



The Cottesloe School

Remote Learning Curriculum Topics Spring Term 1 2021



Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Art	Twentieth Century Art (e.g. Kandinsky, Matisse, Delaunay) Rotation groups changing 8 Feb>	Twentieth Century Art (e.g. Kandinsky, Matisse, Delaunay) Rotation groups changing 8 Feb>	Digital sketchbook - Skulls in Art. (consolidating project) Starting new unit: Identity - Pop Art, Digital Sketchbook	Identity - Pop Art, Digital Sketchbook	Extended Project - students working on own themes chosen from "Mock" paper	Extended Project - students working on own themes chosen from "Mock" paper, all have chosen "Fairy tales & fables"	Personal Investigation - students working on own themes
Science	C1 - particle model and periodic table (atomic structure, solids, liquids and gases, the periodic table) P2 - Space and Forces (Planets, Stars, Moons, The Sun, Seasons, gravity, rockets)	C3 - The Earth (rock formation, crystallisation, structure of the Earth, The Atmosphere, greenhouse effect, global warming Climate change, Recycling and Plastics)	B1 - Cell Biology (Cell structure, Animal and Plant Cells, specialised cells, microscopes, osmosis, active transport) C1 - Atomic Structure (atoms, atomic structure, electron configurations, periodic table, chemical reactions, bonding) C3 - Quantitative Chemistry (Conservation of mass, balancing equations)	B6 -Inheritance, variation and evolution (inherited characteristics, DNA and Genome, evolution) C4 - Chemical Change (Reactivity series, metals, displacement, salts) C5 -Energy in Reactions (Endo and Exothermic reactions, Reaction profiles, bond energy calculations)	B7 - ecology (Communities, abiotic and biotic factors, adaptations, cycling of materials, Deforestation, climate change) P7 - Electromagnetism (magnetic fields, electromagnetism, motor effect, uses of magnets) Revision - Students are also revising and revisiting the earlier topics		
Applied Science						Topic 2.1 Keeping Up the Standard	Topic 2 Assignment 2.3
Biology				B5 - Coordination and Control (Fertility, Contraception, Diabetes, Blood sugar levels, body temperature, homeostasis)	B6 -inheritance, variation and evolution (inherited characteristics, DNA and Genome, evolution)	Topic 3 Transport in Plants and Biological Molecules	Topic 13 Neuronal Communication, Topic 18 Respiration, Topic 16 Plant Responses

Chemistry				<p>C4 - Chemical Change (Reactivity series, metals, displacement, salts)</p> <p>C5 -Energy in Reactions (Endo and Exothermic reactions, Reaction profiles, bond energy calculations)</p>	<p>C10 - Using Resources (Life cycle assessments, Water, Renewable and Non-Renewable resources)</p>	<p>Topic 8 Reactivity Trends and Topic 11 Basic Concepts of Organic Chemistry</p>	<p>Topic 23 Redox and Electrode potentials and Topic 29 Analytical Techniques</p>
Physics				<p>P6 - Waves (Types of wave, progressive waves, uses of waves, communications, electromagnetic spectrum)</p>	<p>P7 - Electromagnetism (magnetic fields, electromagnetism, motor effect, uses of magnets)</p>	<p>Chapters 4 - Forces Chapter 5 work energy and power, chapter 10 Electrical circuits, chapter 11 waves</p>	<p>Chapter 22 Electric Fields, Chapter 23 Magnetic Fields</p>
Health & Social Care						<p>Unit 5 - Students are working to complete the controlled assessment/course-work module</p>	<p>Unit 2 - Working in Health and Social Care</p>
Business			<p>Market research: What it is, the benefits, primary and secondary research, quantitative and qualitative data, collecting research, analysing research and presenting results to a business.</p>	<p>Task 4- gathering research to improve a produce. Task 5- the finance and viability of a product, costs, revenue, profit/ loss breakeven.</p>	<p>Task 4 R066- Reflecting on a professional pitch and product development.</p>	<p>Assignment 2, P4-5, M3 & D2. PESTLE, SWOT, Porters & Ansoff.</p>	<p>Unit 8 Recruitment and selection.</p>
Computer Science				<p>Algorithms and computational thinking. Examining how to break down problems into smaller task. Identifying patterns in problem.</p>	<p>Revision of SLR8 - Algorithms and computational thinking.Programming project initialisation phase.</p>	<p>Databases and SQL Understanding the concept of normalisation to the 3rd normal form (3NF) Study and practice of SQL commands</p>	<p>Databases and SQL Understanding the concept of normalisation to the 3rd normal form (3NF) Study and practice of SQL commands</p>

