

# Over the next half term Key Stage 4 students will be learning. . .

Subject	Year 10	Year 11
Art	<p>How do I conduct a practical investigation into Contemporary Portraiture. Component 1: Portfolio Developing Ideas (AO1) Refine artwork (AO2) Recording Ideas (AO3)</p> <p><b>TASKS:</b> Log onto your Google Classroom and follow the instructions for the 3 set tasks - 1. Complete a research PowerPoint on the Artist Gillian Lambert. Use the Knowledge Organiser link to access key art vocabulary for your critical analysis of their work 2. Complete a recreation of a Gillian Lambert portrait in pencil 3. Complete a photoshoot and editing process in the style of Gillian Lambert.</p>	<p>How do I explore,select and refine my ideas .reflecting crtically on work as it progresses? Component 1:Portfolio AO4 Personal response</p> <p><b>TASKS:</b> Log onto your Google Classroom and follow the instructions for the 3 set tasks 1. AO3 - Draw from your own edited black and white photographs. Remember important pencil shading techniques for achieving realism. A video, audio instructions and a PowerPoint of exemplar work is on Google Classroom for support 2. AO2 - Experiment with drawing techniques by choosing three different media. A video, audio instructions, PowerPoint of exemplar work is on Goggle Classroom to support. 3. Annotate your three drawings from tasks two using the KS4 GCSE booklet, audio instructions and key questions slide to support.</p>
Computing	<p>Focus on content for paper 2. Algorithmic thinking, searching and sorting algorithms and programming fundamentals</p> <p><b>TASKS:</b> Log on to Google Classroom and follow the instructions for 2.1, 2.2 making cornell notes and answering exam questions at the end of each presentation</p>	<p>What licenses can published software have and what is the difference between them? Ethical &amp; Cultural Issues, The CPU, Systems software, open &amp; proprietary Software Revision</p> <p><b>TASKS:</b> Log on to Google Classroom and follow the instructions for 1.1,1.7, 1.6 1.8 making cornell notes and answering exam questions at the end of each presentation. Please hand in to your teacher first lesson back</p>
Dance	<p>Focus anthology works in theory lessons 3. Emancipation of Expressionism &amp; 4. Infra How do we appreciate dance? How can I respond creatively in dance?</p> <p><b>TASKS:</b> Log onto your Google Classroom and follow the instructions for the 3 set tasks - 1. Read anthology 3 and Knowledge Organiser 3 for the 3rd work ""Emancipation of Expressionism"" &amp; answer questions 2. Follow Google Classroom slides on Emancipation of Expressionism and complete folder work 3. Create a phrase in the style and motifs for work as well as creative tasks on GC</p>	<p>Focus in theory lessons review of past works ""Shadows"" &amp; ""Infra""</p> <p>Continuation of Choreography solo based on exam paper stimulus and practise of set phrase.</p> <p><b>TASKS:</b> Log onto your Google Classroom and follow the instructions for the 3 set tasks - Focus in theory lessons review of past works ""Shadows"" &amp; ""Infra"" 1. Watch both works and make your own notes on the stimuli and the intentions of the dance using the Knowledge Organiser for each work. 2. Continue to work on your solo choreography for the exam using the feedback from the assessment. Upload a video of your solo or show your teacher on return. 3. Watch the Set phrase ""Breathe"" and practise with the video - upload a video of yourself or show your teacher on return.</p>

