

Calday Grange Grammar School



Year 11 Subject Curriculum Statements 2020-21

Art

In Art, during the next four weeks all classes will continue to work through the Extended Project section of their Non Examined Assessment, with a focus on developing ideas and experimenting with different materials and compositional ideas for their projects. All guidance and instructions for each lesson can be found on Google Classroom and pupils are expected to upload evidence of their plans and progress every week. Exhibition standard pieces based upon the pupils chosen themes are also to be produced, the ideal rate is one per 2 weeks depending on the detail, size and techniques employed. All sketchbook work should be complete, with no gaps.

We will be monitoring progress regularly and contacting home when work is missing or incomplete. The NEA is incredibly important and will constitute 100% of the GCSE so it is important that all work is completed thoroughly despite pupils working from home. We are waiting for further guidance from AQA about how the work will be assessed and moderated in Art and we will update you and all pupils when we find out more information.

All Art staff have been/are available for one to one meets with individuals who feel they need further guidance with their work, these can be set up through their class teacher via email. Pupils are aware of this process and have been encouraged to keep in contact via email or classroom regularly about their work. Regular whole class tutorials are happening every week in normal lesson times, pupils need to check Classroom and email about details of live sessions every week. Packs of materials and other printed resources have been posted or hand delivered to pupils to support remote learning. It is crucial that pupils follow the guidance and meet deadlines on Classroom so that individual support and feedback can be given.

Biology

During the coming weeks we plan to cover the Ecology topic in Biology which will take students through aspects of Ecosystems such as adaptations, decay and biodiversity. Remote learning will be delivered with a combination of google meets, recorded PowerPoints, topic videos and good quality, meaningful tasks to support learning of content. Google meets, the classroom stream, google quizzes and handed in assignments will provide the opportunity to assess and give feedback to students on the learning of key content. When students return, the Biology department plan to complete a class test on Variation, Evolution and classification which most students would have sat within the first two weeks of the spring term. There will also be a mock examination that will cover all content on topic 5 of the specification, Homeostasis and response, and also topic 6, inheritance, variation and evolution. Assessments via class tests and mock examinations may well change in response to Government guidance on teacher assessment.

Chemistry

Chemistry lessons for the coming weeks will involve a blend of live teaching via google meet or google stream. It will incorporate the use of online resources and student workbooks. The online resources include links to revision video clips, revision notes, topic flashcards and exemplar questions with mark-schemes. Students will cover the using resources topic incorporating reversible reactions and the Haber process, followed by chemical analysis. Students will be set homework activities and CCTs on each topic upon completion. There is a mock examination planned for the end of March; this is subject to further change in response to government guidance and the safe return of students to school. This will cover the

topics: the rate and extent of chemical change, organic chemistry (only crude oil and alkanes), chemistry of the atmosphere and using resources 1.

Chinese

The plan for the next 4 weeks of Chinese teaching is as follows: Y11 have finished 4 topics out of 8. The catch up work will continue. We will aim to finish chapters 5.3 / 5.4 and have a CCT exam before February half term. All lessons will be live teaching. In February and March the students will finish chapter 6. In April and May we will aim to finish chapter 7 and half of chapter 8. In June we will finish chapter 8 and move on to structured revision. Short revision tasks have been done weekly as starters, and students are strongly encouraged to learn independently using Quizlet.

Areas of the curriculum to be covered: Using the booklets, past papers and shared learning resources, we are practicing reading, translation, writing and listening. We have already started gathering speaking evidence in speaking themes and writing samples based on the instructions from MFL meetings. Future assessment: We will use past papers, listening tasks and writing papers to evaluate the progress of the pupils. The teaching will be adjusted according to the data and the results of the evaluation process.

