



English	
<b>Content/Knowledge to be covered</b>	GCSE English Language Unit 2 Section B (Writing) skills & GCSE English Language Unit 1 Individual Presentation NEA preparation
<b>Skills to be developed</b>	Creative Writing: Narrative / Descriptive / Exposition writing Effective written structures Written accuracy GAPLIST planning Individual presentation research and drafting
<b>Key Assessment tasks</b>	Write a narrative Write a description Write an exposition Recording of Unit 1 Individual Presentation
<b>Activities to be completed at home</b>	<ol style="list-style-type: none"> <li>1. Practise narrative writing skills using PowerPoint presentation to support</li> <li>2. Practise descriptive writing skills using PowerPoint presentation to support</li> <li>3. Practise exposition writing skills using PowerPoint presentation to support</li> </ol>
Maths – Stats and Additional – A1, A2	
<b>Content/Knowledge /Skills to be covered</b>	<ul style="list-style-type: none"> <li>• Completing the Square</li> <li>• Roots &amp; Minimum</li> <li>• Sketching Quadratics</li> <li>• Standard Deviation</li> <li>• Rules of Indices</li> <li>• Surds</li> <li>• Population Pyramids</li> <li>• Stem &amp; Leaf Diagrams</li> <li>• Histograms</li> <li>• Algebraic Fractions</li> <li>• Simplifying Expressions</li> <li>• Solving Equations</li> <li>• Transformations of Graphs</li> <li>• Frequency Polygons</li> <li>• Venn Diagrams &amp; Two Way Tables</li> <li>• Comparative Pie Charts</li> <li>• 3D Pythagoras &amp; Trigonometry</li> <li>• Sectors</li> <li>• Weighted Mean</li> </ul>
<b>Key Assessment tasks</b>	Class – Statistics Assessment 1
<b>Activities to be completed at home</b>	Watch YouTube videos on the topics covered in class Complete worksheets set on TEAMS



Maths – Higher – A3, A4	
<b>Content/Knowledge /Skills to be covered</b>	Direct and Inverse proportion Surds: Simplifying using rules $\sqrt{axb} = \sqrt{ax}\sqrt{b}$ and $\sqrt{a/b} = \sqrt{a}/\sqrt{b}$ Surds: Expanding brackets, Simplifying and Rationalising the denominator in simple cases Using Surds in problems e.g. Pythagoras' Theorem Changing the subject of a formula: Simple and difficult cases (variables on both sides); revision of half-term
<b>Key Assessment tasks</b>	Numeracy Assessment 1, MyMaths, MathsWatch homeworks to be set by class teachers  Numeracy Assessment 2, MathsWatch tasks on errors in measurement to be set by class teacher, possibly consolidation of recurring decimals to fractions too.  MathsWatch and MyMaths tasks set by class teacher, possibly proportional reasoning questions from SAMs as well.
<b>Activities to be completed at home</b>	MyMaths and MathsWatch tasks to be set by class teachers  Utility bills questions pdf, video to support MyMaths homework on bills  Videos used to support MyMaths and MathsWatch tasks  <b>MyMaths and MathsWatch tasks and supplementary questions set by teacher</b>  <b>MyMaths and MathsWatch tasks and supplementary questions set by teacher i.e. rearranging bills formula.</b> MyMaths and MathsWatch tasks and supplementary questions set by teacher
Maths – Intermediate – A5, A6, B1, B2, B3	
<b>Content/Knowledge /Skills to be covered</b>	<ul style="list-style-type: none"> <li>● Fractions and Percentages and Ratio</li> <li>● Percentages including profit and loss</li> <li>● Decimals and Using Place Value (Number Relations)</li> <li>● Rules of Indices and Standard Form</li> <li>● Exchange rates and Errors in Measurement</li> <li>● Compound Measures eg. Speed, Non Calc and Calc</li> </ul>
<b>Key Assessment tasks</b>	Class - Numeracy Assessment 1 Class - Numeracy Assessment 2 Class - Number Test 1
<b>Activities to be completed at home</b>	MyMaths and MathsWatch (see Class Team for further details)
Maths – Foundation – B4, B5	
<b>Content/Knowledge /Skills to be covered</b>	<ul style="list-style-type: none"> <li>● Time and timetables including distance charts.</li> <li>● Decimals including calculator work.</li> <li>● Inverse problems</li> <li>● Fractions including money problems.</li> </ul>



