

Felsted

Online Curriculum

Summer Term 2020

Felsted Senior School - Guide for Parents

Introduction

Felsted is a school that develops the character of every student, to help to prepare them for life beyond school. All pupils should have an experience that includes a better understanding of their place in the world, and their responsibility to the environment in which they live. Felsted is an educational community whose philosophy embraces a breadth of challenges and there could be no greater challenge than trying to maintain our vision for the education of our pupils through remote channels during this difficult time.

As we expect that we will, at the very least, start next term continuing with Online Teaching, we have reviewed our curriculum to ensure we are providing an online education that is appropriate for pupils learning from home and allows them to manage their time effectively. We are excited by the opportunity that this provides for our teachers to set more creative tasks that will allow pupils to engage more deeply with the material in a different way.

We have deliberately redesigned our timetable to allow each subject longer blocks of time in order to do this and to allow us to design tasks that encourage pupils to work away from the computer as well as online: we want to reduce screen time as much as possible while offering tasks that allow pupils to make good academic progress.

Our core values are our strong sense of community, our respect for one another and our willingness to work hard. These will, of course, remain during this time of Online Learning, Felsted At Home. The supportive environment that we associate with Felsted is still very much available to all pupils, through the pastoral care of the House Teams, and the support of the Wellbeing team, and our work with the Google Education Suite should enable all pupils to feel that they can make the best possible progress.

Stay in touch, stay safe and well and Garde ta Foy!

Sarah Capewell (Deputy Head, Academic)

Chris Townsend (Headmaster, Felsted School)

Principles

We have based our changes on the following principles:

1. We want to provide a curriculum that is engaging, is effectively differentiated for different learners and helps to prepare pupils for the next step on their journey.
2. We want to simplify the timetable to make it easier for pupils to manage their time, to generate blocks of time to allow teachers to offer more creative tasks and tasks that encourage deeper learning, and to make it easier to provide prompt support for pupils with these activities. To ensure that their learning process is clear to pupils, all work will be set through the Google Classroom, not the MIS.
3. We want to build on the strong relationships between teacher and pupils (and between pupils) by retaining the normal class groups and subject teachers as much as possible, and by providing video clips of teacher explanations and modelling (so that pupils can watch as many times as they need to deepen their understanding), setting up class Google Hangouts conversations (so that pupils can ask and get prompt feedback on queries that the whole class might benefit from), and offering Google Hangout video calls for small groups to help support with particular queries or focus groups.
4. We want to ensure that we provide the right balance of time for work and rest and appreciate that remote learning brings additional academic challenges. For that reason, there will be no scheduled tuition on Saturdays to allow pupils time to rest or catch up on work from the week.

Tutors

We see the role of the tutor as instrumental in the general wellbeing of our pupils and have increased its status for this reason, with tutors meeting tutees every morning at 8:45am in order to have a positive and purposeful start to the academic day. Tutors will continue to review the MIS rewards system, encouraging and acknowledging the efforts that their tutees are making, as well as supporting them with daily organisation and prioritisation of tasks. Tutors can also help to address problems, or if they are unable to directly help, ensure that pupils are able to get the support they need from another member of staff.

SfL Support

SfL lessons will continue to be provided to pupils who have benefitted from them in the 'normal' curriculum. SfL teachers will offer additional teaching that supports the curriculum by enabling pupils to revisit or develop understanding of core concepts or theories, or enables them to have further guidance on key methods or techniques such as essay construction. Lessons will also provide pupils with the opportunity to ask questions about the tasks set by their teachers in any of their subjects, thereby ensuring that pupils are encouraged and motivated to engage with the curriculum on offer.

Assessment of pupil understanding will be carried out in a variety of ways - teachers will set small assessed tasks within lessons to check for engagement and comprehension, and through live discussion, teachers will ensure that their questioning of pupils enables them to establish where learning is secure, and where further development is needed. SfL teachers will also liaise with subject teachers to ensure that appropriate adjustments and support is built into subject lessons. SfL teachers will take note of feedback from class teachers on work set and returned so as to be able to support pupils in responding to feedback and building on success.

	What provision will there be?
Yrs 9 & 10	Pupils will have three SfL sessions built into their week, focusing on literacy, maths and prep support, echoing the normal routine of SfL provision. Each lesson will be timed to follow on from the most recent English or Maths lesson, revisiting and recapping key concepts, vocabulary, skills or method, and exploring challenges. There will be additional teaching in the form of a short screencast, use of slides or similar suitable approach addressing specific core points of subject content. Prep support is likely to include both a discussion and support with prep activities, but is also going to involve reflection and review of the week, with the aim of supporting autonomy and engagement for pupils.
Yr 11	Pupils will have three SfL sessions built into their week, two of which will focus on at least one A level subject, and one further lesson providing support for prep. SfL teachers will deliver relevant additional teaching in support of the pre-sixth form programme followed by pupils. Prep support will allow pupils to explore the requirements of tasks set by subject teachers, and to have guidance in planning their time and approach to their independent learning. This is a vital component of the transition from GCSE to Sixth Form learning.
L6	<p>The department will continue existing arrangements with two 1:1 lessons per week focusing on specific A level or IB subject support through additional teaching of key concepts, vocabulary, writing technique and similar. Lessons often focus both on subject content but also on skills and technique that enable pupils to make more effective use of the knowledge and learning from their subject lessons.</p> <p>SfL teachers will continue to be members of the relevant Google Classrooms of their pupils to enable them to ensure that provision is relevant and effective in supporting pupils with the main curriculum.</p>

