

Over the next half term Key Stage 4 students will be learning...

Subject	Year 10	Year 11
Art	<p>How do I conduct a skills based workshop based on the theme of Natural Forms? Using Resources (AO2)</p> <p>TASKS: <i>Google Classroom - Botanicals A3 canvas in acrylic paint (10 hrs) Botanical Photography and editing (4hrs) Read Knowledge Organiser and Challenging read - SML</i></p>	<p>How do I use vocabulary to communicate why I have chosen a particular technique and media for my practical investigation? Component 1:Portfolio Refine artwork (AO2)</p> <p>TASKS: <i>Google Classroom- Refine your drawing and practical investigationsto a high level of presentation (3hrs) Read 'How to annotate' and' Meeting AO2' in KS4 Fine art booklet (1hr).Use tiered vocabulary word banks and key questions to write annotation for your practical work AO2 (3hrs) Read Knowledge Organiser and Challenging read - CAJ</i></p>
Computing	<p>"How do protocols govern data transfer across networks? Network Topologies, Protocols, Security Threats. Programming</p> <p>TASKS: <i>Google Classroom - All PowerPoints and lessons tasks covering the lesson topics for this half term.</i></p>	<p>Why do computers need to follow algorithms to function? Network Topology and protocol revision. searching and sorting algorithms Revision</p> <p>TASKS: <i>Google Classroom - All PowerPoints and lessons tasks covering the lesson topics for this half term.</i></p>
Dance	<p>"Focus anthology works in theory lessons 1. A Linha Curva & Artifical Things (S3) What skills do I need to perform? What is the stimulus & choreographic intention?</p> <p>TASKS: <i>Read anthology 2 and Knowledge Organisers & answer questions Follow Google Classroom slides on Artifical Things (S3) and complete folder work Create dance warm up and motifs for work as well as creative tasks on GC - FES</i></p>	<p>Focus in theory lessons 6. WHE & 5. S How am I assessed in coursework? Set Phrases/Duet – Trio FINAL C/Work NEA</p> <p>TASKS: <i>Read anthology 2 and Knowledge Organisers & make summary notes Follow Google Classroom slides on set phrase and work 5 & 6 and complete folder work Continue work on choreography using logs - FES</i></p>

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Design Technology	<p>Theory Metals 3.1 Plastics 3.1</p> <p>Mock NEA Design Brief Design Specification Design Ideas Product Analysis Design Development Model Making</p> <p><i>TASKS:</i> <i>Theory - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i> <i>NEA - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i></p>	<p>Theory Systems of Design 3.1 Mechanisms 3.1 Metals Recap 3.2</p> <p>NEA Modelling Model Evaluation Material Planning Tools and Equipment CAD Manufacturing</p> <p><i>TASKS:</i> <i>Theory - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson.</i> <i>NEA - Google Classroom - Guidance Google Slides to help facilitate students in their independent undertaking of the NEA.</i></p>
Digital Photography	<p>Macro Photography theory and research</p> <p><i>TASKS:</i> <i>Complete the section the google slides document on google classroom researching example of Macro photography and including meta data</i></p>	<p>Create digital artwork inspired by Rosanna Jones. Assessment objectives 1,2 and 3</p> <p><i>TASKS:</i> <i>Complete the slides in your Beyond reality document (on google classroom) Contemporary Surrealism – Rosanna Jones and Concealment. Take 30 portrait photographs</i></p>
Drama	<p>Introduction Devising Drama Unit 01/02 (30%)</p> <p><i>TASKS:</i> <i>Using the Portfolio booklet analyse your chosen stimulus and develop mind-maps and initial thoughts pages.</i> <i>Create an initial pitch for your performance, detailing your chosen stimuli and style with justifications.</i> <i>Write a short section of script for your performance - JWF</i></p>	<p>Presenting & Performing Texts Extract 1 & 2 (30%)</p> <p><i>TASKS:</i> <i>“Work on your chosen Monologue. Learning lines and applying your performance notes (in pencil) to your script.</i> <i>Create a short journal entry of your progress so far with your monologue extract, and highlight improvements to be made.</i> <i>Develop your intentions in the proforma provided.”</i></p>

