



Year 11
How to Support
Your Child



Year 11 Contents Page

| | |
|---------------------------|----------|
| Art | Page: 2 |
| Drama | Page: 5 |
| English | Page: 7 |
| French | Page: 9 |
| Geography | Page: 11 |
| History | Page: 13 |
| Computing | Page: 16 |
| Italian | Page: 18 |
| Mathematics | Page: 20 |
| Media | Page: 27 |
| Music | Page: 29 |
| PE | Page: 30 |
| Photography | Page: 34 |
| Psychology | Page: 37 |
| Religious Studies | Page: 41 |
| Science – Triple | Page: 46 |
| Science – Combined | Page: 49 |
| Spanish | Page: 53 |
| Product Design | Page: 54 |
| Textiles | Page: 56 |
| Food and Nutrition | Page: 57 |
| BTEC Childcare | Page: 60 |
| BTEC Health & Social Care | Page: 61 |
| BTEC Dance | Page: 63 |
| BTEC DIT | Page: 65 |
| BTEC Media | Page: 66 |
| BTEC Sport | Page: 68 |

If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's class teacher.

If concerns persist or issues are unresolved, please speak to your child's
Director of Learning, Mrs S Alexander

Art

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|---|---|
| Autumn 1 | <p>Everyday Objects: NB. Students will choose direction they wish to explore 2D or 3D</p> <ul style="list-style-type: none"> ➤ Mind-mapping of the themes Food, Household Objects & Interiors; ➤ Artist researches – pick 2 artists from one of the themes; gather imagery, transcribe artists’ works and create detailed SEMI analysis about their work, annotating the learning of the transcribed works. ➤ Take own photographs on their chosen theme to create primary research and gather secondary imagery. Evidence in sketchbooks. ➤ Complete a series of observational and direct observational studies, exploring different materials and surfaces ➤ Stage 1: Developing design using their drawings | Own research focus – artist researches/techniques | <p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Enable they have materials to work with; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about; ensure they are spending at least 2 extra hours a week at home on work – ask to see what work they have completed – they will always have work to complete.</p> <p>ENCOURAGE YOUR SON/DAUGHTER TO STAY TO OUR AFTERSCHOOL SESSIONS & HOLIDAY INTERVENTIONS.</p> |
| Autumn 2 | <p>Everyday Objects:</p> <ul style="list-style-type: none"> ➤ Stage 2: Developing using colour theory (covered in Year 10 work) ➤ Stage 3: Material experimentation and evaluation of process ➤ Ambitious piece development – final stage ➤ Review ambitious piece and make appropriate changes/amendments | Own research focus – artist researches/techniques | <p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Enable they have materials to work with; Discuss with your son/daughter what they are doing in lessons; ask them</p> |

| | | | |
|----------|---|---|---|
| | <ul style="list-style-type: none"> ➤ Complete final outcome (10 hours minimum) | | <p>to explain the processes they are learning about; ensure they are spending at least 2 extra hours a week at home on work – ask to see what work they have completed – they will always have work to complete.</p> <p>ENCOURAGE YOUR SON/DAUGHTER TO STAY TO OUR AFTERSCHOOL SESSIONS & HOLIDAY INTERVENTIONS.</p> |
| Spring 1 | <p>Exam Preparation: Students will be issued with AQA exam paper from January 1st 2021 and choose 1 question to explore. Leading up to the exam they will complete work to enable them to conclude with a personal outcome. They will complete:</p> <ul style="list-style-type: none"> ➤ Artist researches ➤ Research – primary & secondary sources; complete direct observational & observational studies ➤ Development phases including experimenting with materials ➤ Complete an ambitious plan and evaluation ➤ Controlled 10-hour final outcome | Own research focus – artist researches/techniques | <p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Enable they have materials to work with; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about; ensure they are spending at least 2 extra hours a week at home on work – ask to see what work they have completed – they will always have work to complete.</p> <p>ENCOURAGE YOUR SON/DAUGHTER TO STAY TO OUR AFTERSCHOOL SESSIONS & HOLIDAY INTERVENTIONS.</p> |

| | | | |
|----------|---|--|---|
| Spring 2 | <p>Exam Preparation: Students will be issued with AQA exam paper from January 1st 2021 and choose 1 question to explore. Leading up to the exam they will complete work to enable them to conclude with a personal outcome. They will complete:</p> <ul style="list-style-type: none"> ➤ Artist researches ➤ Research – primary & secondary sources; complete direct observational & observational studies ➤ Development phases including experimenting with materials ➤ Complete an ambitious plan and evaluation ➤ Controlled 10-hour final outcome | Own research focus – artist researches/techniques | <p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Enable they have materials to work with; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about; ensure they are spending at least 2 extra hours a week at home on work – ask to see what work they have completed – they will always have work to complete.</p> <p>ENCOURAGE YOUR SON/DAUGHTER TO STAY TO OUR AFTERSCHOOL SESSIONS & HOLIDAY INTERVENTIONS.</p> |
| Summer 1 | <p>Coursework finalisation: Ensure all work is completed for final marking deadline (beginning of May)</p> | Students must have reacted to feedback and made improvements to work | CHECK THEY HAVE COMPLETED WORK AND HANDED IT IN! |
| Summer 2 | End of course | | |

Suggested reading and useful online resources to support independent and home learning:

- Glossary of art terms: <https://www.tate.org.uk/art/art-terms>
- **Belinda del Pesco:** excellent You Tube channel of how to create different printmaking pieces
- **Students will be expected to find their own sources during Year 11; teacher guidance on appropriate sources will be given when necessary**

Contact Details: Miss T Brown, tbr@goffs.herts.sch.uk

Drama

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|--|
| Autumn 1 | Devising (Final Unit worth 30%) | Pupils choose from 10 given Stimuli to explore and develop their own original performance piece. Pupils have final rehearsals and perform their final piece- which will be recorded. | Encouraging them when researching their chosen practitioner/ style. Asking them about section one and part of two of final portfolio. Ask them to explain their plot and aims for the group performance. Watching their final performance and highlighting key moments where they best achieved their intended aims. |
| Autumn 2 | Preparation for written mock exam Blood Brothers and Live Theatre evaluation | Pupils will be accessing pre-recorded theatre through the schools Digital Theatre subscription. | Blood Brothers revision. Understanding the difference between social, cultural and historical context. Considering how to 'stage' the production of Blood Brothers from staging types, director's perspective, actor's perspective and a designers perspectives. Learning key quotes from the text. |
| Spring 1 | Scripted Unit (Final worth 30%) | Pupils will explore one scripted scene ready to perform. They need to complete 4 questions on their aims, interpretation and justify their choice in a 'concept Proforma'. | Learning lines. Research playwright/ style of play. Reading the entire play to understand the context of the scene and character within the play as a whole. |
| Spring 2 | Scripted Unit (Final worth 30%) | Pupils will perform in front of external examiner sent by OCR. Note this might be | Learning lines for extract. Ensuring they have the appropriate costume |

| | | | |
|----------|----------------------------------|--|--|
| | | changed this year and may be recorded and sent off the examiner instead due to covid related restrictions. | and props needed for their performance. |
| Summer 1 | Final Written exam (40% of GCSE) | Revision on section A (Blood Brothers) and Section B (Live Theatre) of exam. | Helping them revise. Encouraging them to attend additional sessions ran within the department. Asking them to complete timed mock style questions. |
| Summer 2 | N/A | | |

Suggested reading and useful online resources to support independent and home learning:

- <https://ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>
- <https://www.bbc.co.uk/bitesize/examspecs/zbpwd6f>

Contact Details: cho@goffs.herts.sch.uk

English

Overview of what your child will be learning:

| Term | Key content | Flipped Learning topics |
|---|---|---|
| Autumn 1: Macbeth Act 5 English Language Paper 2 | <p>Students will complete a baseline assessment on Macbeth</p> <p>Students will be learning reading and writing skills to prepare them for their English Language exam.</p> <p>Students will complete their speeches for Spoken Language.</p> <p>The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> ➤ in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers ➤ in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image <p>The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.</p> | <p>Macbeth</p> <p>Listen to your child's speech, they should try to memorise it and answer questions on their topic. Practice makes perfect.</p> <p>You can also support your child by encouraging them to visit the BBC Bitesize revision pages-</p> <p>https://www.bbc.co.uk/education/examspecs/zcbchv4</p> |
| Autumn 2: Unseen Poetry | <p><i>There is some uncertainty whether poetry will be examined in the 2021 examinations, students can check with their teachers during term time.</i></p> <p>In preparing for the unseen poetry section of the examination students will read a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> | <p>You can support your child by encouraging them to visit the following revision pages-</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/english_literature/writingcomparingpoetry/</p> |
| Spring 1 & 2: Revision all areas: English Language & English Literature | <p>Students will be revising all areas of the exams. (These lessons will be tailored to fit students' needs based on their previous exam and mock results.)</p> <p>What they have to do:</p> <p><u>English Language – Year 11</u> Language Paper 1: 1hour 45mins Section A: Reading 25% Section B: Writing 25%</p> <p>Language Paper 2: 1 hour 45mins Section A: Reading 25% Section B: Writing 25%</p> <p><u>English Literature – Year 11</u> Literature Paper 1: 1hour 45mins Section A: A Christmas Carol 20%</p> | <p>You can support your child by encouraging them to visit the following revision pages-</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryrelationships/</p> <p>or the AQA Anthology Zone- http://anthology.aqa.org.uk/in dex.php?CurrMenu=12</p> <p>You can support your child by encouraging them to complete past papers:</p> <p>https://revisionworld.com/a2-level-level-revision/english-language-gcse-level/english-</p> |

| | | |
|--|---|--|
| | <p>Section B: Shakespeare 20%</p> <p>Literature Paper 2: 2hour 15mins</p> <p>Section A: Blood Brothers 20%</p> <p><i>Section B: Poetry Cluster: Power & Conflict 20%- (subject to withdrawal)</i></p> <p>Section C: Unseen Poetry 20%</p> | <p>language-gcse-past-papers/aqa-gcse-english-language-past-papers</p> <p>https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-gcse-past-papers/aqa-gcse-english-literature-past-papers</p> |
|--|---|--|

Contact details: Mrs Collins, lc@goffs.herts.sch.uk

French

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful <i>Ensure students complete independent work as follows:</i> |
|----------|--|---|---|
| Autumn 1 | Global and Social Issues Healthy Living, Poverty and Homelessness | ➤ Use your vocab booklet to learn the key vocabulary p21-24 | www.languagenut.co.uk Vocab trainer- AQA French Theme 2- Global and Social Issues |
| Autumn 2 | Charity and voluntary work | ➤ Use your vocab booklet to learn the key vocabulary p21-22 | www.languagenut.co.uk Vocab trainer- AQA French Theme 2- Global and Social Issues |
| Spring 1 | Revision Theme 1 (Identity and culture) -exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary p10-17 | www.languagenut.co.uk Vocab trainer- AQA French Theme 1, Identity and Culture |
| Spring 2 | Revision Theme 3 (Current and future study and employment) -exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary p29-34 | www.languagenut.co.uk Vocab trainer- AQA French Theme 1, Current and future study and employment |
| Summer 1 | Revision Theme 2 (Local, national, international and global areas of interest) | ➤ Use your vocab booklet to consolidate the key vocabulary p25-28 | www.languagenut.co.uk Vocab trainer- AQA French Theme 2, Local national and international areas of interest. |
| Summer 2 | EXAMS | | |

Suggested reading and useful online resources to support independent and home learning:

