

# REMOTE LEARNING PLANS YEAR 11

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## English

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
English Language Paper 2 Section A (non-fiction reading)	1 Introduction and reading modern text	Google Classroom tasks, discussion and live feedback	Practice Paper 2 (submitted via Google Classroom)
	2 Reading 19 <sup>th</sup> C text and beginning comparison		
	3 Developing comparisons		
	4 Practice papers & assessment		
English Language Paper 2 Section B (non-fiction writing)	5 Instruct/explain/advise		
	6 Argue/persuade		

## Maths

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Staff have been asked to complete individual work plans using their Mock Papers and RAG analysis		Via Maths Watch/DFM websites GC Assessments have built in feedback	ONLINE ASSESSMENTS Ratio and Proportion Area and Volume  Date and content will be posted on SMH to give students time to revise

## Combined Science

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
	1 P10 Forces & motion	Verbal feedback in lessons Answers in chat Q&A in lessons verbally Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy	Uploaded answers to Kerboodle textbook questions
	2 B12 Reproduction		
	3 B12 Reproduction		
	4 P11 Wave properties		
	5 B13 Variation & evolution		
	6 B14 Genetics & Evolution		

## GCSE Biology

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
	B11 Hormonal coordination	Verbal feedback in lessons Answers in chat Q&A in lessons verbally Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy	Kerboodle questions
	B11 Hormonal coordination		
	B11 Hormonal coordination		
	B12 Homeostasis in action		
	B12 Homeostasis in action		
	B12 Homeostasis in action		

## GCSE Chemistry

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
	C9 Crude oils and fuels	Verbal feedback in lessons Answers in chat Q&A in lessons verbally Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy	Kerboodle questions
	C9 Crude oils and fuels		
	C10 Organic reactions		
	C10 Organic reactions		
	C11 Polymers		
	C11 Polymers		

## GCSE Physics

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
P15 Electromagnetism P16 Space Revision	1 Magnetic fields and applications	Verbal feedback in lessons Answers in chat Q&A in lessons verbally Uploaded work / answers to questions Uploaded photo of work Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy	Kerboodle questions Tests on revision cards Uploaded pdf questions or google classroom test
	2 Motors and generators		
	3 Transformers / Solar system		
	4 Orbits & galaxies		
	5 Red shift and the universe		
	6 Revision lessons		

## Art

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Curating their own artistic and cultural collages	1 and 2 Curating and making four art and wider cultural online collage responses	Verbal and written on Google Classroom.	Responses to chosen artists
	3 and 4 initial artist responses in a variety of media		
	5 Final artists response		
	6 Review and annotation		

## Computer science

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Revision - Principles of programming Program construction Software engineering Controlled Assessment (CA) Revision of component 1 topics	1 Mock review component 1	Feedback in live lessons and GC	Past paper assessment component 1 & 2
	2 Mock review component 2		
	3 Principles of programming (CA)		
	4 Principles of programming (CA)		
	5 Revision of component 1 topics		
	6 Past paper review component 1 & 2		

## IT

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
LO6 Methods for processing data & LO8 Iterative review RO13 (CA)	1 Target audience	Feedback in live lessons and GC	End of Unit assessment & RO13 (CA)
	2 Topic 6.1 & CA		
	3 Topic 6.2 & CA		
	4 Iterative review & CA		
	5 Topic 6.3 & CA		
	6 RO13 (CA)		

## Design and Technology (Product Design)

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
<p><b>Exam</b></p> <p>1.1 New and Emerging Technologies (Complete Unit)</p> <p>2.1 -2.9 Specialist material area (textiles)</p> <p><b>NEA</b></p> <ul style="list-style-type: none"> <li>- Generating design ideas</li> <li>- Developing design ideas</li> </ul>	1 Exam - Complete 1.1 – Informing Design Decisions	<ul style="list-style-type: none"> <li>• In class questioning</li> <li>• Feedback on submitted work at end of each section – identifying misconceptions and any missing information</li> <li>• Continual assessment against Rubric</li> </ul>	<ul style="list-style-type: none"> <li>✓ New and Emerging Technologies (End of Unit Assessment Via google form)</li> <li>✓ NEA – google slides (students are used to this in school)</li> <li>✓ HWK – exam questions (submitted online)</li> </ul>
	2 Exam – End of unit assessment (Google Quiz) NEA - Generating creative design ideas (Thumbnail Sketches)		
	3 Exam – Sources and Origins resistant Materials NEA – D.I.R.T Sections A-C		
	4 Exam – Tools, Equipment, techniques and finishes NEA – Development (Through Sketching)		
	5 Exam – Environmental impact of Resistant materials. NEA – Analysis and Evaluation of Development		
	6 Exam – Working with Resistant materials (Stock forms, components and industrial methods) NEA – D.I.R.T Section D		