ICT	Spread sheets & formulas. Creating spreadsheet and using formulas to track and update data. Using data to create visual representations of information	Building complex spreadsheets to analyse and model real world scenarios. Developing graphs to provide high-level information. Presenting data from a scenario and making decisions using modelling techniques.	Building complex spreadsheets to analyse and model real world scenarios. Developing graphs to provide high-level information. Presenting data from a scenario and making decisions using modelling techniques.	Coursework initialisation: Analysing and defining a scenario. Developing a plan to solve the problems in the scenario. Creating planning documents to implement the plan	Planning and initialisation techniques. Understanding the phases to a project, looking at planning techniques and how to implement these in a project.		
Dance			Exploring the Anthology Work Emancipation of Expressionism. We're looking at aspects which might come up on a GCSE Dance paper and the skills needed for analysis. This includes analyses of movement material and of features: costume, set design, lighting and aural setting.	Consolidating Section C of the written paper exploring the Dance Anthology. Looking specifically at the six anthology dance works, 6 mark movement questions, 2 features of one work analysis and the features comparison question.	Completing fix it on the mock questions, specifically six anthology dance works, 6 mark movement questions, 2 features of one work analysis and the features comparison question. Section B (analysis of own work) and questions related to choreography and performance skills. One hour a week rehearsing solo choreography.		
Drama	Greek Theatre exploration to include: gory subject matter in Greek theatre! Type of stage, place, mask making, script writing and designing a Greek chorus.	Characterisation exploration of Our Day Out to include monologue learning, script writing, social class analysis and performing with a Liverpudlian accent!	Exploration of Theatre Roles, which connect to the multiple-choice section of the GCSE Drama, written paper. Analysis of the social, historical and cultural aspects of potential GCSE Set plays EITHER The Crucible (Mrs Lansley) OR Blood Brothers. (Mrs Varty)	Preparation for devised drama: students are exploring a number of stimuli and planning ideas for a piece of devised drama once they return to school. This also includes watching exemplar material and recap of devised drama skills. Students will also	Completion of devised drama log- books to accompany previously recorded devised drama practical. Consolidating GCSE Drama written skills to include: multiple choice theatre roles and stage configurations, answering questions		

				revise Blood Brothers and The Woman in Black.	on The Crucible and The Woman in Black.		
Music	Sign 2 Sing to include on line tutorials of songs with sign language, research into Sign Health and learning of sign language alphabet, colours etc. Also contributes to music challenge badge.	Sign 2 Sing to include on line tutorials of songs with sign language, research into Sign Health and learning of sign language alphabet, colours etc. Also contributes to music challenge badge.	Exploration of GCSE Anthology Work: Music for Voice - defying Gravity from Wicked. To include the application of the elements of music and how this might be assessed at GCSE Level. Students are also working on a solo performance recording on their chosen instrument or voice.	Exploration of Samba em Preludio from the Anthology of Music: World Music. Revision of other works to include the application of the elements of music in each work and how these are explored in GCSE listening paper questions.	Revision of the GCSE Music Anthology of 8 works. To include consolidation of the application of the elements of music and each work. Student have also sent solo performance recordings, which we greatly enjoyed listening to!		
Performing Arts							Completing Unit 28 journals with write-ups and analysis of practical work that has been completed, including analysis of skill develop, research into variety style, explanation of themes/work created, analysis of rehearsals.
Hospitality and Catering			Catering and hospitality - Basic soups and sauces.	Catering - Developing practical skills in preparation for controlled assessment - video sent. Preparing food hygienically and safely. Two course			

				meals focusing on customers' needs, demographic, Laws governing food, Environmental impact.			
Product Design			Coursework Challenge – Celebration Trophy, user needs Analysing existing products, Writing Design Specification Creating ideas, Development, Model making, Sustainability, CAD Sketch up development. Packaging, Papers and Boards, Logo design.	Papers & Boards, 'The Work of Others', Modelling & Prototyping, Skills Builder: 2D& 3D CAD using 2D design & Sketch up, Project - Sand Casting Aluminium. Understanding user needs, Product analysis, Design Specification, Creating ideas, Development, Ergonomics and anthropometrics, Model making and testing, Product Life Cycle, Orthographic drawing.	NEA (coursework). Modelling & Prototyping including 3D physical modelling and 3D CAD modelling. Theory Topics that relate to the March Mock (TBC).	Papers & Boards. 'Pelican Hotel' Design & Modelling project. Characteristics and working properties of Metals. Characteristics and working properties of Textiles.	Systems & Control. Life Cycle Assessment and Renewable Energy Sources. Continuation of NEA (including fix it).
Design Technology	Product Design: Home and leisure theme, Polymers, drawing techniques, packaging Systems & Control (Electronics): Fashion & Culture Theme, Resistance & Ohm's Law, Membrane switches, Circuits using light. Cooking & Nutrition: Food and personal	Product Design: Wellbeing theme, wood joints, design process, evaluation, drawing skills, product analysis - <i>new rotation due to start 8th Feb</i> Systems & Control (Electronics): Sustainability Theme, renewable energy sources. Resistor Values, Input sensors, PCB's. Drawing in					