AQA Exam board-specific

- www.languagenut.com
- <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

General vocabulary

- www.linguascope.co.uk username: goffs password : 20twenty Click on Intermediate
- www.quizlet.com and www.studystack.com

Grammar

- www.languagesonline.org.uk
- Exam revision guide and workbook

Contact Details: Miss N Andreou - Head of MFL, nan@goffs.herts.sch.uk

Geography

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|--|--|---|---|
| Autumn 1 Changing Economic World | Measuring development Economic development around the world Development and the DTM Causes of uneven development Reducing the global development gap Increasing development – tourism and TNCs Economic development in Nigeria | Students to consider how to reduce the development gap between rich and poor countries. | Discussion Why are some countries more developed than others? How can we reduce the development gap between rich and poor countries? Would you pay more for Fairtrade products? |
| Autumn 2 Changing Economic World | Economic development in the UK How is economic development in the UK changing? North-south divide in the UK Government solutions for the north-south divide UK's transport network UK's links to other countries in the world The impact of industry on the physical environment | Students to consider how the government should solve the UK's North-South divide. | Discussion Why do we manufacture less in the UK nowadays? What impacts has this had? How can we solve the north-south divide in the UK? Will HS2 (high speed rail) bring more benefits/problems? Who will benefit/lose out? |
| Spring 1 Revision of Rivers and Coasts (from lockdown work) | A range of revision techniques completed by the students in preparation for their GCSE exams: <ul style="list-style-type: none"> ➤ Revision clocks ➤ Flash cards ➤ Spider diagrams/mind-maps ➤ Exam questions | Students to create independent revision resources in preparation for their final GCSE exams. | To ensure your child uses their revision guide to revise for their three Geography GCSE papers. To support them in using their home-learning and exam question booklets provided to them. |
| Spring 2 Pre-release booklet | Students will study a pre-release booklet which will be released in March 2019. The topic of this pre-release booklet will not be known until it is released, however | Students to study pre-release booklet to understand the main themes/ideas within it. | Discussion This is dependent on the topic. Please have a look through the figures in the resource booklet (released March 2020) and discuss with your |

| | | | |
|-----------------------------|---|--|---|
| | last year it focused on how to solve the UK's water crisis. | | child the ideas and benefits/problems of certain options. |
| Summer 1 Revision | A range of revision techniques completed by the students in preparation for their GCSE exams: <ul style="list-style-type: none"> ➤ Revision clocks ➤ Flash cards ➤ Spider diagrams/mind-maps ➤ Exam questions | Students to create independent revision resources in preparation for their final GCSE exams. | To ensure your child uses their revision guide to revise for their three Geography GCSE papers. To support them in using their home-learning and exam question booklets provided to them. |
| Summer 2 Revision | Same as above | | |

Assessment Criteria

1. **Paper 1 – Physical Geography (35%)** – Challenges of Natural Hazards, Physical Landscapes of the UK, Living World
2. **Paper 2 – Human Geography (35%)** – Urban Issues & Challenges, Changing Economic World, Resource Management
3. **Paper 3 – Geographical Applications (30%)** – Issue Evaluation, Fieldwork, Skills

Suggested reading and useful online resources to support independent and home learning:

- The Geography department recommends a CGP Revision Guide for GCSE AQA Geography (Grades 9-1). These will be available to purchase from the Geography department for £6 <https://www.amazon.co.uk/Geography-Complete-Revision-Practice>
- BBC Bitesize
- GCSEPod

Contact details: Jennifer Fleeman – Head of Department, jfl@goffs.herts.sch.uk

History

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|---------------------|---|--|--|
| Autumn 1 | GERMANY: ➤ Weimar Germany ➤ Rise of Hitler ➤ Hitler rise of dictatorship | Revise: The whole Germany topic | Watch: Hitler Rise of Evil- This would provide students with great insight into the background of Hitler and how he rose to power Valkyrie- Students would give an indication to the amount opposition under the Nazis. Sophie Scholl- Insight into teenage opposition under the Nazis BBC Bitesize Edexcel- https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1 Edexcel revision guide (I think you have a copy) YouTube- type in a specific topic on YouTube (example: Kapp Putsch) and there are lots of videos to offer extra information Read: Mein Kampf- Hitler's ideologies and struggles. The Devil's Disciples: The Lives and Times of Hitler's Inner Circle. |
| Autumn 2 | Finish Germany and start Medicine | Revision: Medieval medicine 20 th century medicine | BBC Bitesize- Medicine through time Seneca quizzes on Medicine through time topic YouTube playlist- https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM Other resources available when you type in 'Edexcel Medicine through time topic' into google, e.g: http://thebicesterschool.org.uk/wp-content/uploads/2016/06/Medicine-Through-Time.pdf |
| Spring 1 Topic 1 | Medicine: WWI Renaissance | Revision: Religious settlement Exploration Society | Visit: Hatfield House- Student can visit one Elizabeth's most loved places and where she held her first Council of State in the Great Hall. Students will be able to see the death warrant |

| | | | |
|----------|--|---|--|
| | | | <p>signed for Mary Queen Scots and the changes that Elizabeth made to it.</p> <p><u>Watch:</u> The Cate Blanchett film 'Elizabeth: the Golden Age' is an excellent resource that shows the problems of Elizabeth's religious settlement and the increasing tensions between Spain and England. Mary Queen of Scots- Shows the relationship between Elizabeth and her cousin and why there was a rivalry them. The link below explores the reasons for an increase in exploration. http://tudorexploration.rmg.co.uk/nmmflash/index.htm</p> |
| Spring 2 | Medicine: 18 th and 19 th century medicine | Revision: Mary Queen of Scots Plots against Elizabeth | <p><u>Visit:</u> Hatfield House- Student can visit one Elizabeth's most loved places and where she held her first Council of State in the Great Hall. Students will be able to see the death warrant signed for Mary Queen Scots and the changes that Elizabeth made to it.</p> <p><u>Watch:</u> The Cate Blanchett film 'Elizabeth: the Golden Age' is an excellent resource that shows the problems of Elizabeth's religious settlement and the increasing tensions between Spain and England. Mary Queen of Scots- Shows the relationship between Elizabeth and her cousin and why there was a rivalry them. The link below explores the reasons for an increase in exploration. http://tudorexploration.rmg.co.uk/nmmflash/index.htm</p> |
| Summer 1 | Germany: Weimar Rise of Hitler | Revision: Any topics from Germany, Medicine through time & Elizabeth | Any of the above |
| Summer 2 | Germany: Hitler rise of dictatorship | Revision: Any topics from Germany, Medicine through time & Elizabeth | Any of the above |

Suggested reading and useful online resources to support independent and home learning:

- CCP Edexcel History Grade 9-1 revision guide https://www.amazon.com/GCSE-History-Edexcel-Revision-Guide-ebook/dp/B07SW5ZC6T/ref=sr_1_2?dchild=1&keywords=edexcel+history+revision+guide&qid=1591615121&sr=8-2
- BBC GCSE Bitesize- <https://www.bbc.co.uk/bitesize/guides/zgdftyc/revision/1>
- Seneca- <https://senecalearning.com/en-GB/seneca-certified-resources/medicine-in-britain-1250-present-gcse-edexcel/>

Contact Details:

Sangeeta Shergill- Head of department, ssa@goffs.herts.sch.uk

Cheryl Poag, cpo@goffs.herts.sch.uk

Richard Gill, rgi@goffs.herts.sch.uk

Nancy Jackson, nja@goffs.herts.sch.uk

Holly Jackson, hja@goffs.herts.sch.uk

Nigel Appleyard, nap@goffs.herts.sch.uk

Computing

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|--|
| Autumn 1 | Unit 5 Algorithms | Read and understand the concept of algorithms. | |
| Autumn 2 | Unit 6 Programming Unit 7 logic and languages | https://www.codecademy.com/ to learn how to program in Python. Learn how to use different methods to use the logical and relational methods. | |
| Spring 1 | Unit 8 data representation & Ethics | Research and understand the how data such text, integers and images is represented | |
| Spring 2 | Revision for exams | Go over past papers and revision guides. | |
| Summer 1 | Revision for exams | Go over past papers and revision guides. | |
| Summer 2 | | | |

Suggested reading and useful online resources to support independent and home learning:

What is algorithm - <http://www.bbc.co.uk/guides/z3whpv4>

Learning to code - <https://www.codecademy.com/>

2.6 – Data representation –

https://www.youtube.com/playlist?list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Units

– https://www.youtube.com/watch?v=VqtNhHl8JwM&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y&index=1

2.6 Converting between denary and binary

– https://www.youtube.com/watch?v=qAqqYcvoOQ&t=0s&index=2&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Adding two binary integers – https://www.youtube.com/watch?v=JdwRQ8r-SGE&t=0s&index=4&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

– https://www.youtube.com/watch?v=JdwRQ8r-SGE&t=0s&index=4&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Binary shifts

– https://www.youtube.com/watch?v=KoEz9K6t9I&t=0s&index=3&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Converting between denary and hex

– https://www.youtube.com/watch?v=3u1df3FSdno&index=5&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Check digits

– https://www.youtube.com/watch?v=tt9DYh6RFrY&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Characters

– https://www.youtube.com/watch?v=3LkjZ4DEmqk&list=PLCiOXwirraUDWeCK11RaxpGvmQMXi8_2Y

2.6 Images

– <https://www.youtube.com/watch?v=ytNzrUJnfZI&list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37->

2.6 Sound

– <https://www.youtube.com/watch?v=0ohspbFwoks&list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37->

2.6 Compression

– <https://www.youtube.com/watch?v=0ohspbFwoks&list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37->

Contact details: hne@goffs.herts.sch.uk

Italian

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful <i>Ensure students complete independent work as follows:</i> |
|----------|--|--|---|
| Autumn 1 | The environment | ➤ Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets | ➤ Access www.thisislanguage.com Videos / My area |
| Autumn 2 | Poverty and homelessness | ➤ Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets | ➤ Access www.thisislanguage.com ➤ Videos / Home and health |
| Spring 1 | Revision Theme 1 (Identity and culture) - exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary. Alternatively, consolidate the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets | ➤ Access www.thisislanguage.com Videos / Friends and family – Free time and leisure – Holidays and travel |
| Spring 2 | Revision Theme 3 (Current and future study and employment) -exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary. Alternatively, consolidate the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets | ➤ Access www.thisislanguage.com Videos / Education and work ➤ Reading and listening exam practice booklets |
| Summer 1 | Revision Theme 2 (Local, national, international and global areas of interest) | ➤ Use your vocab booklet to consolidate the key vocabulary. Alternatively, consolidate the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets | ➤ Access www.thisislanguage.com Videos / ➤ Reading and listening exam practice booklets |
| Summer 2 | EXAMS | | |

Suggested reading & useful online resources to support independent and home learning:

- www.linguascope.com Interactive language platform (username: goffs password: 20twenty)
- www.thisislanguage.com Authentic language videos to improve listening skills and grammar section to revise main tenses (individual username and password)
- www.education.vic.gov.au/languagesonline Free online resources and games
- www.languagesonline.org.uk Free website popular topics and grammar

- www.studystack.com (<https://www.studystack.com/users/mamadori>) Flashcards and study games
- www.quizlet.com (<https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets>) Mobile and web-based study application: Flashcards and study games
- www.lyricstraining.com Learning Italian and French with songs: gap-fill exercises
- www.conjuguemos.com Free website to revise verb endings of different tenses
- www.wordreference.com Online dictionary with verb conjugator

Contact details: Ms Martina Amadori – Head of Italian, mam@goffs.herts.sch.uk

Mathematics

Overview of what your child will be learning:

Sets 11E1, 11E2, 11E3, 11W1, 11W2 and 11W3 (Higher Tier)

| Unit | Key content | Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. Watching these before lessons is not compulsory but it is something your child can do to be successful. |
|------|--|---|
| 1a | Calculations, checking and rounding | Calculations inc decimals: 21-23,38-43,47-51,135-136,144,145 Rounding and Estimation: 17,56,129-134 |
| 1b | Indices, roots, reciprocals and hierarchy of operations | Roots and Indices: 102-110 Order of Operations: 24,44,120,150 |
| 1c | Factors, multiples, primes, standard form and surds | Factors, Multiples and Prime Factorisation: 27-36 Surds: 111-117 Standard Form: 121-128 |
| 2a | Algebra: the basics, setting up, rearranging and solving equations | Changing the subject: 285-287 Expanding double brackets: 162-165 Factorising Quadratics: 221-224 Iteration: 322-323 |
| 2b | Sequences | Fibonacci: 263 Quadratic Sequences: 264 Geometric Sequences: 247 |
| 3a | Averages and range | Quartiles: 411-412 Averages from Frequency Tables: 418 |
| 3b | Representing and interpreting data and scatter graphs | Averages Problems: 421 Scatter Graphs: 453-454 Cumulative Frequency and Boxplots: 437-441 Histograms: 442-449 |
| 4a | Fractions and percentages | Convert Recurring Decimals to Fractions: 54 Repeated Percentage Change: 91-95 |
| 4b | Ratio and proportion | Ratio Problems: 335-338 Direct Proportion: 344-345 Inverse Proportion: 347 Proportion Graphs: 348 |
| 5a | Polygons, angles and parallel lines | Angle Facts: 477-487 Angles in Polygons: 560-565 Angle Problems: 488-491 |
| 5b | Right-angled triangles: Pythagoras and trigonometry | Pythagoras Theorem: 497 - 504 Trigonometry: 508 - 533 Trigonometry values: 306 |
| 6a | Graphs: the basics and real-life graphs | Gradient: 203,204 |
| 6b | Linear graphs and coordinate geometry | Equation of a straight line: 208-213 Parallel and Perpendicular Lines: 214-216 |

| | | |
|-----|--|--|
| 6c | Quadratic, cubic and other graphs | Quadratic Graphs: 252-258 Cubic Graphs: 298-299 Reciprocal Graphs: 300-301 |
| 7a | Perimeter, area and circles | Circles: 537-538,542-547 |
| 7b | 3D forms and volume, cylinders, cones and spheres | Surface Area: 587-591 Volume: 576-583 |
| 7c | Accuracy and bounds | Bounds: 137-139 |
| 8a | Transformations | Enlargements: 644-647 |
| 8b | Constructions, loci and bearings | Constructions: 660-669 Loci: 674-679 Bearings: 531 |
| 9a | Solving quadratic and simultaneous equations | Quadratic Equations: 230-234 Quadratic Formula: 241-242 Completing the Square: 235-239 Simultaneous Equations: 190-195,218-220 Simultaneous Equations inc Quadratic: 246,259,260 |
| 9b | Inequalities | Linear Inequalities: 265-272 Linear inequality graphs: 273-276 Quadratic Inequalities: 277 |
| 10 | Probability | Probability Trees: 361-367 Conditional Probability: 389-390 Product Rule for counting: 671-673 Venn Diagrams: 385-391 |
| 11 | Multiplicative reasoning | Speed: 721-723 Density: 725-729, 731 Pressure: 734-737 Proportions: 344,345,347 |
| 12 | Similarity and congruence in 2D and 3D | Congruence proofs: 684-690 Similar Shapes: 612-614 Similar Shapes Area: 517-519 Similar Shapes Volume: 618-621 |
| 13a | Graphs of trigonometric functions | Trigonometric Graphs: 303-306 Sine Rule for Area: 517-519 |
| 13b | Further trigonometry | Sine Rule 521-525 Cosine Rule 527-530 |
| 14a | Collecting data | Data Collecting: 392-397,398-400 |
| 14b | Cumulative frequency, box plots and histograms | Quartiles: 411-412 Cumulative Frequency Diagrams: 437-439 Box Plots: 434-436, 440 Histograms: 442-449 |
| 15 | Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics | Expanding Triple Brackets: 166 Iteration: 322-323 |
| 16a | Circle theorems | Circle Theorems: 593-606 |
| 16b | Circle geometry | Equation of a circle: 314-318 Circles and straight lines: 318-320 |
| 17 | Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof | Changing the subject: 285-287 Algebraic Fractions: 172,187,229 Surds: 111-119 Proof: 324-327 |
| 18 | Vectors and geometric proof | Vectors: 622 – 626 |

| | | |
|-----|---|---|
| | | Proof: 324-327 |
| 19a | Reciprocal and exponential graphs; Gradient and area under graphs | Reciprocal Graphs: 300-301 Exponential Graphs: 302 |
| 19b | Direct and inverse proportion | Direct Proportion: 344-345 Inverse Proportion: 347 |

| Sets 11E4 and 11W4 (Foundation Tier)Unit | Key content | Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. Watching these before lessons is not compulsory but it is something your child can do to be successful. |
|--|--|---|
| 1a | Integers and place value | Ordering Numbers: 13,14,37,45,46 Addition, Subtraction, Multiplication and Division: 15,16,18-23,144-145 Negative Numbers: 38-43 |
| 1b | Decimals | Order of Operations: 24,44,120,150 Rounding and Estimation: 17,56,129-134 Calculating with Decimals: 47-51,135,136 |
| 1c | Indices, powers and roots | Powers and Roots: 99-107,173,174 |
| 1d | Factors, multiples and primes | Factors and Multiples: 27,31-36 Primes and Factorisation: 28-30 |
| 2a | Algebra: the basics | Algebraic Expressions: 151-154,175 Collecting Like Terms: 156-157 |
| 2b | Expressions and substitution into formulae | Substitution: 155,278,279 Multiplying Brackets: 160,161 Factorising: 167-171 |
| 3a | Tables, charts and graphs | Two Way Tables: 422-424 Bar Charts: 425 Pictograms: 426 Stem and Leaf: 430-433 |
| 3b | Pie charts | Pie Charts: 427-429 |
| 3c | Scatter graphs | Scatter Graphs: 453-454 |
| 4a | Fractions, decimals and percentages | Calculating with Fractions: 59-62,65-72,77-80 Converting FDP: 52,53,55,73-76,82,83,149 |
| 4b | Percentages | Percentage of Amounts: 84-87 Percentage Increase/Decrease inc repeated: 88-95 Percentage Change: 97 Reverse Percentages: 96 |
| 5a | Equations and inequalities | Linear Equations: 176 - 189 Linear Equations on graphs: 217 Inequalities: 265 - 272 Writing algebraic equations and equations: 151 - 188 |
| 5b | Sequences | Linear Sequences: 196 - 198 Other Sequences: 261 |
| 6a | Properties of shapes, parallel lines and angle facts | Drawing and Measuring Angles: 455,457-461 Angle Facts: 477-487 |
| 6b | Interior and exterior angles of polygons | Angles in Polygons: 560-565 Angle Problems: 488-491 |

| | | |
|-----|---|---|
| 7 | Statistics, sampling and the averages | Collecting data: frequency tables: 401 - 403 Two-Way tables: 422 - 424 Bar Charts: 425 Pictograms: 426 Stem and leaf diagrams: 430 - 433 Mode: 404, 415 Mean: 405 - 4038, 417 Median: 409, 416 Range: 410, 414 Choosing Averages: 413 Averages Problems: 419, 420 Sampling 394 - 398 |
| 8 | Perimeter, area and volume | Calculating Perimeter: 549 - 552 Calculating Area: 554- 559 Volumes of cuboids, prisms: 568 - 571 Surface Area: 584 - 591 |
| 9a | Real-life graphs | Conversion graphs: 712 - 713 Distance -Time graphs: Coming Soon |
| 9b | Straight-line graphs | Gradient: 201-204 Plotting straight line graphs: 205 - 207 Equation of a straight line: 208 -214 Linear Equations on graphs: 217 |
| 10 | Transformations | Translations: 637 - 638 Reflections: 639 - 641 Enlargements: 642 - 643 Rotations: 648 - 649 Describing Transformations: 650 - 654 |
| 11a | Ratio | Ratio: 330, 332, 329 Ratio Problems: 335-338 |
| 11b | Proportion | Proportion: 339, 340 – 343, 346 Direct Proportion: 344-345 Inverse Proportion: 347 Proportion Graphs: 348 |
| 12 | Right-angled triangles: Pythagoras and trigonometry | Pythagoras Theorem: 497 - 502 Trigonometry: 508 - 515 Trigonometry values: 306 |
| 13 | Probability | Probability Scale: 349-350 Probability of events: 351-360 Venn Diagrams: 372-380 Frequency Trees: 368-369 Probability Trees: 361-363 |

| | | |
|-----|--|--|
| 14 | Multiplicative reasoning | Units of Measure: 691 - 704 Time: 709 - 711 Speed: 721 - 723 Density: 725 - 731 Compound Units: 734 - 738 Ratio: 328 - 338 Fraction of amounts: 80 Fraction problems: 78 - 79 Percentages: 84 - 92 Percentage Change and reverse: 96 - 98 Simple and Compound Interest: 93 - 95 Financial Statements: 758 |
| 15a | Plans and elevations | Properties of 3d Shapes: Coming Soon Plans and Elevations of 3d Shapes: Coming Soon |
| 15b | Constructions, loci and bearings | Constructions: 660 -669 Loci: 674 - 679 Bearings: 492 - 496 |
| 16a | Quadratic equations: expanding and factorising | Expanding double brackets: 162-165 Factorising Quadratics: 221 - 224 Quadratic Equations: 230, 234 |
| 16b | Quadratic equations: graphs | Quadratic Graphs: 252-255 |
| 17 | Circles, cylinders, cones and spheres | Circles: 592 Circumference and area: 534 - 543 Volume of cylinders and cones: 572 - 582 Arc Length: 544 - 545 Sector Area: 546 - 547 |
| 18a | Fractions and reciprocals | Adding and subtracting fractions: 65 - 66 Multiplying and dividing fractions: 67 - 72 Mixed numbers and improper fractions: 63, 64 |
| 18b | Indices and standard form | Calculating with Powers and roots: 99 - 107 Indices: 173 - 174 Standard Form: 121 - 128 |
| 19a | Similarity and congruence in 2D | Congruence: 680 - 683 Similar Shapes: 608 - 614 |
| 19b | Vectors | Vectors: 622 - 626 |
| 20 | Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations | Simultaneous equations: 190 - 195 Simultaneous Equations on Graphs: 218 - 220 Cubic graphs: 252-255 Reciprocal graphs: 300 - 301 Changing the subject: 280 - 287 |

Suggested reading and useful online resources to support independent and home learning:

Suggested reading:

- Collins GCSE Maths Higher for Edexcel
- Collins GCSE Maths Foundation for Edexcel
- Pearson Practice Papers Plus-Foundation
- Pearson Practice Papers Plus-Higher
- Pearson Revision Guide- Foundation
- Pearson Revision Guide- Higher

- Pearson Workbook- Foundation
- Pearson Workbook- Higher

Useful online resources:

- <https://www.bbc.com/bitesize/examspecs/z9p3mnb>
- <https://hegartymaths.com/>
- <https://corbettmaths.com>
- <https://mathsgenie.co.uk>

More detailed information about the programme of study can be found on the Department for Education website:

- www.edexcel.com/gcsemaths2015guide

Contact details: Anja Collier – Head of Mathematics, aco@goffs.herts.sch.uk

Media

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|---|---|
| Autumn 1 | Component 3: NEA Component 2 Section A: Television Key Texts: <i>Luther (Series 1 Episode 1), The Sweeney</i> Areas of Study: <i>Media Language, Representation, Contexts, Audiences, Industries</i> | Watch the key texts but also watch at least one other example of crime drama television. | Watch and discuss crime drama TV shows particularly episodes of Luther. |
| Autumn 2 | Component 2 Section B: Music Key Texts: <i>Bad Blood (Taylor Swift), Uptown Funk (Bruno Mars)</i> Areas of Study: <i>Media Language, Representation, Contexts, Audiences, Industries</i> | Watch music videos from a range of eras and genres. Try to identify what they have in common and where they differ in approach. | Watch and discuss music videos in general as well as specific set texts – Uptown Funk by Bruno Mars and Bad Blood by Taylor Swift. |
| Spring 1 | Component 1 Section A: Recap and Revision Key Texts: <i>Newspapers, Magazines, Newspapers, Film Marketing</i> Areas of Study: <i>Media Language, Representation, Contexts</i> | Read over and revise all notes from Year 10 | Help your child organise their notes and resources from Component 1 (studied in Year 10). |
| Spring 2 | Component 1 Section B: Industries and Audience Key Texts: <i>Newspapers, Film, Newspapers, Video Games, Radio</i> Areas of Study: <i>Media Language, Representation, Contexts</i> | Read over and revise all notes from Year 10 | Help your child organise their notes and resources from Component 2 (studied in Year 11). |
| Summer 1 | Revision and Exam Practise | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. | Go through the sample exam questions and marking schemes with your child. Try to identify specific strategies to help them improve. |
| Summer 2 | Course complete | Course complete | Course complete |

Suggested reading and useful online resources to support independent and home learning:

- <https://goffsfilmmedia.wixsite.com/tips>
- <https://www.blackmagicdesign.com/products/davinciresolve/>
- <https://bbfc.co.uk/>

Magazines/Journals:

- Empire Magazine
- Sight and Sound
- Little White Lies

Contact Details: Mr M Compton, mcn@goffs.herts.sch.uk

Music

Overview of what your child will be learning:

| | Unit | What students will be learning | How you can specifically help your child |
|--|--|---|---|
| <p><u>Integrated Portfolio</u></p> <p>1 solo performance</p> <p>A commentary detailing the performance process</p> <p>1 composition</p> | <p>1</p> <p>30%</p> <p>of</p> <p>grade</p> | <p>One solo piece to be prepared with the help of an instrumental teacher where possible.</p> <p>One piece to be composed and a written score produced, if the student does not perform their own composition.</p> | <p>Encourage and support regular practise at home to refine performing skills and to develop confidence and technical control on the chosen instrument or voice.</p> <p>Assist in the creative process by encouraging creative ideas to be practised on a keyboard at home.</p> |
| <p><u>Practical Portfolio</u></p> <p>A duet/ensemble performance</p> <p>A composition based on a brief set by the exam board</p> <p>A log and evaluation of this composition</p> | <p>2</p> <p>30%</p> <p>of</p> <p>grade</p> | <p>One duet/ensemble piece to be prepared with the help of an instrumental teacher where possible.</p> <p>The student will learn various composing techniques and also the basic features of the notation software Sibelius.</p> <p>The student will need to keep a log of the process they went through to arrive at their finished piece.</p> | <p>Encourage and support regular practise at home to refine performing skills and to develop confidence and technical control on the chosen instrument or voice.</p> <p>Assist in the creative process by encouraging creative ideas to be practised on a keyboard at home.</p> <p>Have the student explain to you each step of their composition when this unit is being taught.</p> |
| <p><u>Listening and Appraising</u></p> <p><u>Area of study 2</u> The Concerto through time</p> <p><u>Area of study 3</u> Rhythms of the World</p> <p><u>Area of study 4</u> Film music</p> <p><u>Area of study 5</u> Conventions of Pop</p> | <p>3</p> <p>40%</p> <p>of</p> <p>grade</p> | <p>This is a 1 ½ hour written exam which judges the ability to analyse and write about previously unheard music from the range of topics studied over the course.</p> | <p>Check the understanding of topics taught in lessons by discussing them at home and encourage at least 2 hours per week of extra listening by using YOUTUBE / SPOTIFY and CDs at home.</p> |
| <p>Useful information</p> <p>Students are expected, where possible, to receive specialist, private tuition on their chosen instrument. They should be practising at least for 1 hour per week at home, between lessons. They should also be liaising with this teacher for advice as to an appropriate piece to perform. Students are also expected to be broadening their musical knowledge by listening to a wide variety of music at home, directed by the teacher, for at least 2 hours per week.</p> | | | |

Contact details: Mr N Taken - Head of Music, nta@goffs.herts.sch.uk

PE

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|---|
| Autumn 1 | <p><u>Lever Systems</u> Know the three classes of levers and their use in sport</p> <ul style="list-style-type: none"> ➤ 1st class – Neck ➤ 2nd class – Ankle ➤ 3rd class – Elbow ➤ Know the definition of mechanical advantage <p><u>Planes of movement and axes of rotation</u> Know the location of the planes of movement in the body and their application to sport</p> <ul style="list-style-type: none"> ➤ Frontal ➤ Transverse ➤ Sagittal <p>Know the location and axes of rotation in the body and their application to sport</p> <ul style="list-style-type: none"> ➤ Frontal ➤ Transverse ➤ Longitudinal <p><u>Aerobic and Anaerobic exercise</u> Know the definitions of:</p> <ul style="list-style-type: none"> ➤ Aerobic exercise ➤ Anaerobic exercise <p>Be able to apply practical examples in relation to intensity and duration</p> | <p>Students should watch the videos on www.mypeexam.com and www.theeverlearner.com to obtain a grounding in the subject content</p> | <p>Research into the impact of the content using www.mypeexam.com and monitor their progress on www.theeverlearner.com and https://www.gcsepod.com/</p> <p>Record your child's practical sports in both isolated settings and in competitive situations.</p> |
| Autumn 2 | <p><u>Prevention of injury</u></p> | <p>Students should watch the videos on</p> | <p>Research into the impact of the content using</p> |

| | | |
|---|---|---|
| <p>Understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:</p> <ul style="list-style-type: none"> ➤ personal protective equipment ➤ correct clothing/footwear ➤ appropriate level of competition ➤ lifting and carrying equipment safely ➤ use of warm up and cool down <p>Know potential hazards in a range of physical activity and sport settings and be able to apply examples, including:</p> <ul style="list-style-type: none"> ➤ sports hall ➤ fitness centre ➤ playing field ➤ artificial outdoor areas ➤ swimming pool <p><u><i>Characteristics of skilled performance:</i></u></p> <p>Know the definition of motor skills.</p> <p>Understand and be able to apply examples of the characteristics of skilful movement:</p> <ul style="list-style-type: none"> ➤ Efficiency ➤ Pre-determined ➤ Co-ordinated ➤ Fluent ➤ Aesthetic <p><u><i>Classification of skills:</i></u></p> <p>Know continua used in the classification of skills, including:</p> <ul style="list-style-type: none"> ➤ Simple to complex skills ➤ Open to closed skills | <p>www.mypeexam.com and www.theeverlearner.com to obtain a grounding in the subject content</p> | <p>www.mypeexam.com and monitor their progress on www.theeverlearner.com and https://www.gcsepod.com/</p> <p>Record your child's practical sports in both isolated settings and in competitive situations.</p> |
|---|---|---|

| | | | |
|----------|---|---|---|
| | <p>Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</p> | | |
| Spring 1 | <p><u><i>Goal Setting:</i></u></p> <p>Understand and be able to apply examples of the use of goal setting:</p> <ul style="list-style-type: none"> ➤ For exercise/training adherence ➤ To motivate performers ➤ To improve and/or optimise performance <p>Understand the SMART principle of goal setting with practical examples Be able to apply the SMART principle to improve and/or optimise performance</p> <p><u><i>Mental Preparation:</i></u></p> <p>Know mental preparation techniques and be able to apply practical examples to their use:</p> <ul style="list-style-type: none"> ➤ Imagery ➤ Mental rehearsal ➤ Selective attention ➤ Positive thinking <p><u><i>Types of guidance</i></u></p> <p>Understand types of guidance, their advantages and disadvantages and be able to apply practical examples to their use:</p> <ul style="list-style-type: none"> ➤ Visual ➤ Verbal ➤ Manual | <p>Students should watch the videos on www.mypeexam.com and www.theeverlearner.com to obtain a grounding in the subject content</p> | <p>Research into the impact of the content using www.mypeexam.com and monitor their progress on www.theeverlearner.com and https://www.gcsepod.com/</p> <p>Record your child's practical sports in both isolated settings and in competitive situations.</p> |

| | | | |
|----------|---|--|---|
| | <ul style="list-style-type: none"> ➤ Mechanical <p><u>Types of feedback</u></p> <p>Understand types of feedback and be able to apply practical examples to their use:</p> <ul style="list-style-type: none"> ➤ Intrinsic ➤ Extrinsic ➤ Knowledge of performance ➤ Knowledge of results ➤ Positive ➤ Negative | | |
| Spring 2 | Revision of content | Students should watch the videos on www.mypeexam.com and www.theeverlearner.com to obtain a grounding in the subject content | Research into the impact of the content using www.mypeexam.com and monitor their progress on www.theeverlearner.com and https://www.gcsepod.com/ |
| Summer 1 | Revision of content | | Monitor the progress in their coursework and advise them to research ideas on www.mypeexam.com |
| Summer 2 | | | Monitor the progress in their coursework and advise them to research ideas on www.mypeexam.com |

Suggested reading and useful online resources to support independent and home learning:

- www.mypeexam.com
- www.theeverlearner.com
- www.bcbitesize.co.uk
- <https://www.gcsepod.com>

