Year 11 Spring Term (Christmas to Easter):

Art

Business Studies

Child Development

Computer Science

Core Enrichment

Core PE

Dance

Drama

English – Language

English - Literature

Engineering

Food and Nutrition

French or German

Geography

History

ICT/Computing

Maths

Media Studies

Music

PE

Product Design: Graphic Products

Product Design: Resistant Materials

Product Design: Textiles

Science – Chemistry

Science – Physics

Science Biology

What will your child know, understand or know how to do?	**Home learning/how parents can help?**
Maths:	
All will know: **Direct and Inverse Proportion** – Know the terms "direct" and "inverse" proportion, including graphical and algebraic representations **Sketching Graphs -** Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function Statistical Measure - Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: ○ appropriate measures of central tendency (median, mean, mode and modal class) ○ spread (range, including consideration of outliers) Apply statistics to describe a population, Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling **Transformations** - Identify, describe and construct congruent and similar shapes, on co-ordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors),	The Exam Board is AQA Maths (8300) These are three papers in the final examinations, each 90 minutes. Paper 1 is non-calculator and paper 2 and 3 are calculator papers. Please encourage your child to complete their homework as soon as they get it so that they can ask for help if needed. All homework is set on Sparx Maths on Wednesdays. Revision lists are sent out prior to assessments via parent mail. Encouraging the use of Sparx Maths, exercise books and revision guides to revise prior to the assessments. Please ensure that your child has their own scientific calculator and that they bring their exercise book and equipment to school.

Describe translations as 2D vectors **Algebra** - Simplify and manipulate algebraic expressions (including those involving surds) by: expanding products of two binomials; factorising quadratic expressions of the form `x^2 + bx + c` including the difference of two squares; simplifying expressions involving sums, products and powers, including the laws of indices, , Understand and use standard mathematical formulae Rearrange formulae to change the subject, including use of formulae from other subjects in words and using symbols Know the difference between an equation and an identity Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments, Where appropriate, interpret simple expressions as functions with inputs and outputs, **Quadratics** - Know, sketch and interpret graphs of quadratic functions; Identify and interpret roots, intercepts and turning points of quadratic functions graphically; Deduce roots algebraically **Vectors** – Know the term "vector" know how to apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representation of vectors Higher Additional Content **Transforming functions -** Sketch translations and reflections of a given function **Direct and Inverse Proportion** - Construct and interpret equations that describe direct and inverse proportion	
Science: Biology	
Inheritance and Variation: To know the terms asexual and sexual reproduction To know how DNA and genetic material are used to generate cells and how a mutation in the genes can affect the protein structure **Required practical key focus:** Students will know the relation of the practical to the knowledge covered in the course, applying this knowledge to what happens and why. Students will	Exam information Exam Board: AQA Number of exam papers: 6 in total (2 for each discipline) Triple Award: each paper is 1hr 45minutes long Combined Trilogy: each paper is 1 hr 15 minutes long The course is split into paper 1 and paper 2 units

also know the skills required to analyse the results, including mean calculations, graph drawing skills and reading data from instruments.

Science: Chemistry

Chemistry of the atmosphere: Know how the Earths composition changed over time and the impact we have on the environment now.

Know how to reduce our carbon footprint.

Using Resources: With a focus on natural resources, students know the importance of reducing, reusing, and recycling materials. Know how to extract metals from their natural ore and the environmental impact this has. Know how to produce potable water and how to clean wastewater before it is released back into the environment.

Required practical key focus:

Students will know the relation of the practical to the knowledge covered in the course, applying this knowledge to what happens and why. Students will also know the skills required to analyse the results, including mean calculations, graph drawing skills and reading data from instruments.

Science: Physics

Magnetism & Electromagnets:

Know the terms permanent and induced magnetism, magnetic forces and fields,

Know the motor effect and how motors work.

Space-Triple only:

Know how stars are born and die, the classification of objects in our solar system and know how elements get distributed across the universe. Students will also know about nuclear fission.