	<p>hygiene; Practical planning; Design and making packaging; developing making skills - White sauce, Chicken curry, Pizza, small cakes.</p>	<p>Isometric. Cooking & Nutrition: Practical planning; Design and making packaging; developing making skills - Spaghetti bolognaise, Apple crumble, Scones, Chicken and Mushroom pie</p>					
<p>English</p>	<p>Shakespeare extracts and Conflict poetry. Students study: 'The Tempest', 'Othello', and 'A Midsummer Night's Dream'. They focus on the background to Shakespeare, the plot, characters and key vocabulary. In poetry, they learn to understand the poem 'Beowulf' undertaking a detailed study of the plot, key characters and language. They will write a mini-assessment on Shakespeare: A character speech and a story about a hero for the poetry response based on what they have learnt about 'Beowulf'.</p>	<p>Blood Brothers' and Love and Relationships Poetry. Students are introduced to the contextual background to the play and study the Scouse accent. They learn about the plot, characters, themes and ideas - reading the text and watching a performance of the play in instalments. With Poetry, students study poems such as 'Nettles', 'kid' and 'Brothers' - focusing upon the contextual background and understanding more about the language and structure and form. Students will complete a mini-assessment on analysing a passage from 'Blood Brothers'</p>	<p>Macbeth' - supernatural extracts and War Poetry. Students will study the Jacobean background to the play 'Macbeth: the role of women and the supernatural. They will focus in on key scenes in the first Act, which have a supernatural element to them. They will sit a mini-assessment on the presentation of the character of Lady Macbeth in Act1: Scene 5. Students will study 'The Charge of the Light Brigade', 'Bayonet Charge' and 'Exposure; and write a mini-assessment on one of these poems.</p>	<p>Macbeth' - teaching of the full text and Power and Conflict Anthology students will revise what they learnt in Year 9 and undertake mini-assessments.</p>			

French	<p>Family/pets; genders of nouns, possessive pronouns, the verbs avoir and être.</p> <p>School subjects; genders of nouns, opinion phrases, the verbs aimer, détester, adorer</p>	<p>Food, drink, healthy eating; partitive articles, quantities and weights, following a recipe, modal verbs in the imperative</p>	<p>Internet, social media, and eSafety; regular and irregular verbs, modal verbs, adverbs of frequency, direct object pronouns</p>	<p>Social issues: Charity and voluntary work, healthy living.</p> <p>Global issues: Environmental problems and their solutions. Present tense (regular and irregular verbs), imperatives. Inequalities. Verbs of possibilities.</p> <p>Speaking files: Technology, free time, customs.</p>	<p>Themea 11 and 12: Education post 16, jobs, career choices. Previous topics reinforcement and extending at higher level: Environment. 4 skills practice.</p>	<p>Film studies: L'Auberge Espagnole. Context, plot, themes, characters, film techniques.</p> <p>Contemporary French music. Popularity, diversity, threats and safeguard.</p>	<p>Independent research project. Research, presentation production. Politics and immigration: immigration concerns and viewpoints.</p>
German	<p>Family/pets; genders of nouns, forming plurals, the verb haben. Describing self and others; adjectival agreements, the verb sein.</p>	<p>Food, drink, eating out; transactional language, adverbial phrases, quantities and prices, the conditional</p>	<p>Dreams, ambitions and jobs; the conditional, infinitive clauses, dative prepositions, transactional language</p>	<p>Education and employment; comparative/superlative adjectives, present tense word order, future tense structures, die deutsche Bildungsweg, modal verbs</p>	<p>Environment and social issues; forming compound nouns, future tense, interpreting statistics, infinitive clauses, subordinating conjunctions, modal verbs in the imperative</p>		
Geography	<p>Fantastic Places / Africa</p>	<p>Climate Change / Deserts</p>	<p>China / India</p>	<p>Urban Challenges and Change. Bristol Case study</p>	<p>Resources. Water, Food and Energy.</p>	<p>Hazards / Changing Places</p>	<p>Contemporary Urban Environments</p>
History	<p>Medieval Monarchs unit. Which deserve to be remembered as strong rulers? Why were some seen as weak? Could women rule? Edward I and the conquest of Wales and relations with Scotland. Migration into Britain from the Celts to Windrush.</p>	<p>Political changes in the 19th century, expansion of the franchise, attitudes to women and women's efforts to gain the vote. Causes of the First World War, nature of trench warfare, end of the war and Treaty of Versailles.</p>	<p>The Native Americans of the Great Plains, life, beliefs, culture, warfare. The American Revolutionary War. Westward Expansion of white settlers and the impact on the Native Americans.</p>	<p>Continuation of the unit on Weimar and Nazi Germany: consolidation of Hitler's power and life in Nazi Germany. Skills focus: source skills.</p>	<p>Completion of the Warfare Through Time unit. Skills focus: exam technique for this paper. Also study of the unit: London and the Second World War, 1939-45. Skills focus: source skills.</p>	<p>Russia and its rulers 1855-1964. Cause events and results of the 3rd crusade. Churchill's war time career.</p>	<p>Cause events and results of the 3rd crusade. Khrushchev and thematic essay. NEA - write u. Political history.</p>