Contact details: Mr Ashdown, ras@goffs.herts.sch.uk

Photography

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|---|---|
| Autumn 1 | Identity: <ul style="list-style-type: none"> ➤ What is Identity? Define ➤ Mind-mapping of imager and words (colour, shadows, double exposure, culture, fragments, details, layers, pattern, emotions, surrealism, distortion) ➤ Complete x 3 artist researches to inspire focus ➤ Complete statement of intention on investigation plan ➤ Plan photoshoot 1 ➤ Complete photoshoot 1 ➤ Best & worst evaluation ➤ Diagrammatic annotation of chosen photo for editing ➤ Produce stage 1 edits linking back to artist research ➤ Final edit, stage 1 ➤ Plan photoshoot 2 ➤ Complete photoshoot 2 ➤ Best & worst evaluation ➤ Diagrammatic annotation of chosen photo for editing ➤ Produce stage 2 edits linking back to artist research ➤ Final edit, stage 2 | Independent artist research and editing research using You Tube tutorials | Ensure your son/daughter has a quiet space to complete homework and has equipment/materials at home (including USB/headphones for watching You Tube tutorials and access to Google Classroom); Please check Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes/artists they are learning about. Support in taking photographs outside of school – transport to locations? PLEASE ENCOURAGE YOUR CHILD TO ATTEND ANY AFTERSCHOOL INTERVENTION SESSIONS AND HOLIDAY SESSIONS. |
| Autumn 2 | Identity: <ul style="list-style-type: none"> ➤ Plan photoshoot 3 ➤ Complete photoshoot 3 ➤ Best & worst evaluation ➤ Diagrammatic annotation of chosen photo for editing ➤ Produce stage 3 edits linking back to artist research ➤ Final edit, stage 3 | Independent artist research and editing research using You Tube tutorials | Ensure your son/daughter has a quiet space to complete homework and has equipment/materials at home (including USB/headphones for watching You Tube tutorials and access to |

| | | | |
|----------|---|---|--|
| | <ul style="list-style-type: none"> ➤ Plan photoshoot 4 ➤ Complete photoshoot 4 ➤ Best & worst evaluation ➤ Diagrammatic annotation of chosen photo for editing ➤ Produce stage 4 edits linking back to artist research ➤ Final edit, stage 4 ➤ Planning of final outcome – fusing different ideas/techniques – explore possibilities ➤ Final Outcome ➤ Evaluation of process | | <p>Google Classroom); Please check Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes/artists they are learning about. Support in taking photographs outside of school – transport to locations?</p> <p>PLEASE ENCOURAGE YOUR CHILD TO ATTEND ANY AFTERSCHOOL INTERVENTION SESSIONS AND HOLIDAY SESSIONS.</p> |
| Spring 1 | <p>Exam Preparation: Students will be issued with AQA exam paper from January 1st 2021 and choose 1 question to explore. Leading up to the exam they will complete work to enable them to conclude with a personal outcome. They will complete:</p> <ul style="list-style-type: none"> ➤ Mind-mapping using imagery and keywords ➤ Artist researches x 3 – detailed using SEMI approach ➤ Planning ideas for 3 photoshoots ➤ Completion of 3 photoshoots ➤ Best and worst evaluation/diagrammatic annotation for each shoot ➤ Creation of edits for each photoshoot ➤ Planning and development of final outcome ➤ Controlled 10-hour final outcome | Independent artist research and editing research using You Tube tutorials | <p>Ensure your son/daughter has a quiet space to complete homework and has equipment/materials at home (including USB/headphones for watching You Tube tutorials and access to Google Classroom); Please check Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes/artists they are learning about. Support in taking photographs outside of school – transport to locations?</p> <p>PLEASE ENCOURAGE YOUR CHILD TO ATTEND ANY AFTERSCHOOL INTERVENTION SESSIONS AND HOLIDAY SESSIONS.</p> |
| Spring 2 | Exam Preparation: | Independent artist research and editing | Ensure your son/daughter has a |

| | | | |
|----------|--|--|--|
| | <ul style="list-style-type: none"> ➤ Mind-mapping using imagery and keywords ➤ Artist researches x 3 – detailed using SEMI approach ➤ Planning ideas for 3 photoshoots ➤ Completion of 3 photoshoots ➤ Best and worst evaluation/diagrammatic annotation for each shoot ➤ Creation of edits for each photoshoot ➤ Planning and development of final outcome ➤ Controlled 10-hour final outcome | research using You Tube tutorials | quiet space to complete homework and has equipment/materials at home (including USB/headphones for watching You Tube tutorials and access to Google Classroom); Please check Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes/artists they are learning about. Support in taking photographs outside of school – transport to locations? PLEASE ENCOURAGE YOUR CHILD TO ATTEND ANY AFTERSCHOOL INTERVENTION SESSIONS AND HOLIDAY SESSIONS. |
| Summer 1 | Coursework completion: Ensure all coursework is up to date and feedback of improvements has been acted on for final May deadline. | Students must have reacted to feedback and made improvements to work | PLEASE ENCOURAGE YOUR CHILD TO ATTEND ANY AFTERSCHOOL INTERVENTION SESSIONS AND HOLIDAY SESSIONS. ASK THEM ABOUT THEIR COURSEWORK – HAVE THEY HANDED IT IN! |
| Summer 2 | End of course | | |

Suggested reading and useful online resources to support independent and home learning:

- The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most from your Digital Camera (available at Amazon for under £12)
- You Tube for tutorials on camera and editing techniques
- Students will be expected to find their own sources during Year 11; teacher guidance on appropriate sources will be given when necessary

Contact details: Ms C Brew, cbw@goffs.herts.sch.uk

Psychology

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|--|---|
| Autumn 1 | <p>Language, Thought and Communication:</p> <ul style="list-style-type: none"> ➤ Recap of content covered in Y10 ➤ The possible relationship between language and thought ➤ The effect of language and thought on our view of the world ➤ Explanations of non-verbal behaviour (Darwin's theory) ➤ Yuki et al's study <p>Brain & Neuropsychology:</p> <ul style="list-style-type: none"> ➤ Structure and function of the nervous system ➤ Neuron structure and function ➤ Structure and function of the brain (James-Lange theory, Hebb's theory) | <p>Language, Thought and Communication</p> <ul style="list-style-type: none"> ➤ Darwin's evolutionary theory ➤ Yuki's emoticons study <p>Brain & Neuropsychology Structure and function of the nervous system which may relate to content learned in science.</p> | <p>Encourage your child to keep on top of their revision and create revision resources. Test your child on a regular basis to ensure they understand the content and are confident with it.</p> <p>Encourage your child to do further reading into the content, perhaps even look at A Level content on websites or in books, or to read ahead using the digital textbook.</p> <p>Trip to the National History Museum – exhibit on Human Biology that ties in with the Brain & Neuropsychology topic.</p> <p>Trip to Science Museum – Who Am I? Exhibit that links the brain to your behaviour.</p> |
| Autumn 2 | <p>Brain & Neuropsychology</p> <ul style="list-style-type: none"> ➤ Structure and function of the brain (Penfield's study) ➤ Localisation of brain function ➤ An introduction to neuropsychology ➤ Tulving's study | <p>Brain & Neuropsychology</p> <ul style="list-style-type: none"> ➤ Penfield's study of the interpretive cortex ➤ Tulving's 'gold' memory study <p>Psychological Problems</p> <ul style="list-style-type: none"> ➤ Characteristics of clinical depression | <p>Encourage your child to keep on top of their revision and create revision resources. Test your child on a regular basis to ensure they understand the content and are confident with it.</p> |

| | | | |
|----------|---|---|--|
| | <p>Psychological Problems</p> <ul style="list-style-type: none"> ➤ An introduction to mental health ➤ How the incidence of significant mental health problems changes over time ➤ Effects of significant mental health problems on individuals and society ➤ Characteristics of clinical depression ➤ Theories of depression (biological and psychological) | | <p>Encourage your child to do further reading into the content, perhaps even look at A Level content on websites or in books, or to read ahead using the digital textbook.</p> <p>Your child will get their test back at the start of this half-term. It would be very useful to go through this with your child and look at areas where they performed well and areas that need improvement.</p> <p>Trip to the National History Museum – exhibit on Human Biology that ties in with the Brain & Neuropsychology topic.</p> <p>Trip to Science Museum – Who Am I? Exhibit that links the brain to your behaviour.</p> |
| Spring 1 | <p>Psychological Problems</p> <ul style="list-style-type: none"> ➤ Theories of depression (biological and psychological) ➤ Wiles’ study ➤ Interventions or therapies for depression ➤ Characteristics of addiction ➤ Theories of addiction (biological and psychological) ➤ Kaij’s study ➤ Interventions or therapies for addiction | <p>Psychological Problems</p> <ul style="list-style-type: none"> ➤ Wiles’ study ➤ Characteristics of addiction ➤ Kaij’s study ➤ Interventions or therapies for addiction | <p>Encourage your child to keep on top of their revision and create revision resources. Test your child on a regular basis to ensure they understand the content and are confident with it.</p> <p>Encourage your child to do further reading into the content, perhaps even look at A Level content on websites or in books.</p> <p>Your child will get their test back at the start of this half-term. It would</p> |

| | | | |
|----------|--|---|--|
| | | | be very useful to go through this with your child and look at areas where they performed well and areas that need improvement. |
| Spring 2 | <ul style="list-style-type: none"> ➤ Synoptic 9 mark questions which draws knowledge from across the curriculum. <p>Paper 1 and Paper 2 Revision</p> <ul style="list-style-type: none"> ➤ Key concepts, theories and studies across both papers will be looked at in depth. ➤ Exam questions to apply knowledge | Students should be actively revising by preparing revision materials (i.e. flashcards/cue cards, mind maps) and answering practice exam questions in preparation for their exams. | Encourage your child to keep on top of their revision and create revision resources. Test your child on a regular basis to ensure they understand the content and are confident with it. |
| Summer 1 | <p>Paper 1 and Paper 2 Revision</p> <ul style="list-style-type: none"> ➤ Key concepts, theories and studies across both papers will be looked at in depth. <p>Exam questions to apply knowledge</p> | Students should be actively revising by preparing revision materials (i.e. flashcards/cue cards, mind maps) and answering practice exam questions in preparation for their exams. | Encourage your child to keep on top of their revision and create revision resources. Test your child on a regular basis to ensure they understand the content and are confident with it. |
| Summer 2 | Paper 1 and 2 revision if exams are pushed back to after the May half term. | | |

Provisional Exam Dates:

Paper 1 – Monday 17th May 2021 (PM)

Paper 2 – Friday 28th May 2021 (PM)

Suggested reading and useful online resources to support independent and home learning:

- GCSE digital textbook - <https://illuminate.digital/aqapsychgcse/>
Student username – SGOFFS6
Password – STUDENT6

Students can access sample papers on the AQA website to complete more exam questions to enhance their exam technique and consolidate their learning. (www.aqa.org.uk)

PsychBoost is a fantastic website that has videos for the AQA specification. The videos outline all theories and studies and evaluates them in a clear way. This is a great website for students who are audio learners and need things explained in a different way. GCSE content is now included. (<https://www.psychboost.com/videos-and-resources>)

Simply Psychology is a useful website that offers extensive information about a range of topics in psychology. This website is aimed at A Level Psychology; however it offers students the opportunity to broaden their knowledge about the topics we learn beyond the GCSE curriculum. They can search the website to read up on any topic we are currently studying. (<https://www.simplypsychology.org>)

Quizlet is an online tool where students can create flashcards online. They can learn the material created, write out key terms, and test themselves. (<https://quizlet.com/latest>)

Learn dojo is a useful website that summaries the new GCSE content. This can be useful for revision and has some video clips to elaborate on some topics. (<https://learndojo.org/aqa/gcse-psychology-revision/>)

