



### English

<b>Content/Knowledge to be covered</b>	Introduce GCSE English Language skills (inference, deduction, synthesis) Introduce GCSE English Literature texts (four set texts across each class – see Teams)
<b>Skills to be developed</b>	Inference; deduction; synthesis; analysis; verbal reasoning; written accuracy
<b>Key Assessment tasks</b>	GCSE English Language Section A assessment
<b>Activities to be completed at home</b>	Independent reading (PDF version of texts available on Teams) Consolidation of GCSE English Language skills Development of contextual understanding of GCSE English Literature texts Literature booklets to support reading (resources shared through individual class Teams)

### Maths – Higher – A1, A2, A3, A4

<b>Content/Knowledge/Skills to be covered</b>	<ul style="list-style-type: none"><li>• Errors in Measurement</li><li>• Multiplying and Dividing Indices</li><li>• Standard form (+ - x ÷ )</li><li>• Using Formula - Substitution</li><li>• Expanding Single Brackets</li><li>• Setting up and solving linear equations</li><li>• Trial and Improvement</li><li>• Fractions (arithmetic)</li><li>• Ratio problems and Dividing in a Given Ratio</li><li>• Best Buy and Exchange rates</li><li>• Classifying shapes and shape terminology, parallel, perpendicular, congruence. Plan View, Side view etc.</li><li>• Angles - Basic angle facts - straight line, v.opp, around a point, triangles and quadrilaterals</li><li>• Similar Shapes</li></ul>
<b>Key Assessment tasks</b>	Class - Numeracy Assessment 1 Class – Assessment 1
<b>Activities to be completed at home</b>	MyMaths and MathsWatch (see Class Team for further details)



**Maths – Intermediate – A5, B1, B2, B3**

<b>Content/Knowledge/Skills to be covered</b>	<ul style="list-style-type: none"><li>• Negative Numbers</li><li>• Estimation</li><li>• Percentages of Quantities (Non Calc)</li><li>• Percentages of Quantities (Calc)</li><li>• Multiples &amp; Factors</li><li>• Squares, Cubes &amp; Roots</li><li>• Product of Prime Factors</li><li>• Basic Rules of Indices (Multiplication &amp; Division)</li><li>• Writing in Standard Form</li><li>• Algebra</li><li>• Collecting Like Terms</li><li>• Expanding Brackets</li><li>• Substituting into Worded Formula</li><li>• Sequences &amp; Nth Term</li></ul>
<b>Key Assessment tasks</b>	Class – Maths Assessment 1 Class – Numeracy Assessment 1
<b>Activities to be completed at home</b>	MyMaths and MathsWatch (see Class Team for further details)

**Maths – Foundation – B4**

<b>Content/Knowledge/Skills to be covered</b>	<ul style="list-style-type: none"><li>• Place value to multiply and divide by 10 and 100</li><li>• Use of tables – forward and backwards</li><li>• Problems using mental and short multiplication (facts up to 10 x 10)</li><li>• Add and subtract decimals to 2 places</li><li>• Rounding to nearest whole, 10 and 100</li><li>• Use simple fractions and simple percentages</li><li>• Multiples</li><li>• Factors</li><li>• Squares, square root</li><li>• BIDMAS</li><li>• Patterns and sequences including number machine</li><li>• Negative numbers</li><li>• Using simple worded formula – basic substitution</li><li>• Collect like terms and perimeter</li><li>• Coordinates</li></ul>
<b>Key Assessment tasks</b>	OCW1 Numeracy assessment
<b>Activities to be completed at home</b>	MyMaths and MathsWatch (see Class Team for further details)



### Biology

	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	Triple Specification Section 1.1 - Cells & movement across membranes	Double Specification Section 1.1 - Cells & movement across membranes
<b>Skills to be developed</b>	Literacy	Literacy
<b>Key Assessment tasks</b>	QER Question Educake questions	QER Question Educake questions
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Reading and highlighting notes</li> </ul>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Reading and highlighting notes</li> </ul>