## Design and Technology (Textiles)

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
<b>Exam</b> 1.2 New and Emerging Technologies (Complete Unit) 2.1 -2.9 Specialist material area (textiles)  <b>NEA</b> - Generating design ideas - Developing design ideas	1 Exam - Complete 1.1 – Informing Design Decisions	<ul style="list-style-type: none"> <li>In class questioning</li> <li>Feedback on submitted work at end of each section – identifying misconceptions and any missing information</li> <li>Continual assessment against Rubric</li> </ul>	<ul style="list-style-type: none"> <li>✓ New and Emerging Technologies (End of Unit Assessment Via google form)</li> <li>✓ NEA – google slides (students are used to this in school)</li> <li>✓ HWK – exam questions (submitted online)</li> </ul>
	2 Exam – End of unit assessment (Google Quiz) NEA - Generating creative design ideas (Thumbnail Sketches)		
	3 Exam – Sources and Origins of Textiles NEA – D.I.R.T Sections A-C		
	4 Exam – Weaving, Knitting and Felting NEA – Development (Through Sketching)		
	5 Exam – Environmental impact of textiles NEA – Analysis and Evaluation of Development		
	6 Exam – Working with Textiles (Stock forms, components and industrial methods) NEA – D.I.R.T Section D		

## Design and Technology: Food Preparation and Nutrition

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Continue with NEA 2 in line with exam specification	1 NEA 2 – Product Trials 1 & 2 (Continue write-up) Exam – Technological Developments in Food Production	<ul style="list-style-type: none"> <li>• In class questioning</li> <li>• Feedback on submitted work at end of each section – identifying misconceptions and any missing information</li> <li>• Continual assessment against Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• NEA – google slides to be submitted in line with current deadlines (as set in sept). (Students are used to this in school).</li> <li>• HWK – exam questions (submitted online)</li> </ul>
	2 NEA 2 – Product Trials 3 & 4		
	3 NEA 2 – Selecting Final Menu Exam – Proteins Revision		
	4 NEA 2 – Dovetailed Time plan		
	5 NEA 2 – Finalise technical skills and time plan for final menu. Exam – Carbohydrates Revision		
	6 NEA 2 – Nutritional Analysis		



## Drama

Name of unit of work and brief outline of what will be covered.	Weekly learning foci/objectives	What on-going feedback will look like	What the key assessed pieces for the unit are
Year 11 – Continued work on Component 1 (until further instruction has been received from Exam Board)	1 Blood Brothers and Live Theatre revisited	Teachers' verbal feedback during live lessons, as work is shared.	Timed exam-style essay for Section B or C  Character/monologue practical work uploaded to Google Classroom, marked using mark scheme for guidance.
	2 Blood Brothers and Live theatre revisited		
	3 Comp 3 introduction to text	Private teacher comments on work uploaded to Google Classroom. With expectation that work is improved when feedback suggests this.  Verbal peer assessment.	
	4 Comp 3 character exploration		
	5 Comp 4 monologues		
	6 Revision for Comp 1 mock 2 exam		

## French

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Local, national, international and global areas of interest: Homelessness/ poverty  <b>AQA French – Higher-GCSE-Oxford- Theme 2- page 118- 122</b>	1 Feedback mock writing paper	<ul style="list-style-type: none"> <li>• Feedback AQA transcript</li> <li>• Feedback writing for the mocks</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab test</li> <li>• Speaking from other topics already covered</li> </ul>
	2 Discussing inequality		
	3 Discussing poverty in the world		
	4 Grammar the subjunctive		
	5 Revision Global issues		
	6		

## Geography

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
People and the Biosphere	1 Resource use theories	<ul style="list-style-type: none"> <li>- In lesson teacher questioning and verbal feedback</li> <li>- Regular exam question practice in lessons and use of model answers</li> <li>- Merits for uploaded work shown on camera at end of lesson (or uploaded on the lesson assignment if no camera)</li> <li>- EBI comments on assessed pieces of work</li> </ul>	<p><b>Using figure 2 assess the contribution of commercial agriculture in causing rainforest deforestation. (8) Teacher assessed</b></p> <p><b>Decision making exercise “Select the option that you think would be the best plan for the development of the Tambopata. Justify your choice.” (12) Teacher assessed</b></p> <p><b>Assess the reasons why different groups have contrasting views on conserving or exploiting the taiga. (8) Teacher assessed</b></p> <p><b>Walking talking mock Self assessed</b></p>
	2 Rainforest function, deforestation, conservation		
	3 Taiga function, deforestation, conservation		
	4 Energy resources and demand		
	5 Fossil fuels		
	6 Walking talking mock exam		

## History

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Britain, Migration, Empire and People. Part 3 and 4	1 Expansion of Empire in India	Regular exam questions set within lessons which students answer and then self assess and improve against success criteria and model answers . Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms All students who demonstrate engagement will be rewarded merits.	Essay. Economics was the main factor driving British involvement in India and Africa in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries?" How far do you agree with this statement? Explain your answer  Essay. Have economic factors been the main cause of people migrating from and to Britain?  8 mark exam questions set and uploaded to google classrooms every two weeks for teacher feedback
	2 Britain's Empire in India		
	3 Britain's Empire in Africa		
	4 Migration to, from and within Britain in 19thc century		
	5 Indian Independence		
	6 End of Empire in Africa		