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Design Technology	<p>Theory Papers and Boards 3.1 Name the different types of P&amp;B? Textiles 3.1 Name the properties of 3 textiles? Sustainability 3.1 What is the importance of sustainability? Social, Moral, Cultural 3.1 Why do we need to consider SMC when designing? CAD/CAM3.1 Explain the differences between a face and an edge? Health and Safety 3.1 What are the main H&amp;S considerations for your product?</p> <p>Mock NEA Model Evaluation Material Planning Tools and Equipment CAD Manufacturing</p> <p><b>TASKS:</b> <i>Theroy - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson. You will be expected to review the lesson, undertake extra reading and complete tasks set on the google slides. NEA - Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson. You will be expected to continue to develop the NEA work you have done, this will include the reseach, design and development including model making where possible. Review Knowledge Organisers as part of your revision and read the challenging reading tasks.</i></p>	<p>Theory Timbers Recap 3.2 How do you make plywood? Plastics Recap 3.2 How do you know what plastic is recycable?</p> <p>NEA * Evaluation</p> <p><b>TASKS:</b> <i>Log onto your Google Classroom - all of the PowerPoints with lessons demonstrating what the students must do per lesson. You will be expected to review the lesson, undertake extra reading and complete tasks set on the google slides NEA - Google Classroom - Guidance Google Slides to help facilitate students in their independent undertaking of the NEA. You will be expected to continue to develop the NEA work you have done, this will include the reseach, design and development including model making where possible. Review Knowledge Organisers as part of your revision and read the challenging reading tasks.</i></p>
Digital Photography	<p>How do I use Photoshop to experiment and refine my photographs? Developing Ideas (AO1) Using Resources (AO2) Recording Ideas (AO3)</p> <p><b>TASKS:</b> <i>Log onto your Google Classroom and follow the instructions for the 3 set tasks - 1. Complete the factfile about the designer Michael Bierut.2. Write your opinion of Michael Bierut's design work 3. Complete a mind map about how you are going to create images inspired by Michael Bierut.</i></p>	<p>Experimental surrealist work inspired by Rosanna Jones</p> <p><b>TASKS:</b> <i>Log onto your Google Classroom and follow the instructions for the 3 set tasks. 1. Complete the fact file about the photographer Rosanna Jones 2. Complete the task of your critical opinion of Rosanna Jones' work. 3. Complete the mind map plan of how you are going to create images inspired by Rosanna Jones</i></p>

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Drama	<p>Devising Drama Practical- 01 (10%)</p> <p>Devising Portfolio development 1- 02 (20%)</p> <p><b>TASKS:</b>  <i>“Log onto your Google Classroom and follow the instructions for the 3 set tasks - 1. Complete design pages in the portfolio document; including your set design, costume and lighting grids.            2. Write your mid-point evaluations for your piece so far.            3. Complete all pages of your portfolio document, ensuring all are fully filled in ready to apply to your digital version”</i></p>	<p>Presenting &amp; Performing Texts Extract 1 &amp; 2 (30%)</p> <p><b>TASKS:</b>  <i>Log onto your Google Classroom and follow the instructions for the 3 set tasks - 1. Continue rehearsing your monologues. If working from home, submit a recorded version of your progress so far.            2. Complete the performance intentions sheet that accompanies your Unit 2 performance.            3. Amend corrections applied to your portfolios.</i></p>
English	<p>Language Paper 2 Section A            How do writers use language to present their viewpoints?            Link to Language Paper 2 Section A - Writer's viewpoints and perspectives.</p> <ul style="list-style-type: none"> <li>• Understanding how writers establish viewpoints/ideas</li> <li>• Language</li> <li>• Persuasive writing</li> <li>• Argument writing</li> <li>• Narrative Structure</li> <li>• Sentence structure and overall structure</li> <li>• Character</li> <li>• Persuasive devices</li> <li>• Critical essay writing skills</li> </ul> <p><b>TASKS:</b>  <i>1. Please see Google Classroom for task entitled 'Spring 1 GCSE work' for week by week break down of tasks to complete for English Language Paper 2. 2. One lesson per week should also be focused upon English Literature revision focusing upon A Christmas Carol. Instructions on Google Classroom.</i></p>	<p>Language Paper 2 Section A            How do writers use language to present their viewpoints?            • Understanding how writers establish viewpoints/ideas            • Language            • Persuasive writing            • Argument writing            • Narrative Structure            • Sentence structure and overall structure            • Character            • Persuasive devices            • Critical essay writing skills</p> <p>Language Paper 2 Section B            How can we craft our writing to establish a compelling point of view?            • Language            • Structure            • Form            • Argue and Persuade            • Convey a viewpoint</p> <p><b>TASKS:</b>  <i>1. Please see Google Classroom for task entitled 'Spring 1 GCSE work' for week by week break down of tasks to complete for English Language Paper 2. 2. One lesson per week should also be focused upon English Literature revision focusing upon A Christmas Carol and/or An Inspector Calls. Instructions on Google Classroom.</i></p>