Required practical key focus:

Students will know the relation of the practical to the knowledge covered in the course, applying this knowledge to what happens and why. Students will also know the skills required to analyse the results,

Required practicals are examined within the exam papers, students are encouraged to remind themselves about the practical's they have completed. The following link has free videos covering the required practical and knowledge for the course.
https://www.freesciencelessons.co.uk/videos/

How can I help my child to prepare for the exams?
The following topics have already been covered in lessons; students need to test their knowledge by using retrieval strategies learnt in the classroom. These strategies include using exam questions to check knowledge recall and using flashcards with questions/answers on.

Biology: Organisation, Cell Biology, Bioenergetics, Infection and Response, Homeostasis and Response, Inheritance, Variation and Evolution

Chemistry: Atomic structure &Periodic Table, Structure and Bonding, Chemical changes, Quantitative, Energy Changes, Rate & Extent of Chemical Change, organic chemistry.

Physics: Energy, Particle Model of Matter, Electricity, Forces and Waves

Resources available to use at home

1. https://www.physicsandmathstutor.com/

This free website has signposted revision maps and lots of exam questions to help students to prepare for the examinations. Exam board for Science is AQA.

2. BBC bitesize is good for revising and testing knowledge through self-marking multiple choice questions.

Combined trilogy-
https://www.bbc.co.uk/bitesize/examspecs/z8r997h
Triple Biology-
https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7
Triple Chemistry-
https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb
Triple Physics-
https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm

including mean calculations, graph drawing skills and reading data from instruments.	
English:	

Language – Paper 1 and Paper 2 Recap

AQA – English Language GCSE

Know how pick out both explicit and implicit information from both non fiction and fiction texts.

Know how to analyse texts for meaning, specifically focusing on word choice and language technique.

Know how to analyse a text's structure and to generate meaning from structural choices made by the author.

Know how to compare viewpoints and perspectives across two different texts.

Know how to successfully write creatively.
Know how to successfully write for a specific purpose – e.g. to persuade/inform/advise.

Literature – Power and Conflict Poetry

AQA – English Literature GCSE
Know the contextual factors that impact the content of the Power and Conflict poetry cluster and have knowledge to apply this to the analysis of the poems.

Know the structural features that add to meaning for each poem.

Know a number of key quotations from the each poem, along with language analysis of the components of these quotations.

Know how the poems can be compared and linked to different themes.

How can I help my child?
Students will be set regular homework tasks on GCSE Pod linked to both English Language and English Literature study at GCSE. Watching videos with your child and then discussing or quizzing them on the content of the videos will help them to retain key information.
https://www.gcsepod.com/

BBC Bitesize has a dedicated area for GCSE English Language:
https://www.bbc.co.uk/bitesize/examspecs/zcbchv4
Students can complete the revision tasks on the website or make revision cards and resources with the content.

The following online poetry anthology has plenty of information and annotations to help to catch up on any missed poems. You can also use it to add to your own annotated copies, or to create flashcards/mindmaps for revision.

https://thebicesterschool.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf

BBC Bitesize also has a dedicated area for Power and Conflict poetry revision:
https://www.bbc.co.uk/bitesize/topics/zs43ycw

GCSE Pod has a number of videos on each of the poems that you can also watch to supplement your learning.

Languages:

German

AQA - German GCSE (Foundation or Higher)

- To know how to describe a dream job
- To know how to discuss reasons for learning German and other languages
- To know how to talk about what makes a good friend in German
- To know how to describe relationships in German
- To know how to understand opinions about marriage in German
- To know how to form the present tense
- To know how to talk about the past
- To know how to refer to future plans

French

AQA - French GCSE (Foundation or Higher)

- To know vocab for different jobs in French
- To know how to give pros and cons of different jobs in French
- To know how to say what job you would like to do and why
- To know how to describe part-time jobs in French
- To know how to say what you did during work experience in French
- To know vocab for food, drink and meals in French
- To know how to talk about food for special occasions in French
- To know how to describe family celebrations in French
- To know vocab associated with festivals and traditions
- To know how to form the present tense
- To know how to talk about the past
- To know how to refer to future plans

Spanish

AQA - Spanish GCSE (Foundation or Higher)

- To know how to talk about different jobs
- To know how to talk about how you earn money
- To know how to talk about work experience
- To know how to talk about the importance of learning a language
- To know how to talk about taking a gap year
- To know how to talk about protecting the environment
- To know how to command other into protecting the environment
- To know how to talk about natural disasters
- To talk about sports events and volunteering