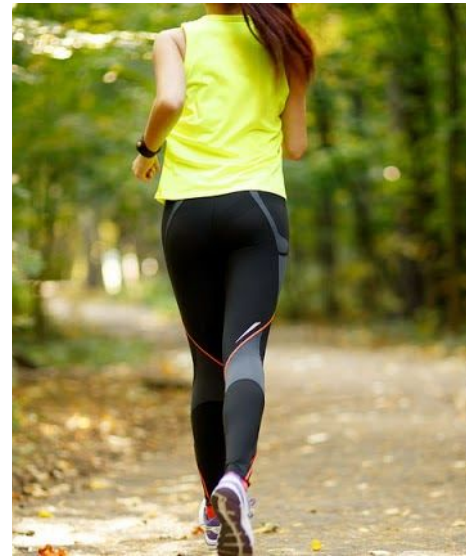
Learning Space

It is important that children have an appropriate space at home to complete their learning. We would suggest designating a space, separate from where they eat, sleep, socialise and relax. This space should include a flat, hard surface for them to work on, have a reliable internet connection and, as far as possible, be quiet, well lit and without distractions.



All Round Education

In addition to the academic areas, we will provide online resources to support pupils' general wellbeing through PSHE and the co-curriculum. Students will be given access to a site offering them the resources and ideas needed to continue their character development; there are ways to keep physically fit, activities to help them develop important life skills (like learning to cook a few staple meals), competitions to help them discover and develop their creative side and a page dedicated to helping them and your household relax, spend quality time together and offer a little help and advice. Students should continue to use their Felsted Diploma journals to log their activities and experiences and reflect on these; tutors will continue to monitor these as usual.



Peripatetic Music and LAMDA lessons

Instrumental lessons (with peripatetic music teachers) and LAMDA lessons will continue to take place through Google Meet. Parents must complete the consent form (through Google Forms) that was sent out last term: if you have not done so, please contact mpaadmin@felsted.org. By signing this consent form, you agree to you (or another appropriate adult) being present throughout the lesson. These lessons will continue to take place on rotation throughout the school week so that pupils are not regularly missing lessons for the same subject. Should pupils wish to start these lessons at this time, please do let us know and we will do our best to accommodate this.



Year 9

We want to give our Year 9 pupils the opportunity to focus on the subjects they have chosen for GCSE to give them the best preparation for those GCSE courses. Therefore their curriculum will consist of their Core Subjects (English, Maths and Science) and the four subjects they have chosen as their Options.

For those pupils that are taking Support For Learning in place of a GCSE subject, we will still offer the additional input from the SfL department with a focus on the core curriculum, but also with time for pupils to work on and have additional guidance on prep tasks set through the week. In this way, we anticipate that SfL support in the digital curriculum will echo very clearly the support pupils would have in the 'normal' curriculum.

Their week will be divided into half days, with each half day allocated to a subject. Core Subjects have been allocated two 'half days' across the week and Option Subjects one 'half day'. This allows each subject greater flexibility to design tasks that might be an extended task or project, or that can be broken down into shorter tasks. For each session, the teacher will give clear instructions:

- how much time should be set on each activity;
- which activities are compulsory (and which are challenge/extension tasks)
- which tasks will be assessed and how;
- at what time and in which forum the teacher will be available online to support the pupils with any queries