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Enterprise	<p>How do you complete financial records?            What is the negative impact when financial records go wrong?            What are the advantages and disadvantages of the different payment methods?            What is revenue, costs and profit and how are they calculated?            External assessment component 3B</p> <p>Completing financial documents            Different methods of payments            calculating revenue, costs and profit            income statements</p> <p><i>TASKS:            Work will be set on Google Classroom for use in class and at home. Please log into classroom for your class and follow instructions for that week. This term work focusses on completing Component 3, section B, a work booklet will be uploaded to Google classroom together with a list of what should be completed each week. Your work should be uploaded for review.</i></p>	<p>What is Market Research used for?            (Coursework            Component 1B)            Customer needs            Understanding competitors and customers            How does the government affect an SME?            (Coursework component 1C) Understanding the impact of internal and external factors</p> <p><i>TASKS:            Work will be set on Google Classroom for use in class and at home. Please log into classroom for your class and follow instructions for that week. This term work focusses on completing first and second assessment BTEC assignment Learning Aims A,B and C. Feedback will be given by your class teacher and your work should be uploaded to classroom for review</i></p>
Faith & Philosophy	<p>Living the Jewish Life            How do Jewish beliefs affect the way they live their lives?            Public acts of Worship            Tenakh and Talmud            Prayer            The Shema and the Amidah            Rituals            Shabbat            Jewish Festivals            Features of the Synagogue</p> <p><i>TASKS:            1: Navigate to the Isolation work section on google classroom 2:Find the most recent lessons that you will miss. 3:Complete the notes or tasks on paper and then bring in when you return to glue into your book.</i></p>	<p>Living the Christian Life – How do Christian beliefs affect how they live their lives?            Christian Worship            The Sacraments            Prayer            Pilgrimage            Christian Celebrations            What is the church's place in today's world?            The future of the Church            The Local Church            The Church worldwide</p> <p><i>TASKS:            1: Navigate to the Isolation work section on google classroom 2:Find the most recent lessons that you will miss. 3:Complete the notes or tasks on paper and then bring in when you return to glue into your book.</i></p>

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French	<p>Comment peut-on comparer les fêtes en France et en Angleterre? How can you compare festivals in France and England? (I&amp;C: Customs and Festivals in French Speaking Countries) Food and Eating Out Qu'est-ce que les français célèbrent? What festivals do the French celebrate? Quelle est ta fête préférée? What is your favourite festival? Quelles sont les différences entre les fêtes en France et en Angleterre? What differences are there between festivals in the England and France? Que prends-tu au restaurant? What are you having at the restaurant? Parle-moi d'une fête récente. Tell me about a recent festival/celebration Récemment qu'est-ce tu as mangé et bu? Recently what have you ate and drank?</p> <p><b>TASKS:</b></p> <p><i>Complete the resources posted on Google Classroom each week.</i></p> <p><i>Additional resources can be found here:</i> <a href="https://sites.google.com/southwirral.wirral.sch.uk/modern-foreign-languages/home">https://sites.google.com/southwirral.wirral.sch.uk/modern-foreign-languages/home</a></p>	<p>Quels sont les problèmes sociaux? What are social issues? (L,N,I&amp;G Areas of Interest: Global Issues) Qu'est-ce que c'est les problèmes dans ta ville? What are the problems in your town? Comment peut-on faire la différence dans sa communauté? How can you make a difference in your community? Est-ce que c'est important d'aider? Is it important to help? Quels sont les risques de la santé? What health risks are there? Qu'est-ce qu'il faut faire pour être en bonne forme? What must we do to be in good health?</p> <p><b>TASKS:</b></p> <p><i>Complete the resources posted on Google Classroom each week.</i></p> <p><i>Additional resources can be found here:</i> <a href="https://sites.google.com/southwirral.wirral.sch.uk/modern-foreign-languages/home">https://sites.google.com/southwirral.wirral.sch.uk/modern-foreign-languages/home</a></p>
Geography	<p>Weather &amp; Climate Change</p> <p>What is weather and how has the UK/Global climate has changed?</p> <p>The atmosphere's function How the UK and Global climate has changed over time The natural processes which have contributed to climate change</p> <p><b>TASKS:</b></p> <p><a href="https://sites.google.com/view/geographyabsencework/home">https://sites.google.com/view/geographyabsencework/home</a></p>	<p>Rivers Fieldwork and Development</p> <p>River Landscapes – Investigating the changes in a River Channel (Glenderaterra) Using an Enquiry process to develop a hypothesis Undertaking collection of qualitative and quantitative data Representing field data and using secondary sources to evaluate hypothesis</p> <p>What is Global Development?</p> <p>How is development defined? What are the factors that determine development? How is development measured</p> <p><b>TASKS:</b></p> <p><i>Work will be set on Google Classroom.</i></p>

