

<p>3D Design</p> <p><b>Design History</b>  <i>What were key philosophical elements of past and present design movements? How can I creatively interpret this philosophy to create new and original ideas?</i></p> <ul style="list-style-type: none"> <li>Investigate and analyse design movements and key influencers focusing on their inspiration, ethos and philosophy</li> <li>Students will study in depth the compromises between form and function and the influences which this has on design</li> <li>Record observations, studies, and initial ideas taking influence from investigations</li> <li>Refine ideas and explore materials, processes and modelling methods based on research</li> </ul>	<p>Art</p> <p><b>Personal Outcomes</b>  <i>Developing a personal response to the study of portraiture</i></p> <ul style="list-style-type: none"> <li>Engage with personal preferences of art styles and history</li> <li>Exploring ideas that support the development of personal visual communication</li> <li>The design and refinement of personal outcomes to consolidate learning content of project</li> </ul> <p><b>Summer 2</b>  <b>Exam style title; developing ideas A01/A03</b>  <i>How to produce a project from a single starting point (previous exam title)</i></p> <ul style="list-style-type: none"> <li>Exploring a topic from a single starting point (previous years exam question)</li> <li>Recording personal ideas and observations</li> <li>Developing a personal theme within the given title</li> <li>Historical context of chosen theme</li> </ul>	<p>Art Textiles</p> <p><b>Printing project (A02/4 Focus)</b>  <i>Developing a personal response to the study of natural forms through printing processes leading to an interior textiles and fashion garment outcome</i></p> <ul style="list-style-type: none"> <li>Exploring interior textiles through the understanding of the arts and crafts movement and the study of artist William Morris</li> <li>Using contemporary practices to apply the notion of 'bringing the outside in' through digital manipulation and printing mock ups of repeated and reflected patterns</li> <li>Create a lampshade using student selected printing method decided through experimentation and refinement of; gelli plate, printing block, heat transfer</li> <li>Engage with personal preferences of art styles and history; developing personal outcomes</li> <li>Exploring ideas that support the development of personal visual communication</li> <li>The design and refinement of personal outcomes to consolidate learning content of project</li> </ul>	<p>Business (OCR)</p> <p><b>2.1 Growing the Business</b></p> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Growth</li> <li>Ethics</li> </ul>
<p>Computer Science</p> <p><b>Section 5 - Fundamentals of computer networks</b>  <i>How do computer networks function?</i></p> <ul style="list-style-type: none"> <li>Networks</li> <li>Network Types</li> <li>Network topologies</li> <li>Network Protocols</li> </ul> <p><b>Section 6 - Fundamentals of cyber security</b>  <i>How can computer systems be protected against attack?</i></p> <ul style="list-style-type: none"> <li>Cyber Security</li> <li>Threats</li> <li>Preventions</li> </ul>	<p>Drama</p> <p><b>Exploring a Set Text</b>  <i>How can we use drama skills and design elements to bring a script to life?</i></p> <ul style="list-style-type: none"> <li>DNA - Dennis Kelly</li> <li>Context</li> <li>Characters</li> <li>Staging</li> <li>Performance</li> </ul>	<p>English</p> <p><b>Speech and Extract</b></p> <ul style="list-style-type: none"> <li>GCSE Speaking and Listening assessment: writing and delivering a formal speech (8700/2&amp; NEA)</li> <li>The Strange Case of Dr Jekyll and Mr Hyde (8702/1) revision</li> <li>Macbeth (8702/1)</li> </ul>	<p>Food</p> <p><b>What makes a successful hospitality and catering provision?</b></p> <ul style="list-style-type: none"> <li>Factors affecting the success of the H&amp;C industry</li> <li>Examining provision in relation to customers needs</li> <li>Reviewing and recommending options for catering and accommodation</li> </ul> <p><b>Revision for FIRST ATTEMPT WJEC FINAL EXAM</b></p> <ul style="list-style-type: none"> <li>Meringue</li> <li>Roulade</li> <li>Sauces</li> <li>Vegetables and potatoes</li> </ul> <p><b>MOCK NEA - Unit 2</b></p>