The focus for each subject - Year 9

	What will they cover next term?
English	Pupils will start to prepare for the GCSE course by studying 3 non-fiction texts and 4 poems from the Edexcel anthology. There will be ample time to revisit these texts in Years 10 and 11. We will set activities that involve reading the texts, watching video analyses, annotating the texts digitally, activities on Quizlet, answering questions and writing analytical paragraphs. Teachers will check pupils' work and give feedback (noting what they did well and how they can improve), particularly on the written pieces.
Maths	Pupils will cover the following topics: Statistics, Pythagoras, Similar Shapes, Graphs, Compound Measures and Bearings. Teachers will produce videos of worked examples to aid pupils' understanding (which they can review as many times as necessary!) and ask pupils to complete simple processes on these topics as well as attempt broader problem solving tasks.
Science	In each of the three sciences, pupils will continue to prepare for the GCSE course covering the topics specified below. Alongside the Google Classroom, the Science department will use Kerboodle (an online platform) for setting activities that allow pupils to apply their knowledge and assess their own understanding. They will also provide their own online resources, tests and quizzes for short assessments, as well as GCSE style questions for more extended assessments.
Science: Biology	In Biology, pupils will cover the following topics: Organising animals & plants, The Blood, Blood vessels, The heart, Helping the heart, Breathing and gas exchange, Tissues and Organs in Plants, Transport Systems in Plants, Evaporation and Transpiration, and Factors affecting transpiration.
Science: Chemistry	In Chemistry, pupils will complete the topic, Reactions of Metals and Acids, before moving on to Chemistry of the Atmosphere.
Science: Physics	In Physics, pupils will cover the following topics: Conservation and Dissipation of Energy, and Energy Resources.
Modern Foreign Languages	Pupils will only continue to take the languages that they have chosen for GCSE. In each of these languages, teachers will continue to use a range of online resources and activities to build pupils' vocabulary, improve their comprehension through reading and listening tasks and develop pupils' writing skills. The topics for each language are provided below.
MFL: French	This term's main topic is Identity and Culture: Festivals and Celebrations. Individual units will include learning about traditional food and meals, shopping, costumes, describing daily life and festivals, celebrations and traditions in the Francophone world.
MFL: Spanish	This term's main topic is Identity and Culture: My people. Pupils will undertake reading and listening comprehensions, build their vocabulary (through quizlet and kahoot), develop their writing skills (with discussions in Google Hangout and written tasks on the Google Classroom). There will be creative tasks like creating family trees, twitter-like messages about free time activities and book reviews. The end of year project will be a presentation about a Spanish-speaking celebrity.
MFL: German	This term's main topic is Identity and Culture: Relationships and role models. Individual units will include learning about characteristics, describing relationships, discussing free time activities and talking about our role models.

	What will they cover next term?
Latin	Pupils, who have opted to take Latin for GCSE, will continue to use the Cambridge Latin Course (Book 3) in order to build their grammatical knowledge: next term the focus will be covering the different clauses that use the subjunctive. In addition to this, pupils will look at the historical and social context of the stories within the text book. Teachers will provide lots of games and quizzes, using Kahoot and Edpuzzle, to provide variety and fun!
History	In History, pupils will start the topic of 'Weimar Germany and the rise of Hitler, 1918-33'. Teachers will use this topic to introduce pupils to some of the key skills required for GCSE style 'Explain why...' questions.
Geography	Pupils will complete the 'Coasts' topic and then start a project based around fieldwork that can be done in and around the house. In order to do this, pupils will develop the following skills: data collection, plotting graphs, analysing the information and writing up reports. They will then each produce a final write-up of their fieldwork. This is a valuable skill in preparation for the fieldwork requirements at GCSE and beyond.
Classical Civilisation	Pupils will look at warfare in the Classical world, focusing especially on Roman, Athenian and Spartan Warfare. As well as using modern sources, pupils will develop their skills in evaluating Classical sources in preparation for GCSE.
TEP	Within Ethics, pupils will undertake a project on Capital punishment, as well as covering the topic of Human rights. Within the Religion part of the course, pupils will be learning about the 5 pillars of Islam. Pupils will be asked to work creatively, creating presentations, producing videos and writing music, as their response to the subject content.
DT	Students will follow a program of learning that will teach new graphic skills to help with the presentation and communication of ideas. This will culminate in a design project focusing upon looking at design movements and the subsequent creation of a product modelled in card.
Art	For Art, pupils will be preparing for GCSE by responding to the project title 'Natural Forms'. Pupils will be able to make the most of resources in their homes, gardens and local surroundings. Tasks will include using leaves and pebbles to produce art that asks them to consider symmetry, rhythm and formal elements of colour and composition.
Drama	Drama pupils will begin to develop their knowledge of theatre practitioners; they will apply this new knowledge to script extracts that they can learn, perform and film. Other tasks will include watching digital theatre to learn more about directing, acting, set, lighting, sound, costume props, hair & make-up design.
Music	Pupils will work on Music theory and on developing their knowledge of key terms and the different historical eras. They will undertake listening tasks, analysis of scores, composition tasks and theory worksheets.
Computer Science	Pupils will continue to develop their programming skills using Python. They will be provided with short explanatory videos to support them as they work through the material provided on the Google Classroom. This will essentially be the start of the GCSE course.
PE	Students will learn about the impact of diet and nutrition on exercise, alongside understanding the components of fitness required for different types of activities. Students will also begin to study the musculo-skeletal system and its role within physical education.

Year 10

Year 10 will continue to work through their GCSE courses. We know how essential it is that they maintain focus to put them in a strong position to achieve highly in their GCSE exams in the summer of 2021.

Their week will be divided into half days, with each half day allocated to a subject. Core Subjects have been allocated two 'half days' across the week and Option Subjects one 'half day'. This allows each subject greater flexibility to design tasks that might be an extended task or project, or that can be broken down into shorter tasks. For each session, the teacher will give clear instructions:

- how much time should be set on each activity;
- which activities are compulsory (and which are challenge/extension tasks)
- which tasks will be assessed and how;
- at what time and in which forum the teacher will be available online to support the pupils with any queries

For those pupils that are taking Support For Learning in place of a GCSE subject, we will still offer the additional input from the SfL department with a focus on the core curriculum, but also with time for pupils to work on and have additional guidance on prep tasks set through the week. In this way, we anticipate that SfL support in the digital curriculum will echo very clearly the support pupils would have in the 'normal' curriculum.