### Chemistry

	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	<b>Triple specification</b> Section 1.1 points a-h, Section 1.2 points a-f,	<b>Double specification</b> Section 2.1 points a-h, Section 2.2 points a-f,
<b>Skills to be developed</b>	Use of the periodic table and the data contained within to perform calculations.  Numeracy skills using the 4 operations to perform simple calculations.	Use of the periodic table and the data contained within to perform calculations.  Numeracy skills using the 4 operations to perform simple calculations.
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"> <li>• Assessed QER</li> <li>• Assessed homework task (Educake)</li> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed QER</li> <li>• Assessed homework task (Educake)</li> <li>• End of unit test</li> </ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Reading and summarising unit notes</li> <li>• Answering questions that accompany notes (on Powerpoint)</li> </ul>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Reading and summarising unit notes</li> <li>• Answering questions that accompany notes (on Powerpoint)</li> </ul>



### Physics

	<i>Triple Science</i>	<i>Double Science</i>
<b>Content/Knowledge to be covered</b>	<b>1.1 Electrical Circuits</b> Symbols, types of circuits, current, voltage and resistance. Ohm's Law, Current-Voltage graphs and Electrical Power	<b>3.1 Electrical Circuits</b> Symbols, types of circuits, current, voltage and resistance
<b>Skills to be developed</b>	<b>Mathematical skills</b> <ul style="list-style-type: none"> <li>• applying the equations.</li> <li>• drawing and using graphs</li> <li>• change the subject of an equation; to substitute</li> <li>• Substituting numerical values into algebraic equations using appropriate units for physical quantities</li> </ul>	<b>Mathematical skills</b> <ul style="list-style-type: none"> <li>• applying the equations.</li> <li>• drawing and using graphs</li> <li>• change the subject of an equation; to substitute</li> <li>• Substituting numerical values into algebraic equations using appropriate units for physical quantities</li> </ul>
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"> <li>• Assessed classwork task</li> <li>• Assessed homework task</li> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed classwork task</li> <li>• Assessed homework task</li> </ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Forms quiz via assignment on Teams</li> <li>• Reading and summarising unit notes</li> </ul>	<ul style="list-style-type: none"> <li>• Educake</li> <li>• Reading and summarising unit notes</li> </ul>

### Art

<b>Content/Knowledge to be covered</b>	<b>Art &amp; Design GCSE – Foundation Period.</b> <b>Sept – Nov 2020</b>
<b>Skills to be developed</b>	<ol style="list-style-type: none"> <li>1. A4 mind map on identity. Brainstorm of ideas.</li> <li>2. A3 mind map for chosen topic.</li> <li>3. Artist Q Matrix handouts: Gustav Klutis/ Mimmo Rotella. (Show Liv Davies' work- collage).</li> <li>4. Compare and contrast: Vanitas Still life artist/ Cath Riley pencil artist.</li> <li>5. Still life drawing of objects that relate to theme. Focus developing skills in tonal shading and detail.</li> <li>6. Photography deadline: Close up. Go through thumbnails using lightroom. Present contact sheet. Choose favourite image – print A3.</li> <li>7. Photography Artist Introduction: Range of photographers – e.g: Werner Mantz – Focus on angles, lighting, composition.</li> <li>8. Compare and contrast: Wilhelm Sasnel / Gerard Richter/ Picasso.</li> </ol>
<b>Key Assessment tasks</b>	All completed tasks will be used to gauge where WJEC Assessment Objects have been met and to what standard.



<b>Activities to be completed at home</b>	<ol style="list-style-type: none"> <li>1. Homework: Choose a topic for individual projects.</li> <li>2. Homework: A3 collage sheet of images relating to topic.</li> <li>3. Ongoing photography homework. Karl Blossfeldt style- macro photography based on theme - minimum of 15.</li> <li>4. Bring in images to draw for Still Life/Photographs of the still life.</li> <li>5. Homework – Take photography related to theme – minimum of 20 photos</li> </ol>
<b>BTEC Sport</b>	
<b>Content/Knowledge to be covered</b>	<p>Injury in sports</p> <p>Types of injury and illnesses within sports participation and the causes.</p>
<b>Skills to be developed</b>	<p>Specification content</p> <p>Subject specific terms</p>
<b>Key Assessment tasks</b>	<p>Learner independent research</p> <p>Complete assignment task</p>
<b>Activities to be completed at home</b>	<p>Identify and describe 'sports associated' injuries and illnesses and their causes</p> <p>Presentation or report highlighting 4 types of sport injuries and 2 types of sports illnesses.</p>
<b>Business</b>	
<b>Content/Knowledge to be covered</b>	<p>Business Activity: The nature of business activity. Providing goods and services. Business Enterprise and Business Planning.</p>
<b>Skills to be developed</b>	<p>Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.</p>
<b>Key Assessment tasks</b>	<p>Page 20 &amp; 21 – identifying products and services and linking them to different scaled businesses.</p>
<b>Activities to be completed at home</b>	<p>Page 9 &amp; 20 – identify products and services.</p>
<b>Catering</b>	
<b>Content/Knowledge to be covered</b>	<p>Hygiene and bacteria. Health and safety - both personal and within the kitchen. Legislation and law. The role of the Environmental Health Officer.</p>
<b>Skills to be developed</b>	<p>Understanding of the role, ability to answer extended questions on the topics.</p>
<b>Key Assessment tasks</b>	<p>Examination practise questions for Unit 1 external examination.</p>