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German	<p>Wie siehst du die weite Welt? How do you see the wider world? (L,N,I&amp;G, I&amp;C, C&amp;FS&amp;E) Wie sind deiner Ferien? What are your holidays like? Wie findest du deine Stadt? What do you think of your town? Wofür benutzt du die Technologie? How do you use technology? Was ist dein Lieblingsfest? What is your favourite festival? Was wirst du in der Zukunft machen? What will you do in the future?</p> <p><b>TASKS:</b> <i>Complete the resources posted on Google Classroom each week.</i></p>	<p>How can we prepare for the speaking and writing exams?</p> <p>How can I score well in the picture card exam? How can I score well in the role-play exam? How can I improve my writing skills ? How can I improve my grasp of less familiar topics?</p> <p><b>TASKS:</b> <i>Complete the resources posted on Google Classroom each week.</i></p>
Health & Social	<p>What is meant by a person-centred approach? (Component 3 –Learning Aim C )</p> <p>Health and wellbeing improvement plans</p> <p><b>TASKS:</b> <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim C Health and wellbeing improvement plans including person centred care and the care values. Please follow this link for lessons. <a href="https://classroom.google.com/u/0/w/MTUzNzA3MjZMzM1/t/all">https://classroom.google.com/u/0/w/MTUzNzA3MjZMzM1/t/all</a></i></p>	<p>How could you improve on your application of the care values? (Component 2 - Learning Aim B)</p> <p>Reviewing own application of care values</p> <p><b>TASKS:</b> <i>Work will be set on Google Classroom with full instructions and powerpoints given. This term we will be focusing on Learning Aim B Health &amp; Social Care Services and Values Learning aim B will require students to review their own practice in relation to their 2 interactions and make recommendations for improvement. Follow this link for resources. <a href="https://classroom.google.com/u/0/w/MTUzNzA3MjZMzM1/t/all">https://classroom.google.com/u/0/w/MTUzNzA3MjZMzM1/t/all</a></i></p>
History	<p>WEIMAR NAZI GERMANY The establishment of the Nazi State. 1933-39</p> <p><b>TASKS:</b> <i>1: Navigate to the Isolation work website <a href="https://t.co/cfCDD43wAv?amp=1">https://t.co/cfCDD43wAv?amp=1</a> 2:Find the most recent lessons that you will miss. 3:Complete the notes or tasks on paper and then bring in when you return to glue into your book.</i></p>	<p>AMERICAN WEST The development of the plains 1862-1976</p> <p><b>TASKS:</b> <i>1: Navigate to the Isolation work website <a href="https://sites.google.com/southwiral.wirral.sch.uk/year11/work">https://sites.google.com/southwiral.wirral.sch.uk/year11/work</a> 2:Find the most recent lessons that you will miss. 3:Complete the notes or tasks on paper and then bring in when you return to glue into your book.</i></p>
Hospitality & Catering	<p>Unit 2 LO3: What techniques are required in the preparation and cooking of commodities? Introduction to Brief – Flip Flop Café. Reasons for choice of dishes for trials. X6 trial cooks in total.</p> <p><b>TASKS:</b> <i>All work will be found on google classroom. Topic 3: cooking methods. AC1.4 - Effect of cooking on nutritional value. Food Commodities. High Level practical skills: Sweet and Sour Chicken with rice, Spring Rolls, Swiss Roll, Profiteroles, Chicken Roulade with Hasselback Potatoes.</i></p>	<p>Unit 1 LO2: How does the hospitality and catering provision operate? Operation of a kitchen, Workflow, Equipment, Dress Code, Complaints, Stock Control. Coursework Improvements: AC Task improvements submit through google classroom.</p> <p><b>TASKS:</b> <i>All work is set on Google Classroom. Any coursework improvements to be submitted through google classroom. In Class tests on Dress Code, Complaints, stock control (FIFO), operation of a kitchen, workflow and equipment.</i></p>

