkenes (1 lesson)  17 &amp; 18. Alcohols, esters &amp; carboxylic acids ( 2 lessons)  19. Polymerisation (1 lesson)  20. Thermosetting &amp; thermosoftening plastics (1 lessons)  21. DNA (1 lesson)  22, 23 &amp; 24. ST2 preparation</p> <p><a href="#">Link to resources</a></p> <p><b>Physics:</b></p> <p>Revision for ST2:  Lesson 1 – Revision on energy resources  Lesson 2 – Make up of national grid  Lesson 3 – Demand on the national grid  <b>Lesson 4 – Recap motor effect and link to induction</b>  <b>Lesson 5 – Generators</b>  <b>Lesson 6 – Transformers</b></p> <p><a href="#">Link to resources</a></p>
<p><b>Spanish</b></p>		<p><b>Topics: Healthy lifestyles interleaving of other topics</b></p> <p>Week 1 – Express how you lead a healthy life style.  Week 2 – Discuss health problems and the bad habits of smoking /drinking.  Week 3 – Exam techniques and revision of environment vocabulary  Week 4 – Mock week Exam techniques and revision  Week 5 – Mock week Exam techniques and revision  Week 6 – Mock week Exam techniques and revision  Week 7 – Problems with the environment</p>