The focus for each subject - Year 10

	What will they cover next term?
English	The pupils will work on their Spoken Language Endorsement and Imaginative Writing Coursework by: watching, deconstructing and critiquing speeches; identifying techniques in speeches; conducting research around speech topic; writing their own speech; practising their own speech; reading extracts from existing novels/work from previous pupils and applying criteria; watching clips; writing short descriptive paragraphs using the techniques taught; punctuation/technique quizzes; and finally writing their coursework. Pupils will receive feedback on their written speech and be given time to improve it; this will eventually be assessed by way of presentation to the class.
Maths	Pupils will cover the following topics: Probability, bounds calculations, indices algebraic fractions, graphical solution of equations. Teachers will use video worked examples and other online resources to introduce each topic. Quizzes and online assessments will be used to consolidate understanding of simple processes and more complex problem-solving tasks will also be set.
Science	In each of the three sciences, pupils will continue to prepare for the GCSE course covering the topics specified below. The Science teachers will make sure of Kerboodle as well as their own resources. Where possible, they will suggest practicals that can be performed at home, provide online simulations as well as quizzes and exam questions.
Science: Biology	Pupils will cover the topics within 'Hormonal Coordination'.
Science: Chemistry	Throughout the term, pupils will cover Structure and Bonding (C3).
Science: Physics	Pupils undertaking Triple Award will focus on 'Forces in Balance', 'Motion' and 'Forces in Motion'. Whereas pupils undertaking Dual Award will cover 'Radioactivity', 'Forces in Balance' and 'Motion'.
Art	Pupils will continue to work on their individual themes (chosen by themselves from the exam paper) in preparation for the Mock Art Exam in the Autumn Term. There will be an increased emphasis on research skills and observational drawing, but it will still be possible for students to be experimental with the materials they have at home. Students will be encouraged to be more independent in their research by making use of museum and gallery websites, virtual exhibitions and thinking about the wider cultural context of their themes.
Classical Civilisation	This term, pupils will complete the 'Myth and Religion' topic and focus on the comparative section (i.e. what are the similarities and differences between the Greeks and Romans in this area). Teachers will provide a range of resources (with support through videos, Edpuzzle resources and regular, short quizzes) to enable pupils to build confidence with the subject knowledge so that they can then address the exam style questions, particularly focusing on evaluation of historical sources.
Computer Science	The focus of the term will be to start to work through the Paper 1 topics. As soon as the exam board releases the specification for the Non-Examined Assessment project we will start on this.

	What will they cover next term?
Drama	Pupils will focus on 'The 39 Steps' Act 2 and theatre evaluation. Teachers will provide appropriate exam questions for pupils to complete, as well as providing digital theatre clips to improve their knowledge of theatre design and acting. They will also consider the characters through creative tasks and challenges. Pupils will also be preparing two monologues for the visiting examiner (in the Autumn Term).
DT	Students will continue with theory booklets for half of the allocated time during the summer term in order to keep up to speed with the knowledge required as laid down by the specification. Topics for the term will include Mechanisms, Energy, and CAD/CAM and production methods (JIT, QC, one-off, etc.). The remainder of the time will be used to cover a creative project requiring research, design and the production and testing of a hanging mobile.
French	In French, pupils will continue to cover the five key themes which make up the GCSE course. Madame Mallett's class will be looking at 'Future Aspirations, Study and Work' (Theme 4), learning about different types of careers, how to apply for a job in France, discussing hopes and ambitions for the future and examining case studies from different professions. Miss Trucco's class will be focusing on 'What School is Like' (Theme 3), discovering what school is like in France, compared to other countries and being able to discuss timetables, the school day, school rules and trips.
Geography	Pupils will complete the Urban Environments topic of the GCSE syllabus and then move onto the River Landscapes topic, focusing especially on the processes, features and management of rivers in the UK.
History	The focus of the term will be the completion of the module on the Cold War and using this to provide practice of the three different kinds of examination questions. Teachers will assess pupils' progress through regular Google Forms quizzes, as well as monitoring through Quizlet and Seneca. There will also be more formal assessments of examination questions.
Latin	The pupils will focus on the Language part of the course: consolidating their knowledge of grammar and syntax; strengthening their knowledge of vocabulary; and practising applying this effectively when translating passages of Latin.
Music	This term, pupils will look into: Popular Music (Musicals, Film Music, Gaming Music, Popular Music) and Traditional Music (Blues, Fusion, Latin Music, African, Caribbean). They will analyse scores and undertake listening exercises, composition tasks, quizzes and written work.
PE	Pupils will cover the following topics: Performer Conduct & Drugs; Spectator behaviour; Energy Use Balanced Diet & Water Balance; Somatotype & Sedentary lifestyle; Musculo-skeletal system; Movement Analysis Respiratory System; and the Cardio-vascular System. Alongside worksheets and Clickview videos, we will set practical tasks such as cooking challenges for learning about the impact of different diets. Pupils will also start their written NEA (coursework).