Home learning:

- Vocab homework set every week
- One other homework set every two weeks (this could be reading, translation, writing, Active Learn, revision etc)

How parents can help with vocab:

- Test your child on the weekly vocab
- Encourage your child to use the 'look, cover, say, write, check' method to learn vocab
- Make flashcards of key vocab with your child

How parents can help with prep for speaking and writing exams:

- Ensure your child has speaking questions written on flashcards (question on one side, answer on the other)
- Test your child by asking the question, and he/she gives the answer
- Add a new question each week, so your child builds up a bank of Q&As

How parents can help with prep for all exams:
Work through the different skill areas with your child:
German:
https://www.bbc.co.uk/bitesize/subjects/z8j2tfr
French:
https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr
Spanish:
https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv

• To know how to form the present tense • To know how to talk about the past • To know how to refer to future plans	

History:

Paper 2 - Superpower relations and the Cold War, 1941–91 (Period study aspect of Paper 2)

Key topic 1: The origins of the Cold War, 1941–58

- To know what the Grand Alliance was and what outcomes they reached at the Tehran, Yalta and Potsdam conferences.
- To know about the ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- To know about the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe and how this affected US-Soviet relations.
- To know about the Truman Doctrine and the Marshall Plan, 1947, as well as Cominform (1947), Comecon (1949) and the formation of NATO (1949) and how this affected US-Soviet relations.
- To know about the Berlin Crisis (blockade and airlift) of 1948-49 and its impact, as well as the formation of the Federal Republic of Germany and German Democratic Republic.
- To know about the arms race and the formation of the Warsaw Pact.
- To know about the Hungarian Uprising in 1956, Khrushchev's response and the international reaction to the Soviet invasion of Hungary.

Key topic 2: Cold War crises, 1958–70
Berlin

- To know about the refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), the summit meetings of 1959-61 and then the construction of the Berlin Wall, 1961.

Exam information:

- **Exam Board:** Edexcel
- **Number of exam papers:** 3 in total
- **The course is split into:** Paper 1- Crime and Punishment & Whitechapel (1hr 15 mins), Paper 2 – Early Elizabethan England and Cold War (1hr 45mins) and Paper 3 – Weimar and Nazi Germany (1hr 20mins).

Home learning:

- Students will be set regular homework every fortnight to test understanding, including preparing for knowledge tests, exam questions, GCSE Pod videos.

How can I help my child to prepare for the exams?

- Producing revision materials to summarise content learnt in lessons would be an extremely useful tool for students studying History e.g. making spider diagrams for each time period, timelines or cue cards to help remember facts and key terminology.
- Use of revision checklist to organise notes in lessons and revision materials.
- Use of revision padlet below contains useful resources to support your child with their revision.
- Use of revision websites likes GCSE Pod and Seneca are extremely useful for testing knowledge. The more quiz questions your child can complete the better!

Useful websites:

- BBC Bitesize for Cold War - https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1
- GCSE Pod - https://www.gcsepod.com/
- Useful Cold War videos for our exam board - https://www.youtube.com/watch?v=xT2-

• To know the impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. Cuba • To know about Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident and then the Cuban Missile Crisis. • To know about the consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). Czechoslovakia • To know about opposition in Czechoslovakia to Soviet control and the Prague Spring. he Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • To know the international reaction to Soviet measures in Czechoslovakia. Key topic 3: The end of the Cold War, 1970–91 • To know attempts to reduce Cold War tension such as Detente in the 1970s, SALT 1, Helsinki, and SALT 2. • To know the significance of Reagan and Gorbachev's changing attitudes, such as Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). • To know about flashpoints in the later Cold War, such as the significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • To know about Reagan and the 'Second Cold War', the Strategic Defence Initiative. • To know about the collapse of Soviet control of Eastern Europe, such as the impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.	wfsun90&list=PLMJBff1YCVD_JkQsLSMWs2J3b1jqIMAa6&t=1s • Helpful playlist of revision videos for Cold War- https://www.youtube.com/watch?v=GipaXw-QIa4 • Cold War podcast - https://podcasts.apple.com/us/podcast/the-cold-war-prelude-to-the-present/id1471188269