Computer Science

Over the next 4 weeks of remote learning we will be looking at the mock exams (which have been scanned and emailed to the students), identifying areas for improvement for each student. Once this exercise is complete we will be focusing on the paper 2 content as we looked at paper 1 revision in the autumn term, with the plan being to do a second paper 2 mock before Easter. We will then do additional practice on algorithms and data representation completing a paper 1 mock if time permits. Obviously this plan is subject to change pending further information from exam boards and OFQUAL - but the intention is to do another full mock exam.

The students will be focusing on deepening their knowledge of computer systems, networks and cyber security techniques as our first priority, doing investigation exercises and past paper questions between now and half-term.

Virtual support sessions have been offered to students who are below where I would expect them to be.

Drama

In the next four weeks, students will complete their final draft of the first part of the written non-exam assessment (NEA - Component 2) and will meet online with their teachers, in small groups, to consolidate their devising ideas for their practical pieces. We are eager to do this to put the cohort in the best position possible and to enable completion of the first practical element of the course upon return to school. Alongside this, in the next few weeks, pupils will also revisit the December mock exam (Component 1) with a close focus on key areas for improvement, such as Section B Q3 and 4 (12 and 20 mark Blood Brothers questions). Pupils will complete an exam-style question CCT on this section before February half term.

Subject to any further government guidance, Ofqual decisions and time permitted, we plan to finish NEA Component 2 and the corresponding written assessments. The final NEA component (Component 3) involves a scripted performance, which will also need to be assessed upon return to school. There are no planned mock exams, as the written paper was completed by students in the previous mock exams. CCTs and assessments will continue as planned for the remaining time in school, unless instructed otherwise by the exam board or OFQUAL.

DT Product Design

In Design and Technology during the next few weeks all classes will continue to work through the Development section of their Non Examined Assessment, with a focus on writing a Manufacturing Specification and a Production Plan for their projects. All PowerPoints and guidance for this work can be found on Google Classroom. We will be monitoring progress regularly and contacting home when work is missing or incomplete. The NEA is incredibly important and will constitute to 50% of the GCSE so it is important that all sections are completed thoroughly despite pupils working from home. We are waiting for further guidance from AQA about the practical elements of the NEA and the marks this will hold (if any). We will update you and all pupils when we find out more information. All DT staff have been available for one to one meets with individuals who feel they need further guidance with their work, these can be set up through their class teacher via email. Pupils are aware of this process and have been encouraged to keep in contact via email or classroom regularly about their work.

Electronics

As the students have completed the Electronics course, the focus for the next four weeks will be on consolidation of this work and completion of the System Development section within their NEA (Non-Examined Assessment). The current intention is to have an additional Component 2 mock exam towards the start of March and a final combined exam in May, however these will be reviewed closer to the time following further information from OFQUAL and Eduqas. The students will be set a number of revision questions on topics from Component 2 in the coming weeks, the online sessions will be there to help with these and answer any questions relating to the students NEA work. It is anticipated that the first two sections of the NEA will be formally assessed, however at present there is no requirement for the students to build their circuits and test it in real life. This will make the NEA less time consuming to complete and allows for all work to be completed remotely.

English

English lessons will be delivered using a variety of methods, including but not limited to live 'Google Meet' lessons, pre-recorded videos, online materials and activities, and independent work.

Depending on the guidance from Ofqual in the coming weeks, there are two possible schemes of work which our year 11 students will be following in English. Staff in the English department will make it clear to students which option we will be following in the coming weeks.

Option A - This is the option we have already commenced with the understanding that students may still be examined on Language Paper 2 (non-fiction and transactional writing), the final English examination which students have not yet sat as a mock at Calday:

- Week commencing 18/01/2021 - Students will receive an overview of the reading questions (section A) in Language paper 2, and will be exposed to the different types of questions, the numbers of marks available for each, how long they should spend on each question and how to fulfil the requirements of the various assessment objectives. There will be a focus on question 3 (analysis of a non-fiction extract). This will supplement the work they have already completed on transactional writing (section B).
- Week commencing 25/01/2021 - Lessons during this week will focus specifically on question 6 (evaluation of a non-fiction extract) in Language paper 2. Students will be assessed on their ability to respond to a sample question 6 towards the end of this week.
- Weeks commencing 01/02/2021 and 08/02/2021 - Lessons during this fortnight will focus specifically on question 7 (comparing and contrasting two non-fiction texts) in Language paper 2.
- If we are directed to continue as planned, and if we return to school after half-term, students will sit a mock Language paper 2, and this will complete the series of mock examinations for both English Language and English Literature.
- Please follow [this link](#) to view a sample Language paper 2, along with its associated mark scheme.