	<ul style="list-style-type: none"> <li>Percentages including profit and loss; VAT.</li> <li>Ratio including Best Buys.</li> <li>Bills and basic rates of exchange.</li> </ul>	
<b>Key Assessment tasks</b>	Class Numeracy Assessment 1 Class Numeracy Assessment 2 Class Number Test 1	
<b>Activities to be completed at home</b>	MyMaths, MathsWatch (see Class Team for further details)	
<b>Biology</b>		
	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	Triple specification Section 2.1 Classification & Biodiversity	Double specification Section 4.1 - Classification & Biodiversity
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>Literacy – QER question</li> <li>Numeracy – Quadrat Calculations</li> </ul>	<ul style="list-style-type: none"> <li>Literacy – QER question</li> <li>Numeracy – Quadrat Calculations</li> </ul>
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"> <li>Assessed classwork task</li> <li>Assessed homework task</li> <li>End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>Assessed classwork task</li> <li>Assessed homework task</li> <li>End of unit test</li> </ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>Reading and highlighting notes.</li> <li>Answering accompanying questions (on Powerpoint)</li> <li>Educake</li> </ul>	<ul style="list-style-type: none"> <li>Reading and highlighting notes.</li> <li>Answering accompanying questions (on Powerpoint)</li> <li>Educake</li> </ul>
<b>Chemistry</b>		
	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	<b>Triple Specification</b> Section 2.1 points a-l, Section 2.2 points a-e	<b>Double Specification</b> Section 5.1 points a-l, Section 2.2 points a-d
<b>Skills to be developed</b>	Writing to explain, numeracy of standard form	Writing to explain, numeracy of standard form
<b>Key Assessment tasks</b>	QER – extended response written task Numeracy task on structures	QER – extended response written task Numeracy task on structures
<b>Activities to be completed at home</b>	Review PowerPoints and any prescribed videos. Complete worksheets & Educake tasks that are set.	Review PowerPoints and any prescribed videos. Complete worksheets & Educake tasks that are set.



<b>Physics</b>		
	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	<p><b>2.1 Distance, speed and acceleration</b></p> <ul style="list-style-type: none"> <li>Calculating speed and acceleration</li> <li>Interpreting distance-time and velocity-time graphs</li> <li>Safe stopping distances</li> </ul> <p><b>2.2 Newton's Laws</b></p> <ul style="list-style-type: none"> <li>Resultant force</li> <li>Weight and mass</li> <li>Objects moving through the air</li> <li>Reaction forces</li> </ul> <p><b>2.3 Work and Energy</b></p> <ul style="list-style-type: none"> <li>Work done</li> <li>Gravitational potential and kinetic energy</li> <li>Stretching springs</li> <li>Safety features of cars</li> </ul>	<p><b>2.1 Distance, speed and acceleration</b></p> <ul style="list-style-type: none"> <li>Calculating speed and acceleration</li> <li>Interpreting distance-time and velocity-time graphs</li> <li>Safe stopping distances</li> </ul> <p><b>2.2 Newton's Laws</b></p> <ul style="list-style-type: none"> <li>Resultant force</li> <li>Weight and mass</li> <li>Objects moving through the air</li> <li>Reaction forces</li> </ul>
<b>Skills to be developed</b>	Manipulating and applying mathematical equations Interpreting graphs Writing to explain	Manipulating and applying mathematical equations Interpreting graphs Writing to explain
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"> <li>Assessed classwork task</li> <li>Assessed homework task</li> <li>End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>Assessed classwork task</li> <li>Assessed homework task</li> </ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>Educake task</li> <li>Reading and summarising unit notes</li> </ul>	<ul style="list-style-type: none"> <li>Educake task</li> <li>Reading and summarising unit notes</li> </ul>
<b>Art</b>		
<b>Content/Knowledge to be covered</b>	<p><b>WJEC Art &amp; Design GCSE – Unit 1 – 100% - Personal Investigation</b></p> <p><b>Individual Pupil Chosen Themes</b></p> <p><b>Sept – Nov 2020</b></p>	
<b>Skills to be developed</b>	<p><b>Prep sheet 1: A2 Visual mind-map of your chosen topic</b> (narrowed down theme) - Annotations.</p> <p><b>Prep sheet 2: Observational drawings</b> of objects relating to your topic using a variety of mediums. Written evaluation of Artists: Cath Riley &amp; Mark Powell. Annotations.</p> <p><b>Prep sheet 2: Photographs of your topic</b> (Minimum of 8). Annotations. - Extend with Photoshop experiments.</p>	