<p>Geography</p> <p><b>Topic 1 Hazards</b></p> <ul style="list-style-type: none"> <li>Climate change</li> <li>Cyclones</li> <li>Tectonics</li> </ul>	<p>Health and Social Care</p> <p><b>Component 2: Health and Social Care Services and Values</b></p> <p><i>What are the roles of organisations in the health and social care sector?</i></p> <ul style="list-style-type: none"> <li>Applying care values and promoting independence</li> <li>Safeguarding and promoting anti-discriminatory practice</li> <li>Receiving and using feedback</li> </ul>	<p>History</p> <p><b>Why did the Cold War start? (12 weeks)</b></p> <ul style="list-style-type: none"> <li>Communism and Capitalism</li> <li>The Grand Alliance 1943-1945</li> <li>The break up of the Grand Alliance 1945-49 including Soviet expansion in Eastern Europe, Berlin Blockade and division of Germany.</li> </ul> <p><i>How did the Cold War begin and develop 1945-1949?</i></p> <ul style="list-style-type: none"> <li>The end of World War II including the conferences and the Soviet's expansion into Eastern Europe.</li> <li>Impact of post-war actions including the Truman Doctrine, Comecon, NATO.</li> <li>The Division of Berlin and the blockade</li> </ul> <p><i>How did the Cold War intensify 1949-1963?</i></p> <ul style="list-style-type: none"> <li>Cold War Crises</li> <li>Improvement in relations and the period of detente.</li> <li>Reagan's Second Cold War</li> <li>The importance of Gorbachev's 'new thinking' and the collapse of the Soviet Union.</li> </ul>	<p>Maths</p> <p><b>Angles and Circle Theorems</b>  <i>Key question</i></p> <ul style="list-style-type: none"> <li>Key Angle Facts</li> <li>Circle Theorems</li> </ul> <p><b>Vectors</b>  <i>Key question</i></p> <ul style="list-style-type: none"> <li>Column Vectors</li> <li>Transformations Revision</li> <li>Applied Vectors</li> <li>Vectors and Proof</li> </ul> <p><b>Congruency and Similarity</b>  <i>Key question</i></p> <ul style="list-style-type: none"> <li>Similar Triangles</li> <li>Congruent Shapes</li> </ul>

<p>MFL (French)</p> <p><b>School</b>  <i>Describe your school life. What do you eat at school? Do you lead a healthy life ?</i></p> <ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Describing the school, comparing</li> <li>French and British schools, school rules</li> <li>Healthy living, vices, discussing a school trip</li> <li>Giving opinions, using the pronouns ils/elles, il faut and il est interdit de + infinitive</li> <li>Using the imperative, using the present and future tenses, time phrases and sequencers</li> </ul>	<p>MFL (Spanish)</p> <p><b>School life</b>  What is your school like?What do you do at school?</p> <ul style="list-style-type: none"> <li>Describing your school and school rules &amp; problems</li> <li>Talking about plans for an exchange</li> <li>Talking about extracurricular activities and achievements</li> <li>Using negatives</li> <li>Understanding object pronouns</li> <li>Using 3 tenses together Phrases followed by the infinitive</li> </ul>	<p>Music</p> <p><b>Engaging an audience</b>  How can I produce a mature recording for my GCSE performance?</p> <ul style="list-style-type: none"> <li>Listening to recordings of pieces being performed</li> <li>Completing a practice log</li> <li>Recording, appraising and re recording pieces</li> </ul> <p><b>Developing the Free Composition</b></p> <ul style="list-style-type: none"> <li>How can I extend and develop my composition?</li> </ul> <p><b>Since You've Been Gone</b>  What is this set work and what is being asked of me?</p> <ul style="list-style-type: none"> <li>Introducing this set work</li> <li>Learning to play in bands</li> <li>Knowing what is needed to be understood for the exam</li> </ul>	<p>PE (Core)</p> <p><b>Evaluating your performance across a range of physical activities to achieve your personal best</b></p> <ul style="list-style-type: none"> <li>Recovery Games &amp; Water Activities Programme</li> <li>Athletics</li> <li>Tennis</li> <li>Striking &amp; Fielding activities</li> </ul>