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English	<p>Does Priestly successfully warn 1940's society that they are about to repeat social history?</p> <p>An Inspector Calls</p> <ul style="list-style-type: none"> • Narrative • Edwardian Society – the rich and the poor • Character • Theme • Structure • Critical essay writing skills <p>TASKS:</p> <p><i>Follow these links:</i></p> <p><u>An Inspector Calls: Social and Historical Context - Political Changes Between 1912-1945</u></p> <p><u>An Introduction to Characters</u></p> <p><u>Mr Birling and Capitalism</u></p> <p><u>Sheila's Transformation</u></p> <p><u>Priestley's background</u></p> <p><u>A WHOLE SCHEME OF ONLINE LESSONS</u></p>	<p>Language Paper 2 Section A</p> <p>How do writers use language to present their viewpoints?</p> <ul style="list-style-type: none"> • Understanding how writers establish viewpoints/ideas • Language • Persuasive writing • Argument writing • Narrative Structure • Sentence structure and overall structure • Character • Persuasive devices • Critical essay writing skills <p>Language Paper 2 Section B</p> <p>How can we craft our writing to establish a compelling point of view?</p> <ul style="list-style-type: none"> • Language • Structure • Form • Argue and Persuade • Convey a viewpoint <p>TASKS:</p> <p><i><u>In this lesson there is an abridged version of A Christmas Carol to get pupils up to speed, followed by questions to recall the story and sequence the events</u></i></p>
Enterprise	<p>What is Market Research used for? (Coursework Component 1B)</p> <p>Customer needs</p> <p>Understanding competitors and customers</p> <p>What documents do Enterprises use? (External assessment component 3B)</p> <p>Financial Documents</p> <p>Profitability & Liquidity</p> <p>TASKS:</p> <p><i>Work will be set on Google Classroom for use in class and at home. This term work focusses on completing BTEC assignment Component 1B, where students research 2 businesses and analyse the reasons for their success</i></p>	<p>What makes an Entrepreneur? (Coursework Component 1A)</p> <p>What is Market Research used for? (Coursework Component 1B)</p> <p>Customer needs</p> <p>Understanding competitors and customers</p> <p>TASKS:</p> <p><i>Work will be set on Google Classroom for use in class and at home. This term work focusses on completing BTEC assignment Component 1A and starting 1B, where students analyse how an entrepreneurs characterisitcs support the busienns and how they use market research to meet customer needs and understand competitor behaviour</i></p>

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Faith & Philosophy	<p>Marriage and the family – What is the importance of community and the family? Marriage Sexual Relationships The Family/support for the Family Contraception Divorce and remarriage Do Jews treat men and women differently? Equality of men and women Gender prejudice and discrimination</p> <p><i>TASKS: Google Classroom Students should go to their class where they will find all weekly lessons set for them.</i></p>	<p>Philosophy of Religion – Does God exist? The Design Argument The Cosmological Argument How does God make himself known? Revelation Religious Experience Visions Miracles Prayer Is it right to give a child a religious upbringing? Religious Upbringing</p> <p><i>TASKS: Google Classroom Students should go to their class where they will find all weekly lessons set for them.</i></p>