	<b>Prep sheet 3: Research Sheet</b> – Research in to narrowed down theme. Second-hand images relating to research. Two Artist evaluations who relate to your chosen theme.
<b>Key Assessment tasks</b>	All work completed will be used to gauge where Assessment Objects have been made and to what standard.
<b>Activities to be completed at home</b>	All tasks set are expected to be further developed/re-fined or completed at home.
<b>BTEC Sport</b>	
<b>Content/Knowledge to be covered</b>	Planning and leading a sports activity
<b>Skills to be developed</b>	Specification content & Subject Specific terms
<b>Key Assessment tasks</b>	Know the attributes associated with successful sports leaders
<b>Activities to be completed at home</b>	Complete a poster on describing the skills, qualities and responsibilities, using the PowerPoint attached on the assignment "skills, qualities and responsibilities" to describe the skills, qualities and responsibilities of a leader of your choice.
<b>Business</b>	
<b>Content/Knowledge to be covered</b>	Marketing: Identifying and understanding customers including market segmentation.
<b>Skills to be developed</b>	Apply and relate knowledge and understanding to real enterprise and business opportunities, decision making and scenarios.
<b>Key Assessment tasks</b>	Test on Business activity and content covered in marketing section. All info on teams.
<b>Activities to be completed at home</b>	Revision for test including Retrieval Booklet Testing.
<b>Computer Science</b>	
<b>Content/Knowledge to be covered</b>	<p><b>Unit 1 exam topic:</b> Hardware - see chapter 1 of GCSE textbook (to be provided week beginning 21/09/20)</p> <ul style="list-style-type: none"> <li>• Components of the CPU</li> <li>• Fetch- Decode-Execute Cycle</li> <li>• Clock speed</li> <li>• Multi-core processing</li> <li>• RISC and CISC</li> <li>• Input/output devices</li> <li>• Primary storage – RAM and ROM</li> <li>• Flash memory</li> </ul>



	<ul style="list-style-type: none"> <li>• Cache memory</li> <li>• Secondary storage – optical, magnetic, solid state, cloud</li> <li>• Additional hardware – the motherboard</li> </ul> <p><b>Unit 2 on-screen exam</b></p> <p>Revision of HTML and Greenfoot programming languages</p>
<b>Skills to be developed</b>	<p>Reading, literacy (Unit 1)</p> <p>Programming (Unit 2)</p>
<b>Key Assessment tasks</b>	<p>Unit 1: Past paper questions on ‘Hardware’</p> <p>Unit 2: Past paper programming tasks on HTML/Greenfoot</p>
<b>Activities to be completed at home</b>	<p>Unit 1: Revision – read chapter 1: ‘Hardware’</p> <p>Unit 2: Practice use of HTML/Green foot</p>
<b>Catering</b>	
<b>Content/Knowledge to be covered</b>	Nutrition; nutrients and their functions, needs of specific groups of customers, malnutrition, cooking methods and environmental issues.
<b>Skills to be developed</b>	Understanding diet and nutrition – linking diet and nutrition to recipe choices.
<b>Key Assessment tasks</b>	Satisfaction of knowledge assessment criteria.
<b>Activities to be completed at home</b>	Research materials, resources and quizzes are available on the class Teams files area.
<b>Construction</b>	
<b>Content/Knowledge to be covered</b>	<a href="#">Roles and responsibilities within the construction industry.</a>
<b>Skills to be developed</b>	<a href="#">Ability to answer short and extended writing questions on the topics for the online examination.</a>
<b>Key Assessment tasks</b>	Documentation and demonstration of knowledge through an evidence folio.
<b>Activities to be completed at home</b>	Homework and resources will be shared on the class Teams files area.
<b>Engineering</b>	