Option B - This is the option that we will move to if we are informed that students will only be examined on the materials they have covered up to a given point:

- Week commencing 18/01/2021 to week commencing 01/02/2021 - Following their recent mock examinations in Literature paper 1 and Literature paper 2, students will be guided through a reflection process to ensure that they are aware of how they achieved success during these examinations, as well as what they can do to improve.
- Week commencing 08/02/2021 - Students will be directed to undertake a variety of revision activities in relation to the Literature GCSE.
- The students will be assessed on their ability to respond to a sample literature question, building on the work they will have completed before and after Christmas.
- Further sample examination papers and mark schemes for Literature can be found on the following links:
 - Paper 1: [link 1](#); [link 2](#)
 - Paper 2: [link 1](#); [link 2](#)

French

In French, over the next four weeks, pupils' learning will continue to address the scheme of work based on the coverage of the topic technology and social media as well as an introduction to the topic related to post 16 education. All guidance and instructions will be accessible from Google Classroom. We will also continue a robust program of revision of the main grammar points of the GCSE course as highlighted in the GCSE preparation booklet distributed to students in September. The consolidation of learning will be reinforced by regular GCSE reading and listening past papers. We will also continue completing writing tasks under examination conditions based on past topics learned

The curriculum will be delivered by blended teaching: regular online Google meets as well as pre-recorded video lessons. Regular whole class tutorials are taking place on a weekly basis during normal lesson times). Pupils are expected to carry out set activities, complete self-checks and upload the evidence of their work. Students have been encouraged to be proactive in seeking work whenever necessary, as I will endeavour to offer extra support to anyone who needs assistance.

I would encourage all learners to make use of the resources and material provided to start early revision of GCSE topic based vocabulary and key grammar aspects discussed. On return to school, we will plan a formal set of assessment in line with school policy and exam board guidance. I also hope that it will be possible to organise after school revision sessions in situ to any students who wish to attend.

Geography

In Geography, students have been working to complete their knowledge and understanding of the 'Challenge of Resource Management' section from Paper 2 of the GCSE course. This is the final part of Paper 2 'Challenges in the Human Environment'. In this section students are required to know about the global picture of key resources, a more specific understanding of food, water and energy resources in the United Kingdom and then an in-depth study of water resources.

Once this is complete we will be working on the remaining content of the Geographical Skills section of the specification (Paper 3). This has a reduced content following the first reform of the examination requirements but still includes a range of data presentation, analysis and fieldwork skills.

Lessons continue to be provided using Google classroom with a mix of live presentation and structured lessons that require students to use a range of online resources including maps, text and video clips to explore the themes outlined above.

Our work follows the four Assessment Objectives - AO1 - Knowledge of places and processes, AO2 - Understanding of concepts and interrelationships between places, AO3 - Application of knowledge and understanding to evaluate and make judgements and AO4 - The use of a variety of skills and techniques. As such students will develop their rounded GCSE geographical education.

At present we are still unclear as to the nature and timing of any examination board assessment materials we may be asked to use but we continue to assess our classes using past examination questions, structured tasks in class and for independent working as well as our professional judgement of each student's progress.