Contact details: Mrs Holman – Head of Psychology, ozl@goffs.herts.sch.uk

Religious Studies

Overview of what your child will be learning:

| | Topic Title and unit | What students will be learning | <u>Flipped Learning</u> Content your child will need to come prepared to the lesson having researched <u>Plus +</u> Things you can do to support your child to be successful |
|---------|----------------------------|---|---|
| Topic 1 | Christian Practices | Worship and festivals <ul style="list-style-type: none"> ➤ Different forms of worship and their significance: <ul style="list-style-type: none"> ○ liturgical, non-liturgical and informal, including the use of the Bible ○ private worship ➤ Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer ➤ The role and meaning of the sacraments: <ul style="list-style-type: none"> ○ the meaning of sacrament ○ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism ○ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning ➤ The role and importance of pilgrimage and celebrations including: <ul style="list-style-type: none"> ○ two contrasting examples of Christian pilgrimage: Lourdes and Iona ○ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today The role of the church in the local and worldwide community <ul style="list-style-type: none"> ➤ The role of the Church in the local community, including food banks and street pastors | Allow your child to try and teach you how to meditate. After some meditation reflect on how this could have a possible positive impact on someone’s life. |

| | | | |
|---------|---------------------------|--|--|
| | | <ul style="list-style-type: none"> ➤ The place of mission, evangelism and Church growth ➤ The importance of the worldwide Church including: <ul style="list-style-type: none"> ○ working for reconciliation ○ how Christian churches respond to persecution ○ the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund | |
| Topic 2 | Buddhist Practices | <p>Worship and festivals</p> <ul style="list-style-type: none"> ➤ The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings ➤ Puja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas ➤ Meditation, the different aims, significance and methods of meditation: <ul style="list-style-type: none"> ○ Samatha (concentration and tranquillity) including mindfulness of breathing ○ Vipassana (insight) including zazen ○ the visualisation of Buddhas and Bodhisattvas ➤ The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet. ➤ Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of: <ul style="list-style-type: none"> ○ Wesak ○ Parinirvana Day <p>Buddhist ethics</p> <ul style="list-style-type: none"> ➤ Ethical teaching: <ul style="list-style-type: none"> ○ kamma (karma) and rebirth ○ compassion (karuna) ○ loving kindness (metta) ➤ The five moral precepts: <ul style="list-style-type: none"> ○ do not take life ○ do not take what is not given ○ do not misuse the senses ○ do not speak falsehoods ○ do not take intoxicants that cloud the mind | <p>After studying Islam in class ask your child to question the way Islam is represented in the media. Is it a fair representation of Islam? Why is it unfair? What effect does this have?</p> |

| | | | |
|---------|--|--|--|
| | | <ul style="list-style-type: none"> ➤ The six perfections in the Mahayanan tradition: <ul style="list-style-type: none"> ○ generosity ○ morality ○ patience ○ energy ○ meditation ○ wisdom, including how the individual develops these perfections within themselves | |
| Topic 3 | Human Life | <p>The origins and value of the universe</p> <ul style="list-style-type: none"> ➤ The origins of the universe, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of the universe, and different interpretations of these ○ the relationship between scientific views, such as the Big Bang theory, and religious views ➤ The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder ➤ The use and abuse of the environment, including the use of natural resources, pollutio ➤ The use and abuse of animals, including: <ul style="list-style-type: none"> ○ animal experimentation ○ the use of animals for food <p>The origins and value of human life</p> <ul style="list-style-type: none"> ➤ The origins of life, including: <ul style="list-style-type: none"> ○ religious teachings about the origins of human life, and different interpretations of these ○ the relationship between scientific views, such as evolution, and religious views ➤ The concepts of sanctity of life and the quality of life ➤ Abortion, including situations when the mother's life is at risk ➤ Ethical arguments related to abortion, including those based on the sanctity of life and quality of life ➤ Euthanasia ➤ Beliefs about death and an afterlife, and their impact on beliefs about the value of human life | <p>After studying Islam in class ask your child to question the way Islam is represented in the media. Is it a fair representation of Islam? Why is it unfair? What effect does this have?</p> |
| Topic 3 | Human Rights & Social Justice | <p>Human rights</p> <ul style="list-style-type: none"> ➤ Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals | <p>Discuss with your child your views on Jesus, Was he a man?</p> |

| | | | |
|--|---|---|--|
| | | <ul style="list-style-type: none"> ➤ Issues of equality, freedom of religion and belief including freedom of religious expression ➤ Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others ➤ Social justice ➤ Racial prejudice and discrimination ➤ Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice <p>Wealth and poverty</p> <ul style="list-style-type: none"> ➤ Wealth, including: <ul style="list-style-type: none"> ○ the right attitude to wealth ○ the uses of wealth ➤ The responsibilities of wealth, including the duty to tackle poverty and its causes ➤ Exploitation of the poor including issues relating to: <ul style="list-style-type: none"> ○ fair pay ○ excessive interest on loans ○ people-trafficking ➤ The responsibilities of those living in poverty to help themselves overcome the difficulties they face ➤ Charity, including issues related to giving money to the poor | <p>Was he a God? Did he even exist?</p> <p>Encourage your child to consider how different beliefs in Jesus could affect the way someone would lead their life.</p> |
| <p>Summer 2: Why are Abraham and Moses so important to Jews?</p> | <p>In this unit students will be looking at who Abraham and Moses were and what their relationship was with the God of the Jewish people. Students will look at what things Abraham and Moses did in their lives that made them so important and why Jewish people still remember</p> | <p>Judaism is essentially the world's oldest <i>monotheistic</i> religion. You can find out a timeline of the faith here: https://www.youtube.com/watch?v=KR9sWRzbdJw</p> | <p>Encourage your child to think about their role models and what it is about them that makes them a good leader. Encourage them to see if Moses or Abraham possesses similar qualities.</p> |

| | | | |
|--|---|--|--|
| | them today. In addition to learning about Abraham and Moses, students will also be looking at leadership, especially the qualities and characteristics of good leadership. | | |
|--|---|--|--|

Contact details: Mr E Bora, EBo@goffs.herts.sch.uk

Science - Triple

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|--|
| Autumn 1 | B13 Reproduction C12 Chemical analysis Mock exam preparation B14 Variation and evolution C13 The Earth's atmosphere B15 Genetics and evolution C14 The Earth's resources | Chromatography Testing for ions | Facilitate and promote the use of Tassomai and the completion of the daily goals. Students have to complete a minimum of 4/7 of their daily goals. This entails logging onto www.tassomai.com and answering a series of questions in the form of a quiz. |
| Autumn 2 | P12 Waves (Wave properties & EM waves) B16 Adaptations, interdependence... C15 Using our resources | Waves Radiation and absorption | " |
| Spring 1 | P14 Light B17 Organising an ecosystem Mock exam preparation P15 Electromagnetism B18 Biodiversity and ecosystems P16 Space | Reflection and refraction Field investigations | " |
| Spring 2 | Mock exam preparation | Revision of the required practicals listed above. | " |
| Summer 1 | Revision for exams | Revision of the required practicals listed above. | " |
| Summer 2 | Exams | | |

Suggested reading & useful online resources to support independent and home learning:

- [Doddle \(www.doddlelearn.co.uk\)](http://www.doddlelearn.co.uk)
Students have access to interactive activities, tests and quizzes.
- [Kerboodle \(www.kerboodle.com\)](http://www.kerboodle.com)

Students have logins, allowing them to access the course textbook and linked resources/revision materials. Resources include: videos/animations, interactive activities, example assessment materials, required practical worksheets, and 'Bump up your grade' materials.

BBC Bitesize

Students have access to key information on each topic, video clips and tests.

- Biology – <https://www.bbc.com/education/examspecs/zpgcbk7>
- Chemistry – <https://www.bbc.com/education/examspecs/z8xtmnb>
- Physics – <https://www.bbc.com/education/examspecs/zsc9rdm>

YouTube

MyGCSE Science, Free Science Lessons and FuseSchool YouTube channels provide a wealth of video clips.

- <https://www.youtube.com/user/myGCSEscience/videos>
- <https://www.youtube.com/user/virtualschooluk/videos>
- https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/videos

AQA

Assessment resources (exam papers and mark schemes) can be found on the AQA website for Triple Science.

- Biology – <http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>
- Chemistry – <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>
- Physics – <http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>

Specifications can also be found on the AQA website. These provide information on the subject content that is assessed.

- Biology – <http://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>
- Chemistry – <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>
- Physics – <http://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

Required Practical Video Web Links

| Required Practical | Video web link |
|--------------------|---|
| Photosynthesis | https://www.youtube.com/watch?v=id0aO_OdFwA&index=14&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Reaction time | https://www.youtube.com/watch?v=Ws5qVXYHRnQ&index=23&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |

| | |
|--------------------------|--|
| Germination | https://www.youtube.com/watch?v=8kTJJjlpedM&t=3s |
| Field investigations | https://www.youtube.com/watch?v=mcEUusP8ELU&index=17&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Decay | https://www.youtube.com/watch?v=Doky51MQ1SE&t=1s |
| Temperature changes | https://www.youtube.com/watch?v=tKxcQYZ2YH8&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=8 |
| Rates of reaction | https://www.youtube.com/watch?v=GI6LVI7oAIU&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=9 https://www.youtube.com/watch?v=ssa3wh3RNt0&index=19&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Chromatography | https://www.youtube.com/watch?v=pnTGNAfu6GE&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=6 |
| Identifying ions | https://www.youtube.com/watch?v=fCZztwJmAl0&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=28 |
| Water purification | https://www.youtube.com/watch?v=_UGHsbTEBvA&index=21&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Light | https://www.youtube.com/watch?v=tiqiN3y1ze4&index=26&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Force and Extension | https://www.youtube.com/watch?v=QQCJeAqBumE&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=11 |
| Acceleration | https://www.youtube.com/watch?v=J9-J0cFQCrE&index=22&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Waves | https://www.youtube.com/watch?v=OY0IXHPo_nM&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=20 |
| Radiation and absorption | https://www.youtube.com/watch?v=LFwio38EK9s&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=24 |

Contact details: Mr A Hopwood – **KS4 Science Coordinator**, aho@goffs.herts.sch.uk

Mrs T Harris – **Head of Science**, tha@goffs.herts.sch.uk

Science - Combined

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|--|---|
| Autumn 1 | Mock exam preparation – Paper 1 | Revision of the required practicals listed below. | Facilitate and promote the use of Tassomai and the completion of the daily goals. Students have to complete a minimum of 4/7 of their daily goals. This entails logging onto www.tassomai.com and answering a series of questions in the form of a quiz. |
| Autumn 2 | B12 Reproduction C11 The Earth's atmosphere P12 Waves (Wave properties & EM waves) B13 Variation and evolution C12 The Earth's resources | Waves Radiation and absorption | “ |
| Spring 1 | B14 Genetics and evolution P15 Electromagnetism Mock exam preparation - Paper 2 B15 Adaptations, interdependence... B17 Organising an ecosystem | Field investigations | “ |
| Spring 2 | B18 Biodiversity and ecosystems Mock exam preparation | Field investigations Revision of the required practicals listed above. | “ |
| Summer 1 | Revision for exams | Revision of the required practicals listed above. | “ |
| Summer 2 | Exams | | |

Suggested reading & useful online resources to support independent and home learning:

- Doddle (www.doddlelearn.co.uk)
Students have access to interactive activities, tests and quizzes.
- Kerboodle (www.kerboodle.com)
Students have logins, allowing them to access the course textbook and linked resources/revision materials. Resources include: videos/animations, interactive activities, example assessment materials, required practical worksheets, and 'Bump up your grade' materials.

BBC Bitesize

Students have access to key information on each topic, video clips and tests.

- Combined Science - <https://www.bbc.com/education/examspecs/z8r997h>

YouTube

MyGCSE Science, Free Science Lessons and FuseSchool YouTube channels provide a wealth of video clips.

- <https://www.youtube.com/user/myGCSEscience/videos>
- <https://www.youtube.com/user/virtualschooluk/videos>
- https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/videos

AQA

Assessment resources (exam papers and mark schemes) can be found on the AQA website for Triple Science.

- Combined Science - <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

Specifications can also be found on the AQA website. These provide information on the subject content that is assessed.