• To know the significance of the fall of the Berlin Wall, the collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.	
Geography:	
Hazardous Earth To know what causes tropical storms To know where they form and why To know social, environmental and economic consequences of tropical storms To know factors that increase vulnerability to tropical storms To know the impacts of tropical storms in Bangladesh and the USA	Each week students will be set a homework task to complete. In order to help students to develop their depth of knowledge please encourage them to watch the news or listen to podcasts about current events in the world. An understanding of UK urban areas including London and Manchester would be helpful as well as research on UK flood events in the last 10 years. To support understanding of key areas the following website would be useful. This is specific to the Edexcel specification. Global atmosphere and hazards https://www.bbc.co.uk/bitesize/guides/zpykxsg/revision/1 Hurricanes https://www.bbc.co.uk/bitesize/guides/zwws6yc/revision/2 https://timeforgeography.co.uk/videos-list/decade-of-geography/observing-hurricanes-jose-and-maria/captions/
Core PE	
Whilst also learning sport specific knowledge for the activity they are participating in, students will also work on the following objectives, To know the importance of work life balance To know the links to local clubs and sport/ physical activity opportunities available	Encouragement to participate regularly in exercise, physical activity and sport.
ICT: N/A	

Engineering:

Cambridge National Certificate Engineering (Design)

Unit R108: 3D design realisation
The coursework unit which requires a manufactured engineered product and supporting folder split into four sections. The practical work is completed in class and folder sections are done in class and can be accessed via Teams

How to plan
Key considerations when making a prototype, i.e.
The interpretation of a product specification or processes for making a prototype model
The use of planning tools (e.g. Gantt chart, flow chart, tables)
The use of resources when making a prototype (e.g. materials, component parts, cutting lists, tools/equipment, health and safety requirements/hazards, time requirements)
The planning stages used in the making a prototype (e.g. processes testing, evaluation)

How to work safely
How to use the identification and consideration of risks in production plans
production and use of risk assessments for production activities
how to assess hazards and take precautions when using tools and machines
safe use of hand tools and machines
use of personal protective equipment (PPE) during production processes
safe working procedures when using materials, chemicals, finishes and solvents

How to make a prototype
How to use of tools and processes to cut and shape materials (e.g. marking out, cutting, including CAD/CAM applications, bending, wasting, moulding, rapid prototyping)
To use of preparation and assembly methods (e.g. jigs, formers, templates, patterns, moulds, adhesives, temporary and permanent fixings)
Using different methods of recording key stages of making the prototype (e.g. note taking, keeping a production diary, photography capturing different stages of production, recording problems, technical difficulties and solutions)

Home learning:

Students need to complete the three sections of the folder as they progress through the making of the prototype.

This work includes completing,
Planning tables
Risk assessments
Writing up a photographic diary of the production of the prototype
Evaluation and testing of the prototype

For the theory unit R 105 students have a knowledge organiser and can use this link to help the test their knowledge using flash cards

https://quizlet.com/gb/514816723/ocr-engineering-design-r105-complete-set-flash-cards/

How can I help my child?
Discuss their progress with their prototype manufacture and the writing up of their coursework folder. You can also test them using the knowledge organiser, Quizlet flash cards or use the link to past papers

https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/

How to evaluate their own work How to evaluate own performance, i.e. Management of time and resources Planning and preparation Precision and accuracy achieved in making processes quality of outcome	
Business Studies:	
Edexcel – Business 9-1 To know how firms make human resource decisions: To know organisation structures – types of structures, effective communication & different ways of working. To know effective recruitment- different job roles & responsibilities and how firms recruit people. To know effective training & development – how & why firms train & develop people. To know motivation – why motivation is important in the workplace and how firms can motivate employees.	Students will complete key term revision (including creating flash cards – to test knowledge of key definitions/concepts). Parents can test student knowledge on a regular basis by using the flash cards. Students can use BBC BITESIZE to guide their revision: https://www.bbc.co.uk/bitesize/topics/zjytmfr
Computer Science:	
Edexcel - Computer Science Computational Thinking • Know how to use and navigate one and two dimensional lists • Know how to open, read and write to a text file • Know how to use trace tables to track program flow • Know how to solve problems and use test data to test code Principles of Computer Science • Know what how AI, machine learning and robotics are changing the world • Know what a digital footprint is and how data is collected by organisations • Know the privacy concerns associated with the collection and use of personal data • Know the rights and obligations laid down by the UK Data protection act • Know the principles of the Computer Misuse Act	**Home Learning** This will be split between practical coding tasks for the computational thinking aspect of the course and theory based questions for the principles of computer science. There will also be regular key word definition tests. **How can you help?** For the coding tasks remind students that the solutions do not need to be 100% correct to be worth marks and that the idea is to practise and embed coding techniques **What resources are available?** BBC bitesize- https://www.bbc.co.uk/bitesize/subjects/z34k7ty Isaac computing https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#edexcel