German

German GCSE 4-week outline

In German over the course of the next four weeks, pupils will submit their first oral endorsement task for marking. Pupils will work through their unit 7 (World of Work) work books. They will focus on work experience and job applications. They will complete a mixture of reading, grammar and vocab learning activities and will complete a marked piece of listening work as informal assessment. Pupils will also complete a diagnostic / preparatory vocabulary learning activity in preparation for a GCSE listening paper. They will highlight gaps in their knowledge, complete revision activities (e.g. memrise or personally preferred system) and then they will sit the GCSE paper. Pupils will work through their unit 7 (World of Work) work books and there will be preparatory exercises leading up to completing a writing task. This will be marked in line with GCSE criteria as informal assessment. Over the course of the next four weeks, pupils will complete the "World of Work" topic. They will produce evidence towards speaking endorsement for the exam board (should the plan to separately award this continue) and they will develop their writing skills. We will continue to use past papers to assess ability in listening, reading and writing in class time and upon return to school we will also schedule a second mock exam in order for us to be able to gauge progress made. This will ideally take place approximately two weeks following our return to school to allow for support and guidance in lessons. This will provide evidence of progress and current attainment. This plan is subject to change depending on information received from exam boards.

Plan for the next 4 weeks:

w/c 18.01.21 Pupils will submit their first oral endorsement task for marking. Pupils will work through their unit 7 (World of Work) work books. They will focus on work experience and job applications. They will complete a mixture of reading, grammar and vocab learning activities and will complete a marked piece of listening work as informal assessment.

w/c 25.01.21 Pupils will complete a diagnostic / preparatory vocabulary learning activity in preparation for a GCSE listening paper. They will highlight gaps in their knowledge, complete revision activities (e.g. memrise or personally preferred system) and then they will sit the GCSE paper, which will so forward as the result for CCT 3

w/c 01.02.21 Pupils will work through their unit 7 (World of Work) work books. The focus of this week will be to complete the writing task "Responding to a job Advertisement". There will be preparatory exercises leading up to completing this task at the end of the week. The writing will be marked in line with GCSE criteria as informal assessment.

w/c 18.02.21 Pupils will complete the final section of the unit 7 workbook, focussing on the topic of "the importance of languages". They will submit their complete work from the booklet as evidence. This will finish unit 7 and work on until 8 (final unit) will begin in the following weeks.

History

In History, over the next four weeks, we will focus on developments in medicine during the First World War, covering conditions in the trenches on the Western Front, illnesses and injuries, medical provision and innovations.

This is revision, so the emphasis will be on the reinforcement of knowledge learned during Year 10 and in particular, the strengthening of source analysis skills which the recent mock exams revealed to be an area for improvement.

We will then move on to revising the rest of the Paper 1 Medicine in Britain course, covering all topics from medieval through to modern medicine, continuing a routine of taught material followed by exam-style questions for students to work through.

A range of learning resources and platforms will be used, including Seneca Learning and GCSEpod, and students also have access to relevant textbook pages linked in to Classroom.

We are aiming to prepare students for a full Paper 1 past paper towards the end of the Spring term.

There will be at least one 'live' taught lesson per week, with follow-up tasks set for subsequent lessons and staff available via the Stream to support students as necessary. Feedback may take a variety of forms, including annotations, comments posted in Classroom or recorded verbal feedback. Staff may also arrange to speak directly with individual students via the 'Meet' link in Classroom where more specific one-to-one support is needed. We strongly encourage students to engage actively with all aspects of their online learning and to act on feedback given in order to make progress.

Mathematics

In maths during the next few weeks all classes will continue to go through the scheme of work as detailed in the Y11 Revision List on the maths Google Drive. There is still a weekly MathsWatch homework to complete, consolidating the topics learnt in online lessons. When we are back in school we will continue to complete CCTs in class and there will be another mock paper in the hall. Although exams have been cancelled, we expect students to continue working through the scheme, to complete past papers from the Google Drive and to revise previous topics in preparation for future assessments on our return to school.

Music

Music lessons will mostly be delivered via a 'live' Google Meet' group and one to one sessions. However, other methods will also be employed such as pre-recorded videos, online materials/activities, and independent work.