<b>Content/Knowledge to be covered</b>	-Knowledge of procedures and protocols covered over pages 157-180 in folio.
<b>Skills to be developed</b>	Application of knowledge from Year 10. Practical and theoretical.
<b>Key Assessment tasks</b>	Folio pages will be assessed to check understanding.
<b>Activities to be completed at home</b>	All folio pages are available on the class Teams files area.
<b>French</b>	
<b>Content/Knowledge to be covered</b>	Health and Fitness
<b>Skills to be developed</b>	Reading, Writing, Speaking, Listening
<b>Key Assessment tasks</b>	Writing sentences about food and drinks. Writing test on Health (exam question)
<b>Activities to be completed at home</b>	All PowerPoints, homework and worksheets will be uploaded on TEAMS by your class Teacher on the days of your timetabled lessons.
<b>Geography</b>	
<b>Content/Knowledge to be covered</b>	Core Theme 1 – KQ1.2 Landform Process and Change Coastal Erosion and Landforms. Coastal Management.
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>❖ Specification content</li> <li>❖ Subject specific terms</li> </ul> Use of data and GIS
<b>Key Assessment tasks</b>	<ol style="list-style-type: none"> <li>1. Complete Coastal Erosion booklet tasks</li> <li>2. Complete Coastal Landforms booklet tasks</li> <li>3. Complete exam question (8 + 3spag) Coastal Management section</li> </ol>
<b>Activities to be completed at home</b>	All resources on Class Teams and should be accessed regularly to develop retrieval skills <ul style="list-style-type: none"> <li>○ Task booklets</li> <li>○ Coastal Erosion and Landform PowerPoint</li> <li>○ Coastal Management PowerPoint</li> </ul> Complete Exam question of Coastal Management (8 +3)
<b>History</b>	
<b>Content/Knowledge to be covered</b>	Unit 4: Working as an historian - Non-Examination Assessment (NEA)
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>• Research and investigative skills.</li> <li>• Analysis of sources and interpretations in their historical context.</li> <li>• Construction of fully substantiated judgements.</li> </ul>



	<ul style="list-style-type: none"> <li>Literacy skills.</li> </ul>
<b>Key Assessment tasks</b>	Completion of Parts A and B of the NEA.
<b>Activities to be completed at home</b>	<p>The NEA can only be completed in class.</p> <p>However, at home, pupils should be revising “Unit 1: Depression, War &amp; Recovery” that was studied in Year 10. Revision activities can include:</p> <ul style="list-style-type: none"> <li>Create revision notes/materials, such as flash cards and revision clocks, using class notes and booklets from Year 10 – revision clock templates available on Class Teams.</li> <li>Complete revision activities from WJEC revision guide – available on Class Teams.</li> <li>Read learner guides on BBC Bitesize (some include video clips) and complete multiple-choice tests. Use the following link (also available on Class Teams):  <a href="https://www.bbc.co.uk/bitesize/topics/z3bkrwx">https://www.bbc.co.uk/bitesize/topics/z3bkrwx</a></li> </ul>
<b>Health and Social Care</b>	
<b>Content/Knowledge to be covered</b>	<p><b>Unit 2.1 - Health and Social Care, and Childcare provision in Wales to promote and support health and well-being.</b></p> <ul style="list-style-type: none"> <li>National legislative frameworks that promote and support health and well-being.</li> <li>Service providers</li> </ul>
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>research skills,</li> <li>summarising,</li> <li>extended writing,</li> <li>inference and deduction</li> <li>analysing</li> </ul>
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"> <li>Assessed classwork task</li> <li>Assessed homework task</li> <li>End of unit test</li> </ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>Reading and summarising unit notes</li> <li>Research for NEA Task 1</li> </ul>





**ICT**

<b>Content/Knowledge to be covered</b>	Unit 4 Controlled Assessment: Presentation on new technologies <ul style="list-style-type: none"> <li>Research section to be completed (12 marks out of 80 for the assessment)</li> <li>Design of presentation section to be completed (5 marks out of 80 for the assessment)</li> </ul>
<b>Skills to be developed</b>	Research, literacy, digital literacy
<b>Key Assessment tasks</b>	Competing research task – analysis of two websites  Competing design task – slideshow template with logo, consistent colour scheme and navigation features
<b>Activities to be completed at home</b>	Read a chapter each week from Unit 3 revision notes in GCSE textbook (to be provided week beginning 21/09/20) <ul style="list-style-type: none"> <li>'Data and quality of data' (pages 53-54)</li> <li>'HCIs' (pages 84 -85)</li> <li>'Organisations' (pages 86-89)</li> <li>'Social and environmental impact of ICT' (pages 90-93)</li> </ul>

**Music/Drama/Performing Arts**

	GCSE Music	GCSE Drama	BTEC Performing Arts
<b>Content/Knowledge to be covered</b>	Area of Study – Musical Forms and Devices  Music theory – construction of melody and basic harmony  Key signatures and time signatures	Unit One Devising Project	Unit 3, 4, 5, 6 or 7 (depending on pathway chosen)
<b>Skills to be developed</b>	Composing skills using musical forms and compositional devices.  Individual performance skills.	Devising, evaluation, creativity, analysis, applying features to own work	Individual performance skills
<b>Key Assessment tasks</b>	First two sections of a free composition. If you would like a brief, write a piece of music in Rondo form. You may perform the music live and record it, or use the Noteflight software.	1. 999 word portfolio 2. 11-16 minute devised piece of drama on a theme	Skills audit and targets  At least 4 skills logs