	Youtube channel craigndave- https://www.youtube.com/c/craigndave/playlists?view=50&sort=dd&shelf_id=4 Memrise – all our keywords have been added and they are part of a class with access to these Seneca- https://app.senecalearning.com/classroom/course/445cea6a-0ae2-4d28-8aca-eb7fa09e3366
Art:	
AQA- Art, Craft & Design. *Component 2 – Externally set assignment* Pupils will choose ONE question as a starting point for a personal investigation. To know how to develop ideas inspired by artists, designers, craftspeople and photographers demonstrating analytical and critical understanding. To know how to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. To know how to record their ideas, reflecting critically on work and progress. To know how to present a personal and meaningful response.	Home Learning: Students will be set a variety of research and drawing tasks to increase their proficiency in control of different media. Students will be asked to record their ideas, observations and independent judgements through written annotations. Please support and encourage conversations about their own and others artwork with your child using subject specialist vocabulary.
Drama:	
To know the plot context of Billy Elliot the Musical. To know the background information of Northern England during the 1980s miners' strike. To know the social class issues within the 1980s. To know the key themes within Billy Elliot the Musical To know and experience the expectation within the written element of the exam. To know how to review a live piece of Theatre.	Home Learning: Create flashcards of key 'Live Review' vocabulary. To create a mind map of each character which includes; a list of key scenes, quotes, vocal and physical skills used in that scene. How can you help? Encourage your child to watch Billy Elliot the Musical at home, this can be accessed via Alsager School Sharepoint. The students will also be looking at the play Blood Brothers, this is currently touring and is playing at 'The Regent Theatre' in Stoke-on-Trent on the dates

	27th September 2022-1st October 2022. It is greatly encouraged that the students watch the play.
Music:	
Edexcel GCSE Music To know how to analyse music using The Elements of Music To know the key features of set works including Brandenberg Concerto and Afro Celt music To know how to apply compositional techniques in create music for a brief. To refine compositional techniques and present music appropriately on a written score Know how to perform music from a written score, observing performance instructions and expressive direction. Know how to critically analyse and compare music using MAD T SHIRT (elements of music). Demonstrate aural analysis by developing musical dictions skills.	Home Learning: Students should continue working on their composition ideas through Noteflight Students should create revision flashcards, using knowledge organisers to revise set works How can you help? Encourage your child to frequently listen to their set work pieces and practise their solo performance and ensemble performance piece.
Dance: NOT RUNNING IN 2023- 2024	
AQA GCSE Dance Component 1: Choreography To know how to follow the choreographic process when choreographing a dance To know how to include a range of choreographic devices to add complexity to a dance To know how dance structure and aural setting can support choreographic intent To know how to select and refine movement to build a whole dance To know how to rehearse and act upon feedback to improve own choreography Component 2: Dance appreciation- Infra To know the choreographic intent of Infra To know how the performance environment enhances a performance To know key motifs from the anthology piece and apply these to movement content exam questions To know how to write a programme note for the choreography exam To know how to apply choreographic knowledge to 6 mark exam questions	Home learning Create a bank of key motif cue cards from anthology pieces To complete a range of 6 mark questions based on choreographic devices and Infra To rehearse performance work How can you help? Encourage your child to participate in dance outside of school and watch a variety of professional dance works Quiz your child on the key knowledge vocabulary and definitions using their cue cards