All students have been invited to and taken part in a one to one google meet to explain to them where they are up to and the areas that they should be focusing on. They have also received a full breakdown of their mock results showing the set works that need the most work over the coming weeks.

We are expecting further guidance from OFQUAL about what the assessment criteria will look like for music this year but until this has been released we will be continuing with what has been set out below.

All students have been instructed to download the free version of Sibelius (Sibelius First) which is the software that we use to compose. Students should continue to progress their compositions. They should continue to send it to music staff and organised google meets to receive feedback.

We will be donating one lesson a fortnight to composition. At the end of this session students should send their composition to their music teacher. Teachers will also be available during this time to provide verbal feedback through google

meet. This will be: 11C - Thursday, week 2, period 3 and 11D - Friday, week 2, period 5

Compositions must be complete by: 26 March 2021 whether we are in school or still online. We expect students to work on coursework in their own time as well as donated lesson time.

Students have received both written and verbal feedback on their mock solo performance. They should act on this advice and work towards the date 19-23 April 2021 for the 'actual' performance unless they have been advised that their mock performance will be used. Students are welcome to send recordings of their performances to receive feedback from music staff.

We have very nearly finished the all 8 set works required for the music course and this should be complete by February half term. Students will spend the rest of their lessons in year 11 completing their compositions, and consolidating the set works. This will be done primarily through listening tests and writing comparison essays.

Week commencing 18/01/2021

- Students will receive a score of John Williams 'Main Theme and Rebel Blockade Runner' through the post. They will look at the instrumentation and Performing Forces. They will be set listening questions based on these elements and complete score annotation during the 'live' Google Meets
- Students will be completing and self-assessing questions 6-10 of the Killer Queen Sean Young practice papers. They will also complete the shorter listening questions on Killer Queen from practice papers A, B, C and D. We will go through these questions via google meet to make sure the students know exactly what the examiner is looking for

Week commencing 25/01/2021

- Students will look at Structure and Melody in John Williams 'Main Theme and Rebel Blockade Runner'. They will be set listening questions based on these elements and complete score annotation during the 'live' Google Meets
- Via google meet and some independent work, students will listen to and analyse an extract of Cilla Black's 'Anyone Who Has a Heart'.

Week commencing 1/2/2021

- Students will look at Harmony and Tonality in John Williams 'Main Theme and Rebel Blockade Runner'. They will be set listening questions based on these elements and complete score annotation during the 'live' Google Meets
- Via google meet and independent work, students will compare the above extract with an extract of Killer Queen. They will be given a question and will plan their response.

Week commencing 8/2/2021

- Students will look at Texture, Tempo, Rhythm and Metre in John Williams 'Main Theme and Rebel Blockade Runner'. They will be set listening questions based on these elements and complete score annotation during the 'live' Google Meets
- Students will complete the comparison essay in timed conditions. They will of course have to monitor this themselves. It will be teacher assessed. Once marked they will complete a student response based on the EBI.

P.E.

The work that will be covered until half-term will be a relevant mixture of coursework competition and revision. Lessons will be both live presentations completed by staff and also set tasks for completion during those normally timetabled periods. The coursework content will cover the Movement Analysis and the Action Plan sections, two of the most challenging and have been key differentiators regarding overall grade for this piece of work. Materials have been placed on Google classroom and explained during live lessons. These sections cover significant sections of the theory from the specification ranging from biomechanics to goal setting and the principles of training.

We expect that on our eventual return to in-school learning to carry out further cross-cohort tasks and testing as well as short exam-style question papers to inform our centre-assessed grade decision making, albeit with the caveat that Ofqual and the OCR exam board are still presently determining the way in which they will need students to be assessed

Physics

Physics lessons during the rest of this lockdown period will be a mixture of live Google Stream or Google Meet, online tasks and resources, booklet work and Google Form exercises. Over the remainder of the lockdown period it is intended to cover the remainder of the Forces 3 topic (including an online test) and start work on the Waves 2 topic. When we come back into school the intention is to run a mock exam at the end of March covering paper 2 content, and end of topic tests will return to their normal format. All of this is based on the information we have been given by the exam board and OFQUAL at the present time, so it is possible that some things may change.