<b>Activities to be completed at home</b>	<p>Decide the type of composition, basic structure and the instruments / voices you are going to write for.</p> <p>Write your first 'A' section, remembering to use a variety of chords and making your melody as interesting as possible.</p> <p>Write a contrasting 'B' section. Think about the ways you can create contrast (eg key, rhythmic patterns, texture etc).</p>	<ol style="list-style-type: none"> <li>All work is on teams: complete stage one (initial ideas) and stage two (development of ideas and analysis of other performances) sections of portfolio</li> <li>Ensure you have at least 5 minutes of your devised performance</li> </ol>	<p>Complete the skills audit</p> <p>Fill in a skills log for each of the areas to be developed.</p>
<b>Physical Education</b>			
<b>Content/Knowledge to be covered</b>	Section 4 – Psychology of Sport and Physical Activity: goal-setting, mental preparation & motivation		
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>How goal-setting can impact upon health, well-being and performance, including focus</li> <li>SMART targets to support goal-setting: specific, measurable, agreed, realistic and time phased targets</li> <li>How mental preparation can help with motivation and can improve performance</li> <li>Types of motivation including intrinsic and extrinsic and their links to adherence and sporting success</li> </ul>		
<b>Key Assessment tasks</b>	Completion of Microsoft Forms 'Quiz': 4.1 - Goal-setting, Mental Preparation & Motivation		
<b>Activities to be completed at home</b>	<ol style="list-style-type: none"> <li>Read pages 88-93 of the <i>GCSE PE Introduction to Physical Education Study and Revision Guide</i></li> <li>Attempt Microsoft Forms 'Quiz': 4.1 - Goal-setting, Mental Preparation &amp; Motivation when available (posted in the class Teams as an assignment to hand in)</li> <li>Review incorrect responses with feedback given</li> <li>Answer exam practice questions on page 92 in your exercise book</li> </ol>		
<b>Religious Studies</b>			
<b>Content/Knowledge to be covered</b>	Unit on 'Relationships' (see booklet for breakdown of topics)		
<b>Skills to be developed</b>	<p>Knowledge and understanding of key terms.</p> <p>Evaluation essay skills.</p>		



<b>Key Assessment tasks</b>	Evaluation essay - 'Marriage is outdated'. Evaluate this statement including Christian and Jewish teachings as well as non-religious. (15)
<b>Activities to be completed at home</b>	Reading of 'Relationships' booklet and complete a 'clock' on all the unit
<b>Product Design</b>	
<b>Content/Knowledge to be covered</b>	Completing the NEA (Non-examined assessment) / Coursework element. Researching 3 exam board briefs; analysing all 3 and writing specific briefs then producing some initial ideas before focussing in on chosen brief. After this point, coursework will not be able to be done outside of school. Revision topics are all in their revision guide and workbooks.
<b>Skills to be developed</b>	Analysing, visual and written communication, modelling. Revision skills through the topics covered in the NEA.
<b>Key Assessment tasks</b>	Following the WJEC course criteria. Pupils are given this to understand their requirements.
<b>Activities to be completed at home</b>	Research and revision can be done at home but the rest of the NEA has to be done under control measures. All research and revision material is shared on the class Teams files area.
<b>Welsh</b>	
<b>Content/Knowledge to be covered</b>	Revision of grammar for the first half term - Grammar booklet and work booklet issued to all pupils.
<b>Skills to be developed</b>	Reading, writing, speaking, listening skills through exam based tasks.
<b>Key Assessment tasks</b>	Reading / Writing assessment
<b>Activities to be completed at home</b>	Resources have been uploaded to teams. Collins GCSE guide revision textbook is also available on Teams for extra support.
<b>Welsh Bacallaureate (Skills Challenge)</b>	
<b>Content/Knowledge to be covered</b>	<b><u>Individual Project</u></b>
<b>Skills to be developed</b>	Assessed Skills; <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Planning and Organisation</li> <li>• Personal Effectiveness</li> </ul>
<b>Key Assessment tasks</b>	Individual Research Project



**Activities to be completed at home**

Pupils to continue working through their Individual Project (accessed on TEAMS)

1. Title
2. Aims and Objectives
3. Research Methods
4. Analysis of information
5. Conclusion
6. Bibliography
7. Appendix
8. Self- Evaluation