## Media Studies

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Newspapers.  To understand all 4 framework areas of the Newspaper unit. With a focus on the Daily Mirror CSP and The Times CSP	1 – Intro to Tabloids and Broadsheets	Constant feedback taken from class and given by the classroom teacher throughout the lessons.  Key questions to be emailed and marked by the teacher.	A 20 mark exam comparison question once the CSP newspaper pages have been analysed.
	2 – Analysing the Daily Mirror CSP pages		
	3 – Analysing The Times CSP pages		
	4 – Effect of ownership / regulation		
	5 – Online platform and the effect on paper sales		
	6 – Essay question comparing the two versions of the same story found in the two CSP newspapers		

## Music

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Composition own Brief Concerto through time Exam Key words advanced	1 Concerto Through Time	Students answer questions throughout the lesson, some targeted, and teacher responds to the questions to support learning and check understanding. All students who demonstrate engagement will be rewarded with merits.	Composition 1 accounts for 25% of the GCSE Music grade. (L2, L4, L6)  Self assessment. Students improve their own work using model answers shared by teacher in (L1, L3, L5)
	2 Composition 1		
	3 Exam Key Words - Advanced		
	4 Composition 1 Continued		
	5 Exam Key Words Advanced - Part 2		
6 Composition 1- Score			

## PE

Unit of Work:	Focus/Objective/Expectations: (BY WEEK)	Feedback (student/teacher):	Assessed work:
Chapter 4 – Sports Psychology  Chapter 5 – Socio-Cultural Influences	<ol style="list-style-type: none"> <li>1. Performance Analysis Assessment (Coursework).</li> <li>2. Information Processing.</li> <li>3. Guidance and Feedback on Performance</li> <li>4. Motivation.</li> <li>5. Social Groups and Factors Affecting Participation.</li> <li>6. The Commercialisation of Physical Activity and Sport</li> </ol>	<ul style="list-style-type: none"> <li>- All work will be assigned to Google Classroom, students are expected to complete worksheets and homework and upload it to their classroom.</li> <li>- Teachers will then direct feedback through the upload document on Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are currently completing their Performance Analysis Assessment (coursework), this needs to be sent to teacher for feedback.</li> <li>- Students will complete an online 'end of topic' test for chapter 4 – Sports Psychology.</li> </ul>

REP

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Islam Practices	1. Introduction to the 5 pillars – Shahadah	<p>Regular exam questions set within lessons that range from 4,5 and 12 mark GCSE style questions. Students answer and then self assess and improve against success criteria and model answers</p> <p>Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms</p> <p>All students who demonstrate engagement will be rewarded merits.</p>	<p>End of unit assessment on Islam Practices</p> <p>Exam questions set and uploaded to google classrooms every two weeks for teacher feedback – ranging from 4,5 and 12 mark GCSE style questions.</p>
	2. Salah and the mosque		
	3. Sawm and Zakah		
	4. Hajj and Jihad		
	5. Festivals – Eid and Ashura		
	6. End of Unit Assessment		

### Sociology (RAB)

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Crime and Deviance – sociological explanations of crime	1: Exam feedback and introduction to crime	Written feedback on HW via google classrooms	Homework set every week from homework booklet  Assessment in week 5 using exam questions.
	2: Ways of measuring crime and their limitations		
	3: Functionalist theories of crime		
	4: Marxist Theories of crime		
	5: Labelling Theories and Crime		
	6: Explanations of Gender and Crime		

### Sociology (MDO)

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Crime and Deviance – sociological explanations of crime	1: Theories of Poverty	Written feedback on HW via google classrooms	Homework set every week from homework booklet  Assessment in week 6 using exam questions.
	2: Theories of Poverty		
	3: Exam feedback and introduction to crime		
	4: Ways of measuring crime and their limitations		
	5: Functionalist theories of crime		
	6: Marxist Theories of crime		

## Spanish

Name of unit of work and brief outline	Weekly learning foci/objectives	What on-going feedback will like	What the key assessed pieces for the unit are
Local, national, international and global areas of interest <b>AQA (new)</b> <b>Spanish Higher</b> <b>Unit 7 – Global issues</b>  <b>Pages: 118 to 124</b> Global issues <ul style="list-style-type: none"> <li>• Homelessness /poverty</li> </ul>	1 talking about poverty	<ul style="list-style-type: none"> <li>• All activities are feedback with answers ( verbally or written)</li> <li>• Quizlet/ linguascope</li> <li>• Extended writing</li> <li>• AQA answers Reading and listening activities</li> <li>• Assessment feedback on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab test</li> <li>• Translation test</li> <li>• Extended writing</li> </ul>
	2 talking about poverty		
	3 Talking about homelessness		
	4 Talking about homelessness		
	5 Grammar consolidation		
	6 Revision and Assessments		