R.E.

Core RE, work is being set to coincide with every core RE lesson

R.S.

RS lessons will consist of a mixture of live and interactive Google Meet lessons as well as assigned tasks. With the exception of one short topic, the course content has been fully covered, which includes four thematic topics (Themes B, D, E and F are the Themes we do and two religions – Christianity and Sikhism. This puts us in a good position for the coming weeks, as students can revisit content and refine their knowledge base. The one topic left to teach is euthanasia, an ethical issue ideally explored when we return to school, but if necessary will be addressed online.

Students have had their mock results back and have been doing work on Sikhism and Theme F (human rights). The work in the coming weeks has been informed by the mocks, which made clear that Sikhism was the subject which students found to be the biggest challenge. Exploring Sikhism and Theme F has consolidated the work we were doing at the end of term. Students will be exploring Sikhism and its application to the three remaining Themes (B, D and E), allowing them to simultaneously broaden their knowledge of Sikhism and strengthen their understanding of the ethical issues, as well as their exam style.

Week commencing 18/1/21:

- Students completing work on 4 and 5 mark exam questions involving the application of Sikhism and Christianity to issues from Theme F.
- Work begins on Sikhism and Theme E (crime and punishment). This Theme was undertaken at the start of the course so it is crucial that it is revisited.

Week commencing 25/1/21:

- Continue work on Sikhism and Theme E.
- Exam questions on this topic.

Week commencing 1/2/21:

- Begin work on Sikhism and Theme D.

Week commencing 8/2/21:

- Conclude work on Theme D and CCT preparation.
- Approximate date of CCT.

No further mocks are planned as all papers were undertaken by students in the previous mock exams. CCTs and assessments will continue as expected, but subject to any changes instigated by the exam board or OFQUAL.

Russian

In Russian we are working on the Theme "School and Future aspirations" based on the bespoke Workbook and tasks from the past papers, which holds a combination of tasks addressing all key language skills. All guidance and instructions, Workbooks and Audio recordings for each lesson can be found on Google Classroom. The curriculum will be delivered by blended teaching: regular online Google meets as well as pre-recorded video lessons. Regular whole class tutorials are happening every week in normal lesson times. One to one or small group support is available where it is needed (please, contact class teacher if it is required). Pupils are expected to carry out set activities, complete self-checks and upload the evidence of their work.

We will be monitoring progress regularly and contacting home when work is missing or incomplete. As part of the Oral assessment pupils were asked to make an audio recording and upload it to Google classroom by the end of January. On return to school pupils will have their Reading and Listening Comprehension papers and Writing assessments (similar to the past paper format).

Spanish

In Spanish, over the next four weeks, pupils will work through a range of resources that will support them to produce a piece of written work, a listening activity and a reading activity. Support for the written piece of work is in the form of a video that leads them through best practice and shows examples of the language that they need to include. These resources will be delivered and supported by online Google Meet lessons with teachers. We are working on the final unit of work, which is based on Global Issues, so pupils will learn vocabulary from the topic of environment, charity working and being a good citizen. It includes some high end grammar which the boys will work through with their teacher. Please encourage your son to contact his teacher directly for additional support if he is finding the work difficult. This unit is the final part of the course and means that content will be completed between the February half term and Easter, allowing for revision of earlier topics and production of work/evidence from all areas of the course. Once we return to the classroom, the pupils will complete a second mock examination. This is likely to happen during the first two weeks back following the Easter holidays and will allow us to gauge and provide evidence for progress made. Obviously this plan is fluid so that it can be adapted to the needs of the pupils and altered in response to any further information that we receive from the exam board regarding their requirements.