<p>Ethics and Philosophy</p>	<p>Hinduism unit- We explore the key beliefs within Hinduism. for example; reincarnation, the Trimurti Gods, The Caste system, life after death and Karma.</p>	<p>Life after death unit- We explore what the concept of life after death is, the topic of eschatology (the study of death, judgement and the soul), as well as near death experiences and your legacy after you die.</p>	<p>Religion and life - birth rites, coming of age ceremonies, the value of life, how religion adds to identity. Christianity and Judaism only</p>	<p>Theme B - Religion and life, creation, abortion, euthanasia, animal rights. Christian practices - worship, prayer, rites of passage, festivals, pilgrimage</p>	<p>A revision unit where content is interleaved under the topic 'Family life' This includes, coming of age ceremonies, marriage, abortion, Shabbat and sanctity of life</p>	<p>ER: Finished our 'God' topic which was exploring the language we use to explain God and the contradictions we see in this. Now moving on to 'Expressions of religious identity' this refers to topics such as; Baptism and Holy Communion. ML Starting religious authority, looking at the place of Jesus, the Church and revelation to have the authority of God.</p>	<p>ER: Life after death - Philosophy unit which includes; Descartes, Plato and Aristotle's views on the soul. The personal existence after death, Reincarnation, Near death experiences. ML Christianity and science, does science challenge Christianity.</p>
<p>Criminology</p>						<p>Continuing with Unit 2. Have completed AC1.2 Explaining the social construction of criminality and have completed AC2.1 Biological theories of criminality. Now on AC2.2 Individualistic theories of criminality.</p>	<p>Have completed unit 3 - AC3.1 Examining information for validity and AC3.2 Drawing conclusions from information on just verdicts, miscarriages of justice, safe verdict and just sentencing. Now on unit 4 - AC1.1 The law making process in England and Wales.</p>
<p>Sociology</p>						<p>Differences in educational achievement by class and ethnicity</p>	<p>Ethnicity and crime, Crime and the media</p>
<p>Psychology</p>						<p>Revised Attachment topic now on social influence topic from Paper 1</p>	<p>Completed Relationships now on Forensic from Paper 3 and the last topic on the syllabus</p>