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French	<p>Comment est ta région? What is your local area like? (L,N,I&G Areas of Interest: Home, Town, Neighbourhood and Region) Où habites-tu? Where do you live? Quels sont les problèmes dans ta région? What are the problems in your local area? C'est comment la météo pour ta région? What is the weather for your local area? Qu'est-ce qu'on peut faire dans ta région? What can you do in your local area? Quels sont tes projets pour le weekend dans ta région? What are your plans for the weekend in your local area? C'est comment ta maison? What is your house like? Où voudrais-tu habiter? Where would you like to live?</p> <p>TASKS:</p> <p><i>Google classroom weekly vocabulary quiz. Weekly lessons/slides and tasks on Google classroom</i></p>	<p>Qu'est-ce que tu voudrais faire à l'avenir? What would you like to do in the future? (C&FS&E: Education Post 16/Jobs, Career Choices and Ambitions) Quels sont tes points forts / faibles? What are your strengths / weaknesses? Comment peut-on obtenir un emploi? How can we get a job? Quel est le problème le plus grave pour la planète? What is the most serious problem for the planet? (L/N/I/G Areas of Interest) Global Issues Comment peut-on protéger l'environnement? How can we protect the planet? Devrait-on être végane? Should we be vegan? Comment peut-on protéger les animaux en danger? How can we protect endangered animals? Qu'est-ce tu as fait pour lutter contre le plastique? What have you done to fight against plastic?</p> <p>TASKS: <u>Visit the revision site and click the relevant unit title - complete all additional resources</u></p> <p><i>Students should ensure that their workbooks for future plans & environment are complete by the end of this term. The workbook is also available via Google Classroom.</i></p> <p><i>Additional tasks have also been set on: GCSE Pod and SENECA.</i></p>

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Geography	<p>Rivers</p> <p>What are the features of river landscapes and the processes which form them?</p> <p>The physical processes that form unique landforms in river landscapes How human activity and interaction with physical processes affect river landscapes How floods occur and their effects (Bocastle 2004)</p> <p>TASKS:</p> <p>https://sites.google.com/view/geographyabsencework/home</p>	<p>“Cities</p> <p>What is the structure, the changes and the challenges faced in a city in an emerging country and how are they managed?</p> <p>A study of the site, situation and connectivity of Mexico City. How Mexico City has changed and been affected by rural – urban migration?</p> <p>TASKS: <i>Work will be set on Google Classroom. This term we will be completing our learning on Liverpool and Mexico City.</i></p>
German	<p>Wie ist dein alltägliches Leben? What is your day-to-day life like? (I&C, L,N,I&G Areas of Interest, C&FS&E) Was lernst du in der Schule? What do you learn at school? Wie ist dein Leben in der Schule? What is your life at school like? Was machst du gern in deiner Freizeit? What do you like doing in your free time? Kommst du mit deiner Familie und deinen Freunden gut aus? Do you get on well with your family and your friends? Wie ist dein Leben zu Hause? What is your home life like? Lebst du gesund? Do you live healthily?</p> <p>TASKS:</p> <p><i>All tasks on Google Classroom: 1. Seneca tasks on topics for this term 2. Knowledge Organiser: practice vocabulary, listen to the audio files and use the Quizlet hyperlinks then take the end of unit quiz. 3. Complete the Exampro reading tasks</i></p>	<p>“Was kann man für die Umwelt machen? What can one do for the environment? (L,N,I&G: Global Issues) Hast du je freiwillig oder Wohltätig gearbeitet? Have you ever worked on a voluntary or charity basis? Was machst du für die Umwelt? What do you for the environment? Was kann man sonst für die Umwelt machen? What can we do for the environment? Gibt es Probleme mit Armut oder Obdachlosigkeit in deiner Gegend? Are there problems with poverty or homelessness in your area? Wie wäre dein idealer Urlaub? What would be your ideal holiday? How can we prepare for the speaking exam? How can I score well in the conversation exam (2)? How can I score well in the conversation exam (3)?</p> <p>TASKS: <i>All tasks on Google Classroom</i></p>