- Combined Science – <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

Required Practical Video Web Links

| Required Practical | Video web link |
|--------------------|---|
| Microscopy | https://www.youtube.com/watch?v=SX6mow1AExI&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Osmosis | https://www.youtube.com/watch?v=oiexYUqM_xE&index=2&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Enzymes | https://www.youtube.com/watch?v=8Yqbu56lmXk&index=4&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |

| | |
|----------------------|---|
| Food tests | https://www.youtube.com/watch?v=akMLGbnA0gE&index=12&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Photosynthesis | https://www.youtube.com/watch?v=id0aO_OdFwA&index=14&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Reaction time | https://www.youtube.com/watch?v=Ws5qVXYHRnQ&index=23&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Field investigations | https://www.youtube.com/watch?v=mcEUusP8ELU&index=17&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |

| | |
|------------------------|--|
| Making salts | https://www.youtube.com/watch?v=glOMlwBoe_4&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=3 |
| Electrolysis | https://www.youtube.com/watch?v=tCHE_7QeRUc&index=5&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Temperature changes | https://www.youtube.com/watch?v=tKxcQYZ2YH8&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=8 |
| Rates of reaction | https://www.youtube.com/watch?v=Gl6LVI7oAIU&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=9 https://www.youtube.com/watch?v=ssa3wh3RNt0&index=19&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Chromatography | https://www.youtube.com/watch?v=pnTGNAfu6GE&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=6 |
| Water purification | https://www.youtube.com/watch?v=_UGHsbTEBvA&index=21&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| Specific heat capacity | https://www.youtube.com/watch?v=loeRLKNeUsc&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=15 |
| Resistance | https://www.youtube.com/watch?v=m_3JrA-sDEg&index=7&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |
| I-V Characteristics | https://www.youtube.com/watch?v=rw9ECrS6SBI&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=29 |
| Density | https://www.youtube.com/watch?v=lvqu6JAbaKc&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=18 |
| Force and Extension | https://www.youtube.com/watch?v=QQCJeAqBumE&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=11 |
| Acceleration | https://www.youtube.com/watch?v=J9-J0cFQCrE&index=22&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI |

| | |
|--------------------------|---|
| Waves | https://www.youtube.com/watch?v=OY0IXHPo_nM&list=PLAd0MSIZBSsF3vV_uxyzbcNHuDrQ6Hc-UI&index=20 |
| Radiation and absorption | https://www.youtube.com/watch?v=LFwio38EK9s&list=PLAd0MSIZBSsF3vV_uxyzbcNHuDrQ6Hc-UI&index=24 |

Contact details: Mr A Hopwood – **KS4 Science Coordinator**, aho@goffs.herts.sch.uk

Mrs T Harris – **Head of Science** – tha@goffs.herts.sch.uk

Spanish

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful <i>Ensure students complete independent work as follows:</i> |
|----------|--|---|--|
| Autumn 1 | Global and Social Issues Healthy Living, Poverty and Homelessness | ➤ Use your vocab booklet to learn the key vocabulary p16-19 | www.languagenut.co.uk Vocab trainer- AQA Spanish Theme 2- Global and Social Issues |
| Autumn 2 | Charity and voluntary work | ➤ Use your vocab booklet to learn the key vocabulary p16-19 | www.languagenut.co.uk Vocab trainer- AQA Spanish Theme 2- Global and Social Issues |
| Spring 1 | Revision Theme 1 (Identity and culture) -exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary p8-13 | www.languagenut.co.uk Vocab trainer- AQA Spanish Theme 1, Identity and Culture |
| Spring 2 | Revision Theme 3 (Current and future study and employment) -exam skills | ➤ Use your vocab booklet to consolidate the key vocabulary p22-24 | www.languagenut.co.uk Vocab trainer- AQA Spanish Theme 1, Current and future study and employment |
| Summer 1 | Revision Theme 2 (Local, national, international and global areas of interest) | ➤ Use your vocab booklet to consolidate the key vocabulary p14-21 | www.languagenut.co.uk Vocab trainer- AQA Spanish Theme 2, Local national and international areas of interest. |
| Summer 2 | EXAMS | | |

Suggested reading & useful online resources to support independent and home learning:

AQA Exam board-specific

- www.languagenut.com
- <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

General vocabulary

- www.linguascope.co.uk username: goffs password : 20twenty Click on Intermediate
- www.quizlet.com and www.studystack.com

Grammar

- www.languagesonline.org.uk

Exam revision guide and workbook

Contact details: Miss N Andreou- Head of MFL, nan@goffs.herts.sch.uk

Product Design

Overview of what your child will be learning:

Students will continue with the NEA having completed sections A – C last year and any outstanding work over to the summer. Alongside the NEA students will be studying and revising for their written exam.

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|--|---|
| Autumn 1 | Section D Developing design ideas appx 7hrs. Investigating design opportunities Modelling prototypes. Investigating possible materials and processes. Evaluation and analysis. Planning making with manufacturing spec | <i>Look at the links below to support their NEA and theory work. Evaluate work and take care with presentation. Research materials and making processes to ensure all resources are available.</i> | <i>Encourage your child to look at the links below to support their progress. Give your child feedback on their design ideas. They may need you to act as a client or give 3rd party feedback</i> |
| Autumn 2 | Section E Realising design ideas appx 7hrs. Making and evaluation of the manufacturing process. Evidencing manufacture. QC And QA checks | <i>Plan their making step by step to ensure they have the correct materials, understand the manufacturing process and can work efficiently and accurately</i> | <i>Help them to organise their time and start planning effectively. They will need to create and plan their revision as well as the completion of their NEA folder ready to be sent to the moderator.</i> |
| Spring 1 | Revision Core technical principles: <ul style="list-style-type: none"> ➤ new and emerging technologies ➤ energy generation and storage ➤ systems approach to designing ➤ mechanical devices ➤ materials and their working properties ➤ developments in new materials | <i>Identify and RAG areas for revision. Use the revision sites and plan your revision. Come to lesson with any queries re exam questions or revision</i> | <i>Encourage your child to look at and attempt past paper questions. They should also be looking and revision sites as listed below.</i> https://www.bbc.co.uk/bite-size/guides/z6jkw6f/revision/1 https://www.gcsepod.com/ https://senecalearning.com/ |
| Spring 2 | Specialist technical principles: <ul style="list-style-type: none"> ➤ selection of materials or components ➤ forces and stresses ➤ ecological and social footprint ➤ sources and origins ➤ using and working with materials | <i>Identify and RAG areas for revision. Use the revision sites and plan your revision. Come to lesson with any queries re exam questions or revision</i> | <i>Encourage your child to complete past papers and to time themselves. Using the marks schemes to mark their work is also useful for them to identify how to answer questions effectively.</i> |

| | | | |
|----------|---|---|---|
| | <ul style="list-style-type: none"> ➤ stock forms, types and sizes ➤ scales of production ➤ specialist techniques and processes ➤ surface treatments and finishes <p>The categories through which the principles can be delivered are:</p> <ul style="list-style-type: none"> ➤ papers and boards ➤ timber based materials ➤ metal based materials ➤ polymers ➤ textile based materials ➤ electronic and mechanical systems | | |
| Summer 1 | <p>Designing and making principles in relation to the following areas:</p> <ul style="list-style-type: none"> ➤ investigation, primary and secondary data ➤ environmental, social and economic challenge ➤ the work of others ➤ design strategies ➤ communication of design ideas ➤ prototype development ➤ selection of materials and components ➤ tolerances ➤ material management ➤ specialist tools and equipment ➤ specialist techniques and processes | <p><i>Identify and RAG areas for revision. Use the revision sites and plan your revision. Come to lesson with any queries re exam questions or revision</i></p> | <p><i>Ensure your child is revising but also taking breaks, eating well and sleeping!</i></p> |
| Summer 2 | Exam | | <p><i>Ensure your child is revising but also taking breaks, eating well and sleeping!</i></p> |

Suggested reading and useful online resources to support independent and home learning:

- GCSE AQA Design & Technology Complete revision and practice book by CGP – ISBN 978 1 78294 755 4
- <https://www.sketchup.com/plans-and-pricing/sketchup-free>
- https://www.youtube.com/results?search_query=sketch+a+day
- <https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/1>
- <https://www.gcsepod.com/>
- <https://senecalearning.com/>

Contact details: Mrs M Fusco Head of Product Design, mfu@goffs.herts.sch.uk

Textiles

Overview of what your child will be learning:

| Term | Key content | How to support your child and Flipped Learning topics |
|--|--|---|
| <p>NEA: (Non Examined Assessment worth 50% of the qualification)</p> <p>Marked out of 100</p> | <p>Students will be set an Edexcel assignment brief in June 2019, where they will select ONE design context to research, design and make a final outcome.</p> <p>Marks are awarded as follows:</p> <p>A01 Investigations of the design context needs and research (16 marks)</p> <p>A02 Development of Design ideas including modelling (42 marks)</p> <p>A02 Manufacture (36 marks)</p> <p>A03 Evaluation (6 marks)</p> <p>It is very important that if students have completed minimal work during lockdown that they are encouraged to now catch up.</p> <p>The only changes to the NEA this year are that students do not need to complete a finished product. However, they are still required to model their work and this takes a considerable amount of time and patience!</p> <p>Students can take advantage of the workshops afterschool if they would like to use the facilities.</p> | <p>Students will need to complete primary research such as; visiting museums and relevant institutions depending on their chosen context.</p> <p>Students will have a series of deadlines to meet throughout the year to ensure they maximise the opportunity to secure higher grade boundaries.</p> <p>Students may need access to an A3 portfolio or sketchbook and drawing equipment.</p> <p>They will need to purchase fabrics and components for their final product.</p> <p>Please note that students have been given exemplar booklets for all units. These can also be access on RM: Shared for students to use. These files are too big for Doodle and therefore cannot be saved on there</p> |
| <p>Written examination:</p> <p>1 hour and 45 minutes</p> <p>50% of the qualification</p> | <p>The exam will take place in Spring 2020</p> <p>Content overview</p> <p>1 – Core content and any one from the following material categories: Metals, Papers and boards, Polymers , Systems, Textiles, Timbers</p> <p>Assessment overview</p> <p>The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category students have chosen</p> <p>Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.</p> <p>Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.</p> | <p>Resources to help with revision and exam papers are saved in the RM: shared.</p> <p>Students are encouraged to practice exam style questions.</p> <p>Students are encouraged to develop their technical vocabulary</p> <p>Maths skills are fundamental to design and technology. These skills will be embedded in the examination for this qualification.</p> <p>Science skills, knowledge and understanding underpin the theory and practice of design and technology. These skills will be embedded in the examination for this qualification</p> <p>Recommended Reading: Edexcel GCSE (9-1) Design & Technology by Pearson</p> |

Contact details: Mrs LJ Abazi- lab@goffs.herts.sch.uk

Food and Nutrition

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|---|
| Autumn 1 | <p>NEA 2 & subject specific theory (2 lessons a fortnight)</p> <p>Nea 2 release date is expected in October, students are to look at mark sheets using their Mock NEA 2 Look at high skill dishes and recipes as well as</p> <p>Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz'</p> | <p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework, GCSE Food and nutrition exam question workbook.</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca learning</p> |
| Autumn 2 | <p>GCSE Food and Nutrition NEA 2 Task is live</p> <p>NEA 2 & subject specific theory (2 lessons a fortnight)</p> <p>Revision of all topics Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz' Long answer question practise booklet Past written papers</p> | <p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework,</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca Learning</p> |

| | | | |
|----------|--|---|---|
| | | GCSE Food and nutrition exam question workbook. | |
| Spring 1 | <p>GCSE Food and Nutrition NEA 2 Task is live NEA 2 & subject specific theory (2 lessons a fortnight)</p> <p>Revision of all topics Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz' Long answer question practise booklet Past written papers</p> | <p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework, GCSE Food and nutrition exam question workbook.</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca learning</p> |
| Spring 2 | <p>Revision of all topics and commodities for GCSE Food and Nutrition Exam in June. Revision of all topics Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz' Long answer question practise booklet Past written papers Revision of science terms and practical food lessons</p> | <p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework, GCSE Food and nutrition exam question workbook.</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca Learning</p> |
| Summer 1 | <p>Revision of all topics and commodities for GCSE Food and Nutrition Exam in June. Revision of all topics</p> | <p>Students will need to check their doddle account for relevant videos</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> |

| | | | |
|-----------------|---|---|---|
| | <p>Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz' Long answer question practise booklet Past written papers</p> | <p>before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework, GCSE Food and nutrition exam question workbook.</p> | <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca Learning</p> |
| <p>Summer 2</p> | <p>Revision of all topics and commodities for GCSE Food and Nutrition Exam in June. Revision of all topics Revision resources Seneca Learning Collins GCSE revision workbook Subject /Topic Quiz' Long answer question practise booklet Past written papers</p> | <p>Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete coursework research deadline before the subsequent lesson, such as Seneca learning homework, GCSE Food and nutrition exam question workbook.</p> | <p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals.</p> <p>Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize Seneca learning</p> |