<b>Activities to be completed at home</b>	Researching food poisoning cases. Quizzes and resources will be put on the class Teams files area.
<b>Computer Science</b>	
<b>Content/Knowledge to be covered</b>	<b>Unit 1 exam topic: Hardware</b> <ul style="list-style-type: none"><li>• Components of the CPU</li><li>• Fetch- Decode-Execute Cycle</li><li>• Clock speed</li><li>• Multi-core processing</li><li>• RISC and CISC</li><li>• Input/output devices</li><li>• Primary storage – RAM and ROM</li><li>• Flash memory</li><li>• Cache memory</li><li>• Secondary storage – optical, magnetic, solid state, cloud</li><li>• Additional hardware – the motherboard</li></ul> <b>Unit 3 Controlled assessment</b> Introduction to Python programming language
<b>Skills to be developed</b>	Reading, literacy (Unit 1)  Programming (Unit 3)
<b>Key Assessment tasks</b>	Unit 1: past paper questions on 'Hardware'
<b>Activities to be completed at home</b>	Download Python and practice programming tasks
<b>Construction</b>	
<b>Content/Knowledge to be covered</b>	Introduction to the course. Focus on Health and Safety legislation.
<b>Skills to be developed</b>	Understanding Health and safety in the construction industry, especially awareness of signs and symbols along with the HASAWA (Health and safety at work act).
<b>Key Assessment tasks</b>	Research and classwork to be submitted within a folder to demonstrate their understanding.
<b>Activities to be completed at home</b>	Homeworks and resources will be available on the class Teams files area.



### Engineering

<b>Content/Knowledge to be covered</b>	Introduction to the Engineering course. Induction Health and Safety training.
<b>Skills to be developed</b>	Understanding of signs and symbols, hazard spotting and Health and Safety and COSHH legislation.
<b>Key Assessment tasks</b>	Completion of questions within the folders.
<b>Activities to be completed at home</b>	Folio pages will be available on the class Teams files area.

### French

<b>Content/Knowledge to be covered</b>	Past tense holidays. The perfect tense.
<b>Skills to be developed</b>	Reading, writing, Oracy
<b>Key Assessment tasks</b>	Pupils will have to submit a summative piece of writing about a past holiday (after half-term)
<b>Activities to be completed at home</b>	All PowerPoints, homework and worksheets will be uploaded on TEAMS by your class Teacher on the days of your timetabled lessons.

### Geography

<b>Content/Knowledge to be covered</b>	Core Theme 6 – Development and Resource Issues What is Development? How is Development Measured? What are the Global Patterns of Development? What are the causes and consequences of uneven Development in an LIC?
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>❖ Specification content</li> <li>❖ Subject specific terms</li> <li>❖ Use of data and GIS</li> </ul>
<b>Key Assessment tasks</b>	<ol style="list-style-type: none"> <li>1. Complete booklet tasks</li> <li>2. Complete LIC study of Malawi</li> <li>3. Complete exam question (8 + 3spag)</li> </ol>
<b>Activities to be completed at home</b>	All resources on Class Teams <ul style="list-style-type: none"> <li>○ Task booklets</li> <li>○ Development Powerpoint</li> <li>○ Malawi powerpoint</li> </ul> <ol style="list-style-type: none"> <li>2. Complete Infographic country study on Malawi</li> </ol>

### History

<b>Content/Knowledge to be covered</b>	<u>Unit 2: USA, a nation of contrasts, 1910-1929</u> <ul style="list-style-type: none"> <li>• Key Question 1: Immigration – Why did immigration become such a major issue in American society?</li> </ul>
--	---