PE GCSE: AQA GCSE PE

To know the types of skill classifications and how to apply these to a range of sporting situations To know the types of personality and how they effect sports performance To know how to set goals using the SMART model To know the definitions of motivation and aggression To know how motivations can effect sports performance To know the types of aggression and how to apply these to sporting examples To know the types of guidance and which sports/ performers they are most suitable for To know how feedback can aid a sports performance and link to goal setting To know the information processing model and application to a sporting example To know how to apply knowledge to exam questions and coursework	Home learning To apply their knowledge through a range of multiple choice, short and long exam questions How can you help? Encourage your child to participate in a sports club Quiz your child on the key knowledge vocabulary and definitions, using their cue cards

PE OCR Cambridge Nation Level 2 Sports Science

R183 To know what nutrients make up a balanaced diet To know what nutrients different sporting performers need To know what nutrients are effective before, during and after physical activity To know how to devise an effective diet plan for a specific athlete R180 To know the signs, symptoms of specific medical conditions	Home learning Students to complete assignment write up tasks Students to research key sports performers in sports suggesting their optimum arousal levels How can you help? Encourage your child to participate in a sports club Support your child in proof reading their assignment work

AQA GCSE Food Preparation and Nutrition:

NEA 2 – 2023-24 NEA Task: Students are currently working on a chosen brief from the exam board. • Plan, prepare, cook and present a range of healthy and nutritious dishes that would appeal to a family with a limited food budget. Present 3 dishes. NEA 2 has a value of 35% towards final GCSE grade and the report should be between 20-30 sides of A4. Students will research into their chosen brief. Students will choose 3 recipes they want to trial to showcase their technical skills.	Home Learning: Read around their chosen brief to expand on knowledge of ingredients and cooking methods suitable. Keep on top of all deadlines within the subject and ensure all work is completed on time. How can you help? Encourage your child to cook at home to stretch their practical ability and develop their technical skills.

Students will evaluate these dishes and choose their final dishes ready for their practical exam. Students must produce a dovetailed time plan for their chosen 3 dishes and identify key health and safety issues. Practical exam dates – Week commencing 11th March 2024	Test your child on key terminology from their book / revision cards. Encourage your child to use SENECA learning for revision purposes.
Product Design (Textiles):	
Edexcel Design and Technology Component 1: Specialist Materials • Know the different classifications of textiles, examples of each & their common uses • Be able to explain why different textiles are suitable for specific applications • Know how the design of textile products could be modified to a given specification • Be able to explain how textile products meet or fail to meet a given specification • Know how textile products are finished or treated to enhance aesthetics or function e.g., fire retardancy. • Be able to evaluate textile products in terms of their social, economic and environmental impact.	Home learning: Your child will be given knowledge organisers to revise for short tests completed in lessons. How you can help: You can support your child by checking that they are reading their knowledge organisers. Encourage them to make flash cards and mind maps. You could test them on the content of their knowledge organisers. You can also help by discussing textile products in your home. Ask your child about the fabrics & their suitability for their function. NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project powerpoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.
Product Design (Graphics):	
Edexcel Design and Technology Component 1: Specialist Materials • Know the different classifications of papers & boards, examples of each & their common uses • Be able to explain why different papers & boards are suitable for specific applications • Know how the design of paper- based products could be modified to a given specification • Be able to explain how paper-based products meet or fail to meet a given specification	Home learning: Your child will be given knowledge organisers to revise for short tests completed in lessons. How you can help: You can support your child by checking that they are reading their knowledge organisers. Encourage them to make flash cards and mind maps. You could test them on the content of their knowledge organisers.