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IT	<p>How can interfaces in fast food outlets/cinemas be improved? (Component 1 – Learning Aim C)</p> <p>Develop and review a user interface</p> <p><b>TASKS:</b> 1) Log onto Google Classroom, 2) Go to the Learning Aim C section, 3) Work through the PowerPoints lesson by lesson, 4) Read the deadline for when your first draft for Learning Aim C needs to be handed in by, 5) Hand in your first draft by the deadline, 6) Read teacher feedback based on your first draft</p>	<p>What is the impact of technology on the environment? (Component 3 – Exam Learning Aim C &amp; D)</p> <p><b>TASKS:</b> This half term students will be focusing completing the theory for Learning Aim C &amp; D in preparation for the external exam at the start of February. You must log onto Google Classroom where you will find all of the theory lessons for this half term along with assessments and revision homeworks. Feedback will be given on assessments completed.</p>
Mathematics - Foundation	<p>DEVELOPING ALGEBRA Real-life graphs</p> <p>REPRESENTATIONS Graphing linear equations</p> <p><b>TASKS:</b> Visit the following link to see work for all year groups (use tabs at the bottom to select your year) <a href="https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP">https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP</a></p>	<p>APPLICATION of NUMBER Fractions Reciprocals Indices Standard form</p> <p>DEVELOPING GEOMETRY Similarity Congruence Vectors</p> <p><b>TASKS:</b> Visit the following link to see work for all year groups (use tabs at the bottom to select your year) <a href="https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP">https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP</a></p>
Mathematics - Higher	<p>GEOMETRY Transformations</p> <p>CONSTRUCTION Plans &amp; elevations Construction, Loci Bearings</p> <p>DEVELOPING ALGEBRA Quadratic equations Simultaneous equations</p> <p><b>TASKS:</b> Visit the following link to see work for all year groups (use tabs at the bottom to select your year) <a href="https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP">https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP</a></p>	<p>PROPORTIONAL REASONING Direct &amp; Inverse proportion</p> <p>REASONING WITH ALGEBRA Reciprocal &amp; exponential graphs Gradient &amp; area under graphs</p> <p><b>TASKS:</b> Visit the following link to see work for all year groups (use tabs at the bottom to select your year) <a href="https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP">https://drive.google.com/file/d/1oyycnC11S059wjW3nxfduyhXeJXhrBWP</a></p>

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Music	<p>How can I use technical language to explain elements of music and achieve a high mark in performing?</p> <p>Component 1 Using DR T.T. TAM SMIITH to understand the elements of music</p> <p>Component 2 –Decide on piece to be done in Nov Yr 11 and perform this</p> <p><b>TASKS:</b></p> <p>1. Elements of Music - Watch the hour long video</p> <p>2. Elements of Music - Read the document on the acronym DR T T TAM SMIITHE. Learn the word of which each letter stands for.</p> <p>3. Elements of Music - Learn what each element of music word means and the group of words associated with it.</p>	<p>How can I use technical language to explain elements of music used in the three Beatles songs?</p> <p>Component 1 – Continue to learn how to analyse the three songs by The Beatles (set work)</p> <p>Component 2- Assessed Performance 2</p> <p><b>TASKS:</b></p> <p>1. Set Works - Listen to each song. Create a document in which you describe each of the three songs, just from listening to them.</p> <p>2. Set Works - Listen to 'With A Little Help from My Friends' - Read the analysis on the Powerpoint (slides 9 and 10).</p> <p>3. Set Works - Listen to 'Lucy in the Sky with Diamonds'. Read the analysis on the Powerpoint (slides 13 and 14).</p>
PE - Games	<p>Can you develop your knowledge, skills and understanding in competitive or non-competitive activities?</p> <p>Trampolining Table Tennis Football</p> <p><b>TASKS:</b></p> <p>Isolation Task 1: Log onto your Google Classroom and read the knowledge organiser - select 1 of the 5 methods of training and complete a 45 minute workout - if you require ideas or support, you should search the method of training on YouTube and find specific workouts for your fitness needs e.g. <a href="https://www.youtube.com/watch?v=dI7hZgjGe1k">https://www.youtube.com/watch?v=dI7hZgjGe1k</a></p> <p>Isolation Task 2: Log onto your Google Classroom and read the knowledge organiser - select a different method of training and complete a 45 minute workout.</p> <p>Isolation Task 3: Log onto your Google Classroom and read the knowledge organiser - select a different method of training and complete a 45 minute workout.</p>	