<p style="text-align: center;">Maths</p>	<p>The students will continue with the 10 units that will be covered in the year. This will vary depending on the group and the teacher. The 10 Units are as follows: Analysing and Displaying data, Number skills, Expressions, functions and formulae, Decimals and measures, Fractions, Probability, Ratio and Proportion, Lines and Angles, Sequences and graphs and Transformations. More detail can be found in the student workbook that accompanies the course.</p>	<p>The students will continue with the 10 units that will be covered this year. This will vary depending on the teacher and the group. The 10 units are: Number, Area and Volume, Statistics, graphs and charts, Expressions and equations, Real life graphs, Decimals and ratio, Lines and angles, Calculating with fractions, Straight-line graphs and Percentages, decimals and fractions. More detail is available in the student workbook that accompanies the course.</p>	<p>In year 9 the students cover the first 8 units of the GCSE course. Depending on their group or tier they will have or will be covering the following: Number skills, Algebra skills, Graphs, Fractions, ratio and percentages, Angles, Averages and range and Perimeter, area and Volume. More help, support and guidance is available for parents in the student study guide and workbook that accompanies the course.</p>	<p>The students will be continuing with the Units in the GCSE course. Depending on group or tier, this will include: Graphs, Transformations, Ratio and proportion, Probability and more complex Algebra. More detail, help, support and guidance is available in the student revision guide and workbook that accompanies the course.</p>	<p>The students in Year 11 will follow a more bespoke programme depending on their tier or their group. Topics will be recovered from Year 9 and 10 and this will include work on Number topics, Algebra topics, Geometry topics, Ratio and proportion topics and Data and Statistic topics. More detail is available to help support with this in the students revision guide and workbook.</p>	<p>The work covered in A level Maths will be specific to the course and this will be covered by the core text that all students have. For Core Maths, all the details of the work to be covered will appear on the relevant google classroom. Any specific issues for A level Maths should be directed to Mrs L Evans and for Core Maths to Mrs B Williamson.</p>	<p>The work covered in A level Maths will be detailed in the relevant google classroom or in the course text which accompanies the course. Any queries should be sent to Mrs L Evans at the school.</p>
<p style="text-align: center;">Practical PE</p>	<p>Practical: A variety of health and fitness based activities and challenges. Theory: A focus on identifying muscles, bones the components of fitness and why we warm up and cool down.</p>	<p>Practical: A variety of health and fitness based activities and challenges. Theory: A focus on types of movement, methods of training and identifying antagonistic muscles.</p>	<p>Practical: A variety of health and fitness based activities and challenges. Theory: A focus on types of movement, methods of training and identifying antagonistic muscles.</p>	<p>Practical: A variety of health and fitness based activities and challenges. Theory: A focus on the short term and long term effects of exercise on the cardio-respiratory system</p>	<p>Practical: A variety of health, fitness and stress reducing activities and challenges. Theory: A focus on lifestyle choices - work, rest and sleep balance.</p>		

Physical Education (GCSE)			<p>Physical Training: Focus on methods of training and components of training - developing presentation skills as opposed to recent exam questions.</p>	<p>Personal Exercise Programme: Planning, performing and evaluating their exercise programme (coursework). Many students have selected circuits or interval/fartlek practical sessions.</p>	<p>Psychology in Sport: Focus on classification of skill, practice, types of guidance, feedback and mental rehearsal.</p>		
OCR Sports Science				<p>CNSS: currently learning about how appropriate warm up and cool down routines can help to prevent injury. Students will explore both the physical and psychological effects and the key components of the warm up and cool down as well as how to deliver these within a session.</p>			
BTEC Sport				<p>Learning Aim A - Components of Fitness: Completed: Fitness Testing Methods of Training Principles of Training Started Learning Aim B: Nutrition for sport and activity</p>		<p>Sport Psychology Miss Felton/Mr Curtis - Assignment C - psychological strategies/tools Miss Steptoe - Assignment B - Group processes</p>	<p>Professional development in the Sports Industry Miss Steptoe Aim A - Career and job opportunities in the Sports Industry. Mr Magill Aim B - Explore own skills using a skills audit to inform a career development action plan. Miss Smith Aim C - recruitment activity to demonstrate the process that can lead to a successful job.</p>

PSHCE	<p>Students used the Optimus Career Development Packs - STEP UP. These resources meet the Gatsby Benchmark criteria and use the CDI framework to map students learning about employability, enterprise and careers. Year 7 focused on looking back at their achievements and changes so far, and were introduced to some of the major themes of careers, employability and enterprise education.</p>	<p>Students used the Optimus Career Development Packs - STEP ON. These resources meet the Gatsby Benchmark criteria and use the CDI framework to map students learning about employability, enterprise and careers. Year 8 focused on building more in depth knowledge and were asked to challenge some common myths and beliefs about “careers”, for example eliminating common stereotypes about certain types of people who do certain jobs - only men are scientists or work in construction for example.</p>	<p>Students used the Optimus Career Development Packs – STEP AHEAD. These resources meet the Gatsby Benchmark criteria and use the CDI framework to map students learning about employability, enterprise and careers. Year 9 focused on supporting students to make effective choices when selecting subjects to study further by exploring their own skills, strengths, and interests.</p>	<p>Students used the Optimus Career Development Packs – STEP FORWARD. These resources meet the Gatsby Benchmark criteria and use the CDI framework to map students learning about employability, enterprise and careers. Year 10 focused on understanding more about the real working world. There were activities designed to help students begin to think about undertaking work experience, or other experiences of workplaces (visits or shadowing etc).</p>	<p>Students used the Optimus Career Development Packs – STEP INTO THE FUTURE. These resources meet the Gatsby Benchmark criteria and use the CDI framework to map students learning about employability, enterprise and careers. Year 11 focused on reviewing their skills and interests before considering their options and potential qualifications. There were exercises to help them to make sense of the labour market and to help them to apply for opportunities in learning and work. They will also be having a careers development talk delivered via the county over a google meet – date tbc.</p>		
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