<p>PE (GCSE)</p> <p><b>Component 2: Health and Performance: Optimising training to suit individual needs and specific sports</b></p> <ul style="list-style-type: none"> <li>SMART Targets</li> <li>Methods of Training</li> <li>Principles of Training</li> </ul> <p><b>Component 3: Personal Exercise Programme</b></p> <ul style="list-style-type: none"> <li>6 week personal exercise programme (10% of course)</li> </ul>	<p>PE (OCR)</p> <p><b>R051 Contemporary issues in sport</b></p> <ul style="list-style-type: none"> <li>National Governing Bodies</li> <li>Sporting Etiquette &amp; Behaviour</li> </ul> <p><b>R052: Developing sports skills</b></p> <ul style="list-style-type: none"> <li>Individual activities</li> <li>Officiating</li> </ul> <p><b>R056: Developing knowledge and skills in outdoor activities</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and skills during outdoor activities</li> </ul>	<p>PRE (Core)</p> <p><b>10.3 Ultimate Questions, Identity and Belonging</b>  <i>What are the similarities between different world views and ideologies for issues that affect us all?</i></p> <ul style="list-style-type: none"> <li>Joy, Grief, Wonder and Awe: What brings us joy? How can we cope with loss? What happens in the world around us?</li> <li>Law and Order: how criminals are treated in different countries.</li> </ul>	<p>PRE (GCSE)</p> <p><b>10.3 Practices (Paper 1)</b>  <i>What do Christians do in their daily practice?</i></p> <ul style="list-style-type: none"> <li>Christian Practices</li> </ul>
<p>PSHE</p> <p><b>Core Theme: Relationships</b>  <i>What is the impact of treating others/yourself with dignity &amp; respect?</i></p> <p>Positive Relationships (R1-8)</p> <ul style="list-style-type: none"> <li>Respect &amp; Equality</li> <li>Orgasms</li> <li>Indicators of unhealthy relationships</li> </ul> <p>Relationship Values (R9, R10)</p> <ul style="list-style-type: none"> <li>Faith &amp; culture</li> </ul> <p>Forming &amp; Maintaining respectful relationships (R11-17)</p> <ul style="list-style-type: none"> <li>Toxic Masculinity/Femininity</li> <li>Stalking</li> </ul> <p>Consent (R18-22)</p> <ul style="list-style-type: none"> <li>Sexual Assault</li> <li>Victim blaming</li> <li>Sexual consent</li> </ul> <p>Bullying, Abuse and Discrimination (R28-34)</p> <ul style="list-style-type: none"> <li>What is banter?</li> <li>Domestic abuse</li> <li>Ending relationships</li> </ul> <p>Social Influences (R35, R36, R37, R38)</p> <ul style="list-style-type: none"> <li>Understanding the impact of their own and others' behaviours</li> </ul>	<p>Psychology</p> <p><b>Social Influence</b>  <i>How is behaviour affected when people are in groups?</i></p> <ul style="list-style-type: none"> <li>Obedience and conformity</li> <li>Prosocial behaviour</li> <li>Crowd and collective behaviour</li> </ul>	<p>Science (Biology)</p> <p><b>B7 Ecology</b></p> <ul style="list-style-type: none"> <li>Organisms and their environment</li> <li>Human impacts on the environment <ul style="list-style-type: none"> <li>Biomass, Food and Biotechnology (Separate only)</li> <li>Sustainable Farming (Separate only)</li> <li>Decomposition (Separate only)</li> <li>Impact of environmental change (Separate only)</li> </ul> </li> </ul>	<p>Science (Chemistry)</p> <p><b>C6 The rate and extent of chemical change</b></p> <ul style="list-style-type: none"> <li>Rate of reaction</li> <li>Reversible reactions</li> </ul>
<p>Science (Physics)</p> <p><b>P5: Forces</b></p> <ul style="list-style-type: none"> <li>Forces Basics</li> <li>Forces and their Effects</li> </ul>			

<ul style="list-style-type: none"><li>• Forces and Motion</li><li>• Car safety and Momentum</li></ul>			
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