Suggested reading and useful online resources to support independent and home learning:

Contact details: Mary Roffey, mro@goffs.herts.sch.uk

BTEC Childcare

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|--|--|
| Autumn 1 | Patterns of Child Development Revision Topic A, B & C (EXAM IN JANUARY) | Look on the internet for the 'United Nations Convention on Rights for a Child'. | Discuss what inclusive means e.g. disability, race, religion, family structure, poverty. |
| Autumn 2 | Patterns of Child Development Revision Topic A, B & C (EXAM IN JANUARY) | Conduct an interview to ask how they implement inclusive practice. | Encourage your child to find someone who has worked with young children. |
| Spring 1 | Learning aim B: Understand how different play opportunities promote children's development Task 2a of Assignment Brief | Make a poster together using old photographs or images from the internet to show what their favourite toys were. Add in their age at the time if possible. | Talk to your child about their favourite toys as they were growing up. You could also discuss the toys you enjoyed or the toys their siblings enjoyed. |
| Spring 2 | Learning aim C: Understand how play is structured in early years settings to promote children's development Task 2b of Assignment Brief | Make a list together of all the different playtime activities. Then together think of the ways that this helps learning. | Take your child to visit a nursery if possible. If this is not possible, visit different nursery websites and discuss what types of play they engage in. |

Suggested reading and useful online resources to support independent and home learning:

- BTEC First Children's Care, Learning & Development, Kath Bukman, Heinemann
- BTEC Level 2 Firsts in Children's Play, Learning and Development Student Book, Pearson

Contact details: ani@goffs.herts.sch.uk

BTEC Health & Social Care

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|--|---|
| Autumn 1 | Topic A.2 Barriers to accessing services Task 1 of Assignment Brief | Research what the different barriers to accessing services and make a list of your findings. | Encourage your child to spend time on the coursework and to think about it as early as possible. Discuss with your child the planning and timing of the work to ensure all set deadlines are met. |
| Autumn 2 | Health and Wellbeing Revision Topic A, B & C (EXAM IN JANUARY/FEBRUARY) | Using the revision guide given to you, go through each topic and highlight your areas of weakness. Focus on these points and do revision mind maps to help you revise. | Download previous exam papers from the edexcel website and go through some of the longer answers. There is a mark scheme available for each paper and you can encourage your child to self-mark the paper in order to fully understand how to answer the questions. |
| Spring 1 | Health and Wellbeing Revision Topic A, B & C (EXAM IN JANUARY/FEBRUARY) | Using the revision guide given to you, go through each topic and highlight your areas of weakness. Focus on these points and do revision mind maps to help you revise. | Download previous exam papers from the edexcel website and go through some of the longer answers. There is a mark scheme available for each paper and you can encourage your child to self-mark the paper in order to fully understand how to answer the questions. |
| Spring 2 | Topic B.1 Care Values Topic B.2 Reviewing own application of care values Task 2 of Assignment Brief | Research the care values and application of these values making sure you cover each point. This will aid you in | Encourage your child to spend time on the coursework and to think about it as early as possible. |

| | | | |
|--|--|---|--|
| | | completing the final part of your coursework. | Discuss with your child the planning and timing of the work to ensure all set deadlines are met. |
|--|--|---|--|

Suggested reading and useful online resources to support independent and home learning:

- **BTEC Tech Award Health and Social Care Student Book**
 Publisher: Pearson
 Author: Brenda Baker, Colette Burgess, Peter Manning
 ISBN: 9781292200927

Contact details: ani@goffs.herts.sch.uk

BTEC Dance

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|---|--|
| Autumn 1 | Component 3: Performing to a brief Learning Aim A: Developing ideas in response to a brief | Students should watch videos on topics regarding their brief. Students should research choreographers that link to their chosen brief | Monitor their progress on www.theeverlearner.com Encourage your child to attend extra-curricular dance club |
| Autumn 2 | Component 3: Performing to a brief Learning Aim B: Selecting and developing skills and techniques for performance | Students need to create choreography at home to teach to their group within class time | Monitor their progress on www.theeverlearner.com Encourage your child to attend extra-curricular dance club |
| Spring 1 | Component 3: Performing to a brief Learning Aim C: Taking part in a workshop performance | Students need to complete their log book and evaluate their performance in the dance shows | Monitor their progress on www.theeverlearner.com Encourage your child to attend extra-curricular dance club |
| Spring 2 | Revise content for exams | Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content | Monitor progress of coursework Keep track of intervention days to encourage attendance |
| Summer 1 | Revise content for exams | Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content | Monitor progress of coursework |

| | | | |
|----------|---------------------------------|---|---|
| | | | Keep track of intervention days to encourage attendance |
| Summer 2 | Revise content for exams | Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content | Monitor progress of coursework Keep track of intervention days to encourage attendance |

Suggested reading & useful online resources to support independent and home learning:

- www.theeverlearner.com
- YouTube – dance choreography and inspiration

Contact details: Miss Fleet, efl@goffs.herts.sch.uk

BTEC DIT

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|--|---|---|
| Autumn 1 | Component 3 Exam topic – U3 Threats to data | Carryout further research on the topics covered in class. Make revision notes on the topics covered | Ask your child to show you the revision notes that they have made so far. |
| Autumn 2 | Component 3 Exam Topics - U4 Prevention & management of threats U5 Policy U6 Responsible use | Read news articles either online or on TV about cyber attacks | Check your child understands what they have read by asking questions. |
| Spring 1 | U7 Legal and ethical U8 Forms of notation | Use the revision guide to carry out further reading. Answer questions on the revision guide. | Check that your child is doing extra revision for their exam in February 4 th 2021. |
| Spring 2 | U1 Modern technologies U2 Impact of modern technologies | Use the revision guide to carry out further reading. Answer questions on the revision guide. | Check that your child is doing extra revision for their exam in February 4 th 2021. |
| Summer 1 | Revision | Revise - Do exam papers and go through revision notes. | Test your child's knowledge by asking them questions using flashcards or other materials they have made to help revise. |
| Summer 2 | | | |

Suggested reading and useful online resources to support independent and home learning:

- Legislation - <https://www.bbc.co.uk/bitesize/topics/zmr9wmn>
- News - <https://www.bbc.co.uk/news>
- Threats to data - <https://www.dcssoftware.com/10-threats-data-thwart/>

Contact details: ani@goffs.herts.sch.uk

BTEC Media

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|-------------|---|---|
| Autumn 1 | Autumn 1 | Students will begin Unit 3 – Digital Video Production. Students will be asked to plan a TV advert for an energy drink aimed at the teenage market. They will need to design branding for the fictitious ‘Ream Drinks’ company. Their planning of a video idea will lead to them presenting a pitch to the teacher and the class to see if their ideas can be made into a film. | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. |
| Autumn 2 | Autumn 2 | We will return to the key concepts and revive issues of camera, editing and sound that have been covered previously in the course. We will also look at the development and the range of digital publishing platforms available now. Students will look at how and why the media industries research audiences so thoroughly. We will be doing extensive exam practice at this point. | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. |
| Spring 1 | Spring 1 | Students will use school based equipment to film and edit a 20-30 second advert. | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. |

| | | | |
|----------|-----------------|---|---|
| Spring 2 | Spring 2 | Students will begin unit 2 (a core unit) where they need to plan and pitch a media product of their choice. They will be well practiced at this now having done this for both their eMag and TV advert. | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. |
| Summer 1 | Summer 1 | Students will begin revising for the summer resit. If this is not needed then there will be time to look at Unit 2 in more detail. We will return to the key concepts and revive issues of camera, editing and sound that have been covered previously in the course. We will also look at the development and the range of digital publishing platforms available now. Students will look at how and why the media industries research audiences so thoroughly. We will be doing extensive exam practice at this point. | Use the department website to find resources and links to articles and videos which give excellent wider knowledge and context to the lesson content. |
| Summer 2 | Course complete | Course complete | Course complete |

Suggested reading and useful online resources to support independent and home learning:

- <https://goffsfilmandmedia.wixsite.com/tips>
- <https://www.blackmagicdesign.com/products/davinciresolve/>
- <https://bbfc.co.uk/>

Magazines/Journals:

- Empire Magazine
- Sight and Sound
- Little White Lies

Contact details: Mr M Compton, mcn@goffs.herts.sch.uk

BTEC Sport

Overview of what your child will be learning:

| Term | Key content | Flipped Learning Content your child will need to come prepared to the lesson having researched | Things you can do to support your child to be successful |
|----------|---|---|---|
| Autumn 1 | <p>Component 3: Applying the principles of sport and activity</p> <p>Learning aim A: Understand the fundamentals of sport and activity leadership</p> <ul style="list-style-type: none"> ➤ The attributes of a leader ➤ The benefits of participation in sport and activity sessions | <p>Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content</p> <p>Students should attend extra-curricular clubs to observe sports coaching. Once confidence, students should help teachers to coach younger year groups</p> | <p>Monitor their progress on www.theeverlearner.com</p> <p>Encourage attendance at extra-curricular clubs</p> |
| Autumn 2 | <p>Component 3: Applying the principles of sport and activity</p> <p>Learning Aim B: Planning sessions for target groups</p> <ul style="list-style-type: none"> ➤ Target groups ➤ Types of sessions | <p>Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content</p> <p>Students should attend extra-curricular clubs to observe sports coaching. Once confidence, students should help teachers to coach younger year groups</p> | <p>Monitor their progress on www.theeverlearner.com</p> <p>Encourage attendance at extra-curricular clubs</p> |
| Spring 1 | <p>Component 3: Applying the principles of sport and activity</p> <p>Learning aim c: Delivering and reviewing sessions for target groups</p> <ul style="list-style-type: none"> ➤ Methods of delivery/success ➤ Methods of reviewing | <p>Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content</p> <p>Students should attend extra-curricular clubs to observe sports coaching. Once confidence, students should help teachers to coach younger year groups</p> | <p>Monitor their progress on www.theeverlearner.com</p> <p>Encourage attendance at extra-curricular clubs</p> |
| Spring 2 | <p>Revise content for exams</p> | <p>Students should watch the videos on</p> | <p>Monitor progress of coursework</p> |

| | | | |
|----------|---------------------------------|---|---|
| | | www.theeverlearner.com to obtain a grounding in the subject content | Keep track of intervention days to encourage attendance |
| Summer 1 | Revise content for exams | Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content | Monitor progress of coursework Keep track of intervention days to encourage attendance |
| Summer 2 | Revise content for exams | Students should watch the videos on www.theeverlearner.com to obtain a grounding in the subject content | Monitor progress of coursework Keep track of intervention days to encourage attendance |

Contact details: bsp@goffs.herts.sch.uk