	What will they cover next term?
Spanish	This term, pupils will look at the topic of Identity and Culture: Habits. By the end of the term, pupils will be able to describe their daily routines, talk about illnesses and injuries, typical foods, compare festivals, describe a special day, talk about a music festival and order food in a restaurant. They will undertake reading and listening comprehensions, build their vocabulary (through Quizlet and Kahoot), develop their writing skills (with discussions in Google Hangout and written tasks on the Google Classroom) and prepare their answers for their GCSE oral exam. There will be creative tasks like creating family trees, twitter-like messages about free time activities and book reviews. The end of year project will be a presentation about a festival in a Spanish-speaking country.
TEP	This term, pupils will focus on 'Religion, War and Peace' and 'Islamic Practices' through a mixture of exam questions, small clips, reflective tasks and small project work. Pupils will be provided with the exam marking criteria to help them answer questions effectively and reflect on their areas for development.

Year 11

Due to the cancellation of GCSE exams, we have amended the programme for Year 11 to ensure we provide the right support and provision at the right time. In order to provide pupils with the opportunity to complete and submit an additional past paper, or equivalent assessment task, for each subject, we will provide time for this in the first two weeks of term. From the 4th May, all Year 11 will have the opportunity to try the subjects that have opted to take for Sixth Form, either at A Level or IB, as well as developing skills that will be essential for success in the Sixth Form.

A Level students will take the 3 (or 4) subjects that they had requested, alongside their reserve subject: this will allow them the chance to develop a broader understanding of the skills required to take each subject in September. This may cause them to reconsider their choice of subjects (which is why we're asking them to take their reserve subject too!). If this is the case, please could all requests to change subject be directed to the Academic Office (dhpaacademic@felsted.org).

IB students will work on developing an understanding of the IBDP course, an introduction to some of the subject groups and the IB Core. Students will undertake some Maths which will prepare them for any of the Maths courses available in the DP, some English as either an A or a B language, some conversation lessons from Group 2 (Language acquisition) and we will use some further activities related to Group 3 (Humanities) and Group 4 (Science) to begin to develop the learning skills necessary to be successful on the DP course. In addition we will look at the IB Core with a focus on the IB Learner Profile, an Introduction to ToK and an Introduction to CAS.



Key Skills and Professional Guidance

All pupils will have time allocated on their timetables to focus on wider preparation for the Sixth Form. We suggest that pupils spend time on the following activities:

Work Experience and CVs

During the enforced isolation, Year 11 can usefully spend the time thinking further about their CV. They have all started to create this in Unifrog, and they can complete this. In the Lower Sixth we will be supporting them to create their own LinkedIn account. Ordinarily, at this time of year we would be supporting them to research and source Work Experience opportunities. In light of the current situation, it looks increasingly unlikely that meaningful opportunities will be available to them. However, I have emailed all students to inform them about 'Virtual Work Experience' being offered by InVestin - details can be found here: <https://investin.org/>. The Professional Guidance team is also looking into a (free) virtual work experience opportunity via Changing Education and will send out more details shortly. For safeguarding purposes, we suggest that a parent is present should the student decide to participate. We know from social media that some Year 11 students are also helping with family work and encourage them to keep doing so!

USA University Applicants

The next few months are also an important time of preparation for any student who is thinking about applying to the USA for university. While more universities are moving towards a 'test optional' model, we are, as yet, unsure how widely this will be adopted. Therefore Y11 students should be considering whether they will sit SAT or ACT tests which will need to be sat around this time next year. A useful diagnostic tool can be found here: <https://www.ueseducation.com/diagnostic> and once the results have been emailed to you, please contact lms@felsted.org, who will be able to direct students to online resources to begin their test preparation. Those who wish to get ahead with thinking about suitable US Colleges should use the US Universities search tool on Unifrog.

Potential Oxbridge Candidates

This is also a useful time to be considering extending your interest in the academic area you are interested in. There are a number of essay competitions (some listed below) - Heads of Department should be able to advise on these. Similarly, students can access extra reading etc on Unifrog, by looking under the 'subject guide' and then the 'geek out' section.
<https://www.isaschools.org.uk/competitions/essay>
<http://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/teachers/academic-competitions-schools-and-colleges>
<https://dukeseducation.com/essay-prize/>
<https://www.bshh.ac.uk/plus>

Finally, should you require any advice about future choices, please feel free to contact Ms Scofield (lms@felsted.org) or Mrs Sunshine-Harris for support (nmsh@felsted.org).