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Health & Social	<p>Why is it important not to use health indicator data on its own? (Component 3 –Learning Aim B)</p> <p>Interpreting health indicators</p> <p>TASKS: <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim B Physiological indicators used to measure health such as BMI, peak flow and pulse rate.</i></p>	<p>What are the seven care values? (Component 2 - Learning Aim B)</p> <p>Demonstrate care values and review own practice</p> <p>TASKS: <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim B Health & Social Care Services and Values Learning aim B will require students to demonstrate care values in given interactions in relation to empowering individuals, showing them respect, safeguarding and ant discriminatory practice.</i></p>
History	<p>WEIMAR NAZI GERMANY The fall of Weimar Democracy 1929-35</p> <p>TASKS: <i>Follow the link on the Year 10 History Website https://t.co/cfCDD43wAv?amp=1</i></p>	<p>ELIZABETHAN ENGLAND Challenges to Elizabeth at home and abroad, 1569-88</p> <p>TASKS: <i>Follow the link on the Year 11 History Website https://sites.google.com/southwiral.wirral.sch.uk/year11/work</i></p>
Hospitality & Catering	<p>Unit 2 LO3: What techniques are required in assuring the quality of commodities in food preparation? Food Commodities and their use in building high level practical skills.</p> <p>TASKS: <i>All work will be found on google classroom. Topic 2: Food Commodities. High Level practical skills: Sweet and Sour Chicken with rice, Spring Rolls, Swiss Roll, Profiteroles, Chicken Roulade with Hasselback Potatoes.</i></p>	<p>Unit 1 LO1: What are the personal attributes required to ensure success of the hospitality and catering industry? Personal attributes Employment Controls Factors affecting success.</p> <p>TASKS: <i>Learning aim A1: Health and social care services</i></p>

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IT	<p>What are the advantages of project planning? (Component 1 – Learning Aim B)</p> <p>Use project planning techniques to plan and design a user interface</p> <p>TASKS: <i>Work will be set on Google Classroom with the instructions and PowerPoints. This halfterm students are focusing on completing Component 1 Learning Aim A. Students will be concentrating on producing a user interface for a stadium.</i></p>	<p>Why are systems attacked? (Component 3 – Exam Learning Aim B)</p> <p>Threats to digital systems and how an organisation can manage them Learning Aim C – Responsible, legal and ethical use of data</p> <p>TASKS: <i>All of the revision resources along with class tasks have been put onto Google Classroom lesson by lesson. Students can work through each lesson and then upload their completed workbooks.</i></p>
Mathematics - Foundation	<p>DEVELOPING GEOMETRY Area & Perimeter 3D forms & volumes</p> <p>TASKS: <i>!! PLEASE LOG IN TO MY MATHS FIRST !!</i></p> <p><i>Complete Grade 3-7 Tasks.</i></p> <p>Area & Perimeter Volume</p>	<p>CONSTRUCTION Plans & elevations Construction, Loci Bearings</p> <p>DEVELOPING GEOMETRY Circles, Cylinders, cones & Spheres</p> <p>TASKS: <i>Please Login into Mymaths first using Login: swhs and password: radius before clicking a link</i></p> <p><i>Complete tasks labelled f or fh for foundation</i></p> <p>Constructions</p> <p>Bearings lesson Bearings questions</p> <p>Circles - Complete circumference and area of a circle sections</p> <p>Volume</p>

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Mathematics - Higher	<p>DEVELOPING GEOMETRY 2d representations Perimeter & area, Include Circles, 3D representations Volume Include cylinders, cones & spheres</p> <p>APPLICATION of NUMBER Accuracy & bounds</p> <p>TASKS: !! PLEASE LOG IN TO MY MATHS FIRST !! Login:SWHS Password: Radius</p> <p>2D and 3D shapes</p> <p>Perimeter and area - Lessons 3-7</p> <p>Volume - All volume topics</p>	<p>DEVELOPING GEOMETRY Circle Theorems Vectors & their proof</p> <p>REASONING WITH NUMBER & ALGEBRA Changing the subject Algebraic fractions Rationalising surds Proof</p> <p>TASKS: <i>Please Login into Mymaths.co.uk first using Login: swhs and password: radius before clicking a link</i></p> <p><i>Circle Theorem</i> https://app.mymaths.co.uk/myportal/library/9/86/903</p> <p><i>Vectors</i> https://app.mymaths.co.uk/myportal/library/9/86/912</p> <p><i>Algebra</i> https://app.mymaths.co.uk/207-lesson/rearranging-2 https://app.mymaths.co.uk/myportal/library/9/85/893#collapse6</p> <p><i>Surds</i> https://app.mymaths.co.uk/myportal/library/9/84/888#collapse10 https://app.mymaths.co.uk/157-lesson/surds-2</p>