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PE - Sport	<p>R041 How to respond to injuries within a sporting context ? How to respond to common medical conditions?</p> <p>Reducing the Risk of Sports Injuries LO3: Know how to respond to injuries within a sporting context – acute and chronic and suitable treatments. LO4: Know how to respond to common medical conditions- asthma, diabetes and epilepsy. R042 How do you carry out fitness testing?</p> <p>Principles of Training LO3: Be able to conduct fitness tests</p> <p><b>TASKS:</b> <i>You will receive an email from your class teacher on the days you are absent from your PE lesson. Log onto your Google Classroom and follow the instructions for the set tasks from your class teacher and complete all tasks by the set deadline. Your teacher will be online throughout the day, therefore, if you have a question, email them via Google Classroom and they will respond with support.</i></p>	<p>R043 What are the short-term effects of physical activity on the body systems ?</p> <p>The Body's Response to Physical Activity LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems R045 What are the effects of a poor diet on sports performance and participation ?</p> <p>Sports Nutrition LO3: Know about the effects of a poor diet on sports performance and participation</p> <p><b>TASKS:</b> <i>You will receive an email from your class teacher on the days you are absent from your PE lesson. Log onto your Google Classroom and follow the instructions for the set tasks from your class teacher and complete all tasks by the set deadline. Your teacher will be online throughout the day, therefore, if you have a question, email them via Google Classroom and they will respond with support.</i></p>
Science - Biology (Combined)	<p>What can make us ill? Bacterial cells Communicable disease (pathogens) Human defence Vaccinations Antibiotics Drug Development</p> <p><b>TASKS:</b> <i>Year 10 Science Guidance: The link will take you to a pdf document divided into fortnights. Each fortnight contains the links for about 3 lessons (for combined science) or 4 lessons (for the separate sciences) on an aspect of each of the science subjects. These lessons match with the content that will be delivered each fortnight in school. If you are unsure which lessons you should work on please send a message to your teacher through google classroom. In addition to this work all students will be set a weekly homework task on Seneca and the link will be shared through Google Classroom. Students should submit their work, through google classroom, on a google document including the notes they have made, answers to the questions and their quiz score.</i> <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Biology.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Biology.pdf</a></p>	<p>Is there anything living out there part2 Communities (C: Climate change 10Sum2) Cycles Biodiversity Pollution Paper 1 revision</p> <p><b>TASKS:</b> <i>Year 11 Science Guidance: The link will take you to a pdf document divided into fortnights. Each fortnight contains the links for about 3 lessons (for combined science) or 4 lessons (for the separate sciences) on an aspect of each of the science subjects. These lessons match with the content that will be delivered each fortnight in school. If you are unsure which lessons you should work on please send a message to your teacher through google classroom. In addition to this work all students will be set a weekly homework task on Seneca and the link will be shared through Google Classroom. Students should submit their work, through google classroom, on a google document including the notes they have made, answers to the questions and their quiz score.</i> <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Biology.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Biology.pdf</a></p>

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Science - Biology (Separate)	<p>What can make us ill? Bacterial cells Communicable disease (pathogens) Human defence Vaccinations / MABS Antibiotics Drug Development</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Biology.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Biology.pdf</a></i></p>	<p>Is there anything living out there? part2 Communities (C: Climate change 10Sum2) Cycles Decomposition Biodiversity Pollution Farming &amp; Biotech</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Biology.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Biology.pdf</a></i></p>
Science - Chemistry (Combined)	<p>“Why is there an energy change during a reaction? Bond breaking and making, energy level diagrams showing; activation energy, endo and exothermic reactions RP 10 – TEMPERATURE CHANGES</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Chemistry.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Chemistry.pdf</a></i></p>	<p>What happens to the substances we use? Purifying water and waste water treatment, Extracting metals, Ceramic and composite properties. RP 13 – PURIFYING WATER</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Chemistry.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Chemistry.pdf</a></i></p>
Science - Chemistry (Triple)	<p>Why is there an energy change during a reaction? Bond breaking and making, energy level diagrams showing; activation energy, endo and exo reactions. RP 4 – TEMPERATURE CHANGES</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Chemistry.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Chemistry.pdf</a></i></p>	<p>What happens to the substances we use? Purifying water and waste water treatment, Extracting metals, Ceramic and composite properties. Polymer properties and Life cycle assessment. RP 8 – PURIFYING WATER</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Chemistry.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Chemistry.pdf</a></i></p>
Science - Physics (Combined)	<p>Who turns the street lights on? Circuits Circuit components Resistance</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Physics.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Physics.pdf</a></i></p>	<p>How do magnets keep the lights on? Magnetic fields Motors The national Grid</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Physics.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Physics.pdf</a></i></p>
Science - Physics (Separate)	<p>Is the world predictable? Circuit components Resistance Power Waves</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Physics.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-10-Physics.pdf</a></i></p>	<p>How do magnets keep the lights on? Magnetic fields Motors Generators</p> <p><b>TASKS:</b> <i>See above guidance (Biology Combined) - <a href="https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Physics.pdf">https://southwirral.wirral.sch.uk/wp-content/uploads/2020/12/Home-Study-Plan-Spring-Term-1-Year-11-Physics.pdf</a></i></p>