The focus for each subject - Year 11 (A Level)

	What will they cover next term?
Art	Throughout this period, pupils will undertake a combination of intense observational drawing practice as this will build up confidence ready for the start of Sixth Form. We will also lay the foundations for enabling them to understand in a deeper way how imagery in art and in the media can be analysed and interpreted. Finally, we will introduce them to semiotics - the study of signs and symbols - in order that they start to think conceptually and analytically from the very beginning of their course, meaning that they will be able to make conscious rather than arbitrary decisions as they progress.
Biology	Students will be introduced to some of the essential practical skills required when completing their practical competency award. Using the environment around themselves they will set and test null hypotheses, formulate methods, collect and process data using basic statistics, draw suitable conclusions and produce referenced discussions.
Business	Pupils will be given an introduction to Business, taking elements from the Units 1, 2 & 3 for the A level course, to give the students an insight into the A level. They will undertake research on a company through mini-focused assignments on key topics, interviews, video assignments, a blog, and the creation of marketing material.
Chemistry	Pupils will cover introductory topics as well as developing key skills for A level Chemistry: maths skills, research and investigative skills. Pupils will complete research based on wider reading and undertake investigation and calculation based tasks.
Classical Civilisation	Pupils will broaden their knowledge of the Classical World to improve their understanding of the historical and social context when Augustus came to power. In particular, pupils will focus on Alexander the Great and Julius Caesar (comparing both with modern rulers) as well as looking at Roman literature and Roman history from 360BC to 27BC.
Drama	Pupils will broaden their knowledge and understanding of A Level Theatre practitioners (to help them to prepare for Components 2 & 3 at A Level) and Theatre Design (to help them to prepare for Component 1 at A Level). Tasks will include research, watching digital theatre clips, practical tasks to learn, perform and film, script work and presentations.
DT	In order to prepare students to be more independent and creative with the realms of design, the content of lessons for yr11 will be based on improving their graphics and communication skills. This will cover the use of Onshape, a web based CAD package, requiring students to work through a range of tutorials created by the Felsted D&T department such that students can quickly create designs that are ready for 3D printing, laser cutting or for finished presentation of an idea with working drawings.
Economics	The pupils will have a wide range of interesting and creative workshop lessons this summer term. We will be working with material from the Economist Educational Foundation and the Bank of England to introduce our pupils to discussions about the world we live in and how the local and global economy works. Covering these areas with pupils will enable discussion but also encourage future 6th formers at Felsted to be curious about the world's biggest ideas and challenges, and consider what should be done about them.

	What will they cover next term?
English Literature	Pupils will focus on dystopian literature ('Nineteen Eighty-Four', 'The Handmaid's Tale', 'Fahrenheit 451', 'Never Let Me Go', 'A Clockwork Orange', 'A Brave New World'). We will be exploring extracts from these and then pupils will choose one to read in its entirety. Through reading extracts of all texts, making inferences, annotations, producing their own opening to dystopian novel, close analysis of the text, reading their chosen text in its entirety, researching the context of the text, reading study guides, and locating and reading critical essays, pupils will then write their own essay (800-1,000 words) on how a dystopian world is created.
French	We are going to use a much loved French comedy ('Intouchables') as a basis for a unit of work on language acquisition, which will revise and extend many of the topics taught at GCSE, for example: relationships, home, town, employment, leisure. We will build on these to touch on some of the themes we cover in the Sixth Form such as discrimination and elements of Francophone culture such as music, food and humour. There will be some grammar revision and a range of new vocabulary covered. We will set some written tasks with an A Level feel to them, to familiarise students with what will be required next year.
Geography	Students will be looking at a range of physical and human Geography that will support the A-Level course and prepare students for the units they will study next year. Part of the course will also prepare pupils for the fieldwork and skills component of the course, introducing the students to what is expected for this part of the course. Tasks will involve (amongst others) reading, writing tasks, critical thinking, collecting data at home, plotting graphs and analysing sources. Pupils will then produce a short pilot study that can have specific feedback (which is not allowed in the assessed NEA at A-Level) so this preparation will be very valuable.
German	There will be a gentle extension on the GCSE topics that will also be relevant for the A Level course, leading students towards new approaches and a more in-depth look at familiar themes. These will include: Identity, culture, migration, future plans, education, family and relationships - all of which is relevant for the first year of the A Level course. Appropriate grammar topics will also be revised and practised further, introducing new structures as necessary. The term's work will be based on resources provided by "Deutsche Welle", including a video course and accompanying tasks to build vocabulary and skills for 6th form study. We will also include music and songs (both as a topic within the framework of the course and also as a means to look at vocabulary and grammar).
History	Pupils will look into two main topics: the causes of the First World War; and Early Modern kingship. We will set up book groups so that pupils are expected to read and discuss Massolit lectures and 'In Our Time' episodes. Over the course of the summer term, pupils will undertake two research-led essays that will be submitted at the end of summer and marked according to the A Level criteria.
Latin	We will be using mythology as a basis for the gentle transition to Sixth Form. Through reading Ovid's 'Metamorphoses' in English, we will look at the genre of epic and different types of stories through creative retellings of the myths. We will also continue to consolidate and strengthen pupils' understanding of Latin grammar and syntax through translations and group work based on Ovid's text. This term will be a creative fusion of language and literature!