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Music	<p>How do I achieve a high mark in composing and performing?</p> <p>Component 3 – Learning compositional techniques and how to execute them in a group composition</p> <p>Component 2 – Performing two time</p> <p><i>TASKS:</i> Please see the full task on Google Classroom.</p> <p>1. Listen to the past student compositions on Google Classroom.</p> <p>2. Using the mark sheet on Google Classroom, mark the past compositions, giving reasons for your marks - LEP</p>	<p>How can I use technical language to explain elements of music used in 'The Clock' and achieve a high mark in composing and performing?</p> <p>Component 1 – Continue to learn how to analyse 'The Clock' by Haydn (set work)</p> <p>Component 3 – Work on composition to a brief</p> <p>Component 2- Assessed Performance 1</p> <p><i>TASKS:</i> Practice your performance pieces. Concentrate on the following aspects:</p> <ul style="list-style-type: none"> - Accuracy - Technique - Emotion - Expression - Interest <p>Perform your song to a family member, and ask them to give you feedback.</p>
PE - Games	<p>Can you develop a positive attitude and healthy, active lifestyle in competitive or non-competitive activities?</p> <p>Badminton Volleyball Table Tennis Dodgeball Football Basketball</p> <p><i>TASKS:</i> https://www.youtube.com/watch?v=Rz0go1pTda8</p>	

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PE - Sport	<p>R041 How do appropriate warm ups and cool downs help to prevent injury ?</p> <p>Reducing the Risk of Sports Injuries LO2: Understand how appropriate warm up and cool down routines can help to prevent injury – components and benefits.</p> <p>R042 How do training methods target different fitness components?</p> <p>Principles of Training LO2: Know how training methods target different fitness components</p> <p>TASKS: <i>Follow all instructions on the Google classroom stream from your class teacher and complete all tasks by the set deadline.</i></p>	<p>R043 What is the importance of the body systems in health and fitness?</p> <p>The Body's Response to Physical Activity LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</p> <p>R045 What is the importance of nutrition in sport ?</p> <p>Sports Nutrition LO2: Understand the importance of nutrition in sport</p> <p>TASKS: <i>Follow all instructions on the Google classroom stream from your class teacher and complete all tasks by the set deadline.</i></p>
Science - Biology (Combined)	<p>How do you build a plant? Photosynthesis (C: Balancing equations 9Aut2) Limiting factors</p> <p>What can make us ill? Non-communicable diseases</p> <p>TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</p>	<p>What has made me, me? Evolution Extinction Classification</p> <p>TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf</p>
Science - Biology (Separate)	<p>What can make us ill? Non-communicable diseases</p> <p>TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf</p>	<p>What has made me, me? Cloning Evolution Extinction Classification</p> <p>TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf</p>

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Science - Chemistry (Combined)	Why is there Maths in Chemistry? Calculating; RAM from isotopes, RFM, reacting masses, Calculating; reacting masses, and concentrations TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf	How fast is a reaction? Collision theory, effect of conc, temp, surface area and catalyst on rate. Graphs. RP 11 - RATES AND CONC TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf
Science - Chemistry (Triple)	Why is there Maths in Chemistry? Calculating; RAM from isotopes, RFM, reacting masses, gas volumes, Calculating; concentrations, titration calculations. RP 2 - TITRATIONS TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf	How fast is a reaction? Collision theory, effect of conc, temp, surface area and catalyst on rate. Graph drawing and interpretation. RP 5 – RATES AND CONC TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf
Science - Physics (Combined)	How much does it cost to run the school? Energy transfers Efficiency Energy in the home TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf	Is the world predictable? Momentum Terminal Velocity Resistance TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf
Science - Physics (Separate)	How do we get energy to where it's needed? Energy transfers Efficiency Energy in the home Circuits Circuit components Resistance TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf	Is the Universe predictable? The National Grid The Universe Earthquakes TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf
Science - Psychology	What are research methods? Analysing research graphs and charts TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr10-Science-Curriculum-Tasks-Autumn-Term.pdf	Paper 2 Why do we sleep and dream? Sleep and dreaming TASKS: http://southwirral.wirral.sch.uk/wp-content/uploads/2020/09/Yr11-Science-Curriculum-Tasks-Autumn-Term.pdf