	<ul style="list-style-type: none"><li>Key Question 2: Religion &amp; Race – Was American a country of religious and racial intolerance during this period?</li></ul>
<b>Skills to be developed</b>	<ul style="list-style-type: none"><li>Knowledge and understanding of key terms, features and characteristics of the period.</li><li>Analysis of historical events, using second concepts, such as cause and consequence, and change and continuity.</li><li>Analysis and evaluation of sources in their historical context in order to make substantiated judgements.</li><li>Literacy skills.</li></ul>
<b>Key Assessment tasks</b>	Complete essay questions (exam question 5 - 16 marks + 3 SPaG marks): <ul style="list-style-type: none"><li>“Immigration”: What were the most important reasons for the restrictions on immigration?</li><li>“Religion &amp; Race”: What were the worst examples of intolerance during this period?</li></ul>
<b>Activities to be completed at home</b>	<p>In order to consolidate learning on “Immigration” and “Religion &amp; Race”, pupils can:</p> <ul style="list-style-type: none"><li>Create revision notes/materials, such as flash cards and revision clocks, using class notes and booklet – revision clock templates available on Class Teams.</li><li>Complete revision activities from WJEC revision guide – available on Class Teams.</li><li>Read the “Immigration” and “Religion &amp; Race” learner guides on BBC Bitesize and complete multiple-choice tests. Use the following link (also available on Class Teams): <a href="https://www.bbc.co.uk/bitesize/topics/zyyc3k7">https://www.bbc.co.uk/bitesize/topics/zyyc3k7</a></li></ul> <p>In order to prepare for “Key Question 3: Crime &amp; Corruption – Was the 1920s a decade of organised crime and corruption?”, pupils can:</p> <ul style="list-style-type: none"><li>Read the “Crime &amp; Corruption” learner guide on BBC Bitesize and complete multiple-choice test. Use the same link as above.</li></ul>
<b>Health and Social Care</b>	
<b>Content/Knowledge to be covered</b>	<b>Unit 1.1 Human growth, development and well-being</b> <ul style="list-style-type: none"><li>Life stages across the life cycle</li><li>Growth and development</li></ul>
<b>Skills to be developed</b>	<ul style="list-style-type: none"><li><b>Literacy</b> – Key terms, extended writing, definitions, inference and deduction skills.</li><li><b>Numeracy</b> - interpreting graphs, flow charts, statistics.</li></ul>
<b>Key Assessment tasks</b>	<ul style="list-style-type: none"><li>Assessed classwork task</li><li>Assessed homework task</li><li>End of unit/topic test</li></ul>
<b>Activities to be completed at home</b>	<ul style="list-style-type: none"><li>Forms quiz via assignment on Teams</li><li>Reading and summarising unit notes</li></ul>





ICT	
Content/Knowledge to be covered	See class Team <ul style="list-style-type: none"><li>• Introduction to Office 365 including use of Teams</li><li>• Office based tasks – slideshow on 'Endangered species' using key formatting features and multimedia features such as animation and sound editing</li></ul>
Skills to be developed	Research, literacy, digital literacy
Key Assessment tasks	'Endangered species' slideshow task
Activities to be completed at home	Practice accessing Office 365 and Teams from home
Performing Arts	
Content/Knowledge to be covered	Devising and skills development
Skills to be developed	Acting skills, devising, working with others, creativity, vocal projection, performing
Key Assessment tasks	<ol style="list-style-type: none"><li>1. Performing in the Shakespeare for Schools festival</li><li>2. Evaluation of devising skills</li></ol>
Activities to be completed at home	<ol style="list-style-type: none"><li>1. Use your script to familiarise yourself with the play, and mindmap ideas about how your scene might be staged, set, costume or props used. Consider how sounds and lighting could also be used in your scenes. Remember to think about our current climate and social distancing!</li><li>2. Research some facts about Brecht and his influence on the theatre. Consider how some of his ideas could be used to influence our SSF performance.</li><li>3. Fill out diary entries evaluating our performance in lessons so far, considering what you have enjoyed and what you have found challenging. Diary template on teams.</li></ol>
Physical Education	
Content/Knowledge to be covered	Diet and Nutrition Energy balance equation; positive, negative, balanced. The functions of nutrients; protein for tissue growth/repair, carbohydrate for energy, fats for energy/insulation, minerals for bone growth, water for hydration.  The importance of nutrition for overall health and its roles in different types of physical activity
Skills to be developed	Specification content & Subject Specific terms
Key Assessment tasks	Completion of tasks and quiz.
Activities to be completed at home	Please read the 'Fuel for Exercise' PowerPoint on Teams. Then answer the 1.2 Diet, Nutrition and Physical Activity Quiz.