	What will they cover next term?
Maths (and Further Maths)	The key focus will be on developing algebraic fluency so that students may more easily access the type of problem set on the A Level course. Students will recap key skills such as indices, factorising, expanding brackets and completing the square and then begin to look at how these skills may be embedded within a context or used to solve complex problems.
Media Studies	Pupils will be given an introduction to Media by looking into the following forms: magazines, newspaper front covers, advertisements, music videos, and charity appeals. Each week there will be analysis tasks involving annotation and written responses to texts. We are looking to improve pupils' understanding of the production process and decisions made by producers in order to achieve desired outcomes and effects. The project will culminate in pupils producing their own media product and writing a commentary explaining their choices.
Music	The course will provide a foundation in Musicology to help support students bridge the gap between GCSE and A Level. Content will include developing pupils' understanding of music terminology, harmony and analysis. Teachers will provide knowledge-building activities, including score excerpts, written tasks and composition, to help to develop a greater understanding and knowledge required to access A Level Music.
PE	We will provide an introduction to physiology (heart, skeletal system, muscular system), as well as looking at diet and nutrition and skill acquisition. Where possible, teachers will suggest practical tasks, such as cooking, skill development of a new task (such as juggling) and exercise-related physiology (observational & reporting).
Physics	In Physics, pupils will be given an introduction to solving difficult problems, as well as some of the A Level topics and key skills: Powers of ten; Calculator skills; Suffices and prefixes; Trigonometry; SI Units; Rearranging formula; Errors and Uncertainties; Graph drawing; Maths skills for A-level Physics; Practical skills for A-level Physics; Carrying out and writing up practicals.
Politics	Pupils will be introduced to the concept of Politics in the UK and USA, specifically focusing on the main structures and functions of government and issues within current affairs. Each week they will have the opportunity for research into a current political issue in the UK or US and this will begin to build a bank of case studies for use within the A Level course. Pupils will utilise a variety of resources including Massolit, Pre-Chewed Politics and Seneca. They will submit a number of tasks including a final research-led essay at the end of the summer term, which will be marked according to the A Level criteria.
Psychology	Pupils will be provided with an introduction to Psychology and the necessary considerations when designing a scientific study. In particular, pupils will look into the following topics: Aggression, Measuring Human Behaviour, Music and Behaviour, Mindfulness, Careers in Psychology. To do this pupils will need to do a variety of tasks, such as: collect data, watch YouTube clips, design studies, critique studies, read articles, research specific topic areas, apply understanding to set material, produce collages, scatter graphs and mind maps, listen to audio links, and apply set criteria to text.

	What will they cover next term?
Spanish	We are going to use an Oscar-winning mexican film, Roma, as a basis for a unit of work on language acquisition, which will revise and extend many of the topics taught at GCSE, for example: relationships, home, town, employment, leisure, health and global issues. We will build on these to touch on some of the themes we cover in the Sixth Form such as female discrimination, immigration and various elements of Hispanic culture. There will be some grammar revision and a range of new vocabulary covered. There will be a range of listening, reading, speaking and writing tasks. There will be some vocabulary tests and some grammar quizzes but these will be to support progress. Students will have individual opportunities to speak Spanish and receive one to one feedback on accent and sentence structuring.
Sport BTEC	Pupils will focus on fitness testing theory and undertaking practical work. They will be developing their CVs and doing SWOT analysis, as well as undertaking mock sports job interviews.
TEP	The Year 11 curriculum has been specifically designed to bridge the gap between GCSE and A Level. Within Theology, the pupils will be given an introduction to Salvation history in Christianity so that when they start the A Level course they will have a secure knowledge of the significant historical events that have shaped Christianity and the Church. This will be done through pictures, video clips, department videos, extracts from books and mini tasks. The Ethics course is designed to get the pupils thinking about different ethical theories and how they can be applied to the ethical issues of today, such as the ethics of pandemics and the prison systems. This will be taught through podcasts, documentaries and the use of film to engage the pupils and improve their grasp on ethical thought. In Philosophy, the pupils are going to be completing a 'crash course in philosophy', learning about some of the great philosophical thinkers of the past, such as Plato and Aristotle. They will be learning through the use of videos, P4C activities and quizzes to assess their knowledge.