• Know how paper-based products are finished or treated to enhance aesthetics or function e.g., gloss, satin and matt finishes. • Be able to evaluate paper-based products in terms of their social, economic and environmental impact. • To be able to justify various printing and finishing techniques (including binding) used when manufacturing paper and board-based products	You can also help by discussing products such as packaging. Ask your child about the materials, the method of manufacture and how it is finished. NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project PowerPoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.
Product Design (Tech RM):	
Edexcel Design and Technology Component 1: Specialist Materials • Know the different classifications of timber, examples of each & their common uses • Be able to explain why different timbers are suitable for specific applications • Know how the design of timber- based products could be modified to a given specification • Be able to explain how timber-based products meet or fail to meet a given specification • Know how timbers are finished or treated to enhance aesthetics or function e.g., fire retardancy. • Be able to evaluate timber-based products in terms of their social, economic and environmental impact.	Home learning: Your child will be set revision exercises to complete using E-learning (an online revision tool we use in DT RM). You can support your child by asking them to show you the exercises they have completed. How you can help: You can also support your child by discussing timber products in your home. Discuss what they are made from and why, how they are finished and if they could be improved- how. NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project powerpoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.
OCR Cambridge National Level 1/2 Child Development	
Key knowledge R020 To know the developmental norms of a child from one to five years for physical, intellectual and social development. To know the stages and types of play and the benefits to the development of a child from 0 to 5 years. To know what it is necessary to observe the development of a child aged one to five years including the different methods of observation and recording. To know what to include in planning of activities for a child aged one to five years and reasons why; including safety considerations. To know how to evaluate play activities for a child aged one to five years for a chosen developmental area.	**To complete 4 pieces of coursework at school and home, students will be asked to complete slides at home on a regular basis** **Lo1**: Explain using examples, the expected physical, intellectual and social developmental norms for a child aged 0 to 5 years. **Lo2:** Choose an observation and recording method for the child you are observing and explain the reasons for your choice. Complete your observation and record your findings. Use your findings to identify the stage of development your child has reached and compare the child with the expected developmental norms for their age against the intellectual development area. Include examples to support your comparisons of developmental norms.

Key knowledge R018 (Synoptic link) To know the developmental needs of children from birth to five years and to know how these needs can be met. To know how to ensure a child-friendly safe environment	**Lo3**: Choose a suitable play activity, explain why this activity is appropriate for the area of development the stage, and type of play the benefits of the activity to the child. Produce a plan for your play activity to include: intellectual development, aim of the activity, description of the activity, timing for the activity, safety considerations, resources needed, how the activity will be introduced to the child. **Lo4:** Evaluate your findings
Core Enrichment	
Students who completed and extended work placement programme last year will build upon the employability skills gained and have targeted maths, English and science intervention using a range of interactive learning platforms. Students will also benefit from careers education and guidance, ensuring that they have a strong CV and cover letter to support them with future applications. Finally, students will cover statutory elements of the PHSE programme to enable them to understand their wider responsibilities as they get ready to prepare for their next steps. Vocational students attending Reaseheath College will continue their programme of study in order to successfully pass the course and be able to use this opportunity to move forward into their chosen post 16 pathway.	
Media Studies	
CSP – Close Study Product Students will be continuing with their study of their CSP on Television before transitioning onto their Online and Social CSP. This is based on Marcus Rashford and is new for the 2023 paper. They will also be completing their NEA (Non Exam assessment coursework) which is the practical element and encompasses students applying their knowledge of media codes and conventions to create a product that responds to the needs of a brief. Know how apply media language terms and make deconstructions of media texts across a range of medium.	**How can I help my child?** We recommend the AQA accompanying revision guide – the revised edition for 2023. This covers many of the key codes and conventions. Students can also access lessons and resources on TEAMS. There are links to the key texts we study and it is a good idea to discuss and review the key ideas and understanding that students have. We also recommend Mrs Fisher Media studies revision videos on You tube as they present information in an informative and effective way to support GCSE Exam knowledge. https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg

Know how to analyse media texts for meaning, specifically focusing the codes and conventions used to encode the product. Know how to analyse the impact of the context that the product was created in and how it sends messages to the audience Know how to consider the industry and production factors that impact on a media product. Know different audience theories and how audiences consume texts differently depending on how they decode the product.	Students can access tasks on GCSE Pod linked to creative media whilst this is not linked to our exam board it does provide an extra level of understanding for the key media concepts of Language, audience, representation and industry. Watching videos with your child and then discussing or quizzing them on the content of the videos will help them to retain keyinformation. https://www.gcsepod.com/ BBC Bitesize has a dedicated area for GCSE Media Studies: https://www.bbc.co.uk/bitesize/subjects/ztnygk7 Students can complete the revision tasks on the website or make revision cards and resources with the content.