Religious Studies	
Content/Knowledge to be covered	Issues of Good and Evil
Skills to be developed	Knowledge of key terms / Evaluation
Key Assessment tasks	Complete a 'C' type question – Explain from both the Christian and Jewish traditions the teachings on Punishment (8)
Activities to be completed at home	Read the power points on class materials on TEAMS and complete activities on them. Learn key terms.
Product Design	
Content/Knowledge to be covered	Course introduction. Drawing skills for visual communication of ideas. CAD/CAM module on using 2D Design and the laser cutter. Designer inspired lamp project.
Skills to be developed	Theoretical and graphical skills understanding visual communication. Technical skills in using CNC machinery. Knowledge of 20 <sup>th</sup> Century designers to support examination.
Key Assessment tasks	Practical outcomes, visual communication of design ideas and ability to answer extended writing questions on key designers.
Activities to be completed at home	Researching prominent 20 <sup>th</sup> Century designers. Resources and quizzes will be shared on Teams.
Spanish	
Content/Knowledge to be covered	Introduction to Spanish: Greetings, numbers, alphabet, days of the week and months.
Skills to be developed	Reading. Writing, Oracy
Key Assessment tasks	Autumn assessments will include a range of reading, writing and speaking tasks.
Activities to be completed at home	Booklet in TEAMS. Any other resources will be posted onto you class Team.
Textiles	
Content/Knowledge to be covered	<u>Year 9- WJEC GCSE – Textiles – Art &amp; Design</u> <u>September – October 2020</u>
Skills to be developed	1. Mind map on transformation A4. Brainstorm ideas – (PPT transformation Yr9L1) 2. Homework. Choose a topic for individual projects.



	<ol style="list-style-type: none"> <li>A3 mind map for chosen topic</li> <li>Homework: Collect images/fabrics relating to the topic</li> <li>Look at textile artists give a list – Chose an appropriate artist who may focus on your given topic. Independent research. (<b>Embroidery artist book</b>)</li> <li>Hand embroidery- experiment with stitches- (<b>PPT. Embroidery 2020 &amp; You tube video on PPT.</b>)</li> <li>Embroidery square challenge – (<b>PPT.Embroidery square Challenge</b>) Alongside Machine workshop – experimenting with the machine/ threading (Half class at a time)</li> <li>Couching – Continual thread drawing (<b>PPT.couching</b>)</li> <li>Homework: H/W bring in a picture to embroidery on for next lesson Ongoing Photography minimum of 15 – Evaluate</li> </ol>
<b>Key Assessment tasks</b>	All completed tasks will be used to gauge where WJEC Assessment Objects have been met and to what standard.
<b>Activities to be completed at home</b>	Tasks 6 – 8 will not be able to be completed at home. Check class teams for individual task updates.
<b>Welsh</b>	
<b>Content/Knowledge to be covered</b>	Revision of the past tense from the topic Holidays in Year 8 for two weeks. Year 9 - Fashion and shopping and the conditional tense.
<b>Skills to be developed</b>	Reading, writing, speaking and listening.
<b>Key Assessment tasks</b>	Reading and writing task.
<b>Activities to be completed at home</b>	Themed booklet will be uploaded to Teams.
<b>Welsh Baccalaureate (Skills Challenge)</b>	
<b>Content/Knowledge to be covered</b>	<b><u>Enterprise &amp; Employability Challenge Task 1: Skills Audit, Development Plan and Application for a Team Role</u></b>
<b>Skills to be developed</b>	Personal Effectiveness (assessed skill)
<b>Key Assessment tasks</b>	<b>Task 1: Skills Audit, Development Plan and Application for a Team Role</b>
<b>Activities to be completed at home</b>	Log into your class TEAMS and complete the assignment set by your class teacher. Read through the resource carefully before starting the task.