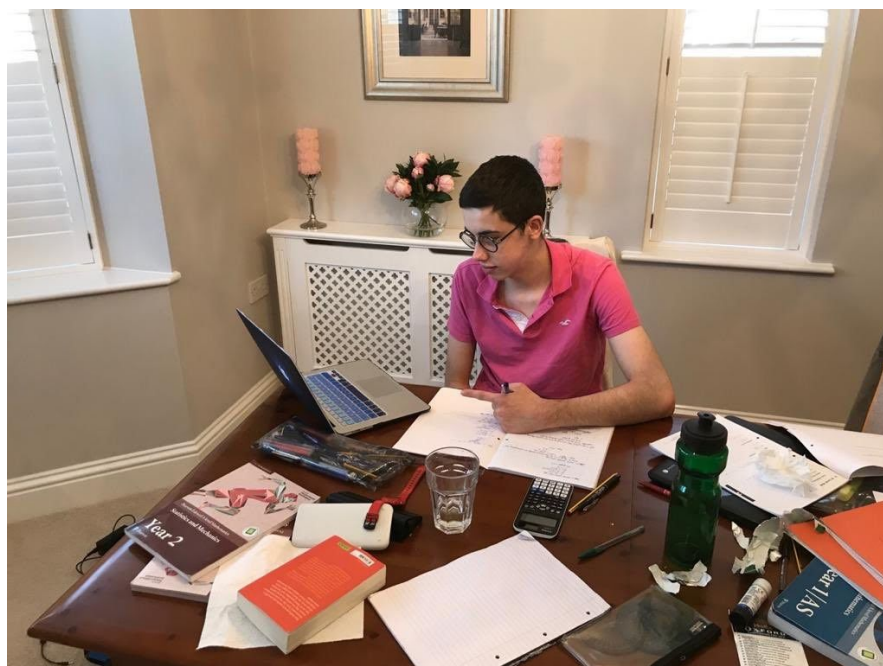
The focus for each area - Year 11 (IB)

	What will they cover next term?
Core	During the sessions in May students will look at an introduction to three key areas of the International Baccalaureate Diploma Programme; the IB Philosophy and Learner Profile, Theory of Knowledge and the CAS (Creativity, Activity and Service) programme. Throughout this section there will be an emphasis on collaborative work and gaining an understanding of this essential aspect of the IBDP and how to develop learning habits likely to lead to success in the Sixth Form.
English (Group 1)	Pupils will be introduced to the Studies in Language and Literature course through an exploration of a range of non-literary texts, including advertisements, song lyrics and music videos, and charity appeals. Tasks will include researching texts, decoding and annotating texts and writing written analyses. Pupils will also produce their own non-literary text and a commentary that demonstrates understanding of how texts operate and the complexities of production and reception.
Languages (Group 2)	All students will take a second language, as part of their IB course. Where this is likely to be French, German, Italian or Spanish students will be invited to take part in weekly activities including conversation lessons to further develop their skills before starting the DP course.
Maths (Group 5)	Students will focus on developing key skills needed for all levels of the IB course. Confidence in manipulating algebraic expressions will be developed and students will also have the opportunity to hone their skills in problem solving. We may tentatively begin to explore how technology can be used to enhance understanding and be used to solve more complex problems efficiently.
Science (Group 4)	In the first three sessions students will look at some of the skills that underpin all of the Group 4 (Science) subjects. Students will cover topics on the Nature and Philosophy of Science as well as looking at an interdisciplinary project on Biomimicry. After half term students will complete an introduction to any of the Sciences chosen at Higher Level looking at the introductory topics and development of key skills.
Humanities (Group 3)	After half term students will be able to begin preparation for the Humanities subjects they have chosen. This will be an introduction to some of the early topics and key skills they will meet in the course in September.

Lower Sixth

Lower Sixth pupils will continue to work on their A level and IB subjects, though we have simplified the timetable to allow for a balance of structured lesson provision and independent study. Each subject will take place on one day of the week, and on that day, the class teacher will post learning materials and assessed activities that will require four hours of work. Pupils will also be advised of a specific time on that day when their teacher will be available for live discussion and to answer questions via Google Hangouts or Google Hangout Meets.

In addition, pupils in the Lower Sixth are encouraged to continue to work on their independent learning projects; for IB pupils, their *Extended Essays* are underway, and most have established a clear research proposal, and now need to develop their project with research around their topic. A level pupils can continue to work on their *Extended Project Qualification (EPQ)* reports, and should make use of the deadline extension to add additional academic material, data and analysis, so that projects are likely to score as highly as possible. As pupils are beginning to consider in greater detail possible courses for university applications, or potential employers to whom they may wish to apply, it is advisable to build in relevant material for this application to their project where possible. Further guidance will be provided to pupils through the EPQ google classroom. For those pupils not completing an EPQ, we advise independent extension of knowledge and understanding through work on an essay for an external college or institution, completion of an entry to a competitions run by organisations such as the BBC, or work on MOOCs that enable pupils to gain a deeper understanding of subjects that are on offer for study at undergraduate level.



During the summer term the Lower Sixth would ordinarily have a number of opportunities to engage with employers and universities and would be working on the key aspects of their applications. This is a vital term for preparing a good university application, as those applying to Oxbridge, the USA and Medical, Dentistry and Veterinary degrees will be submitting applications soon after returning in September. Students applying for apprenticeships should focus on building a good CV and can usefully research options on

Unifrog. All students have access to the Unifrog platform and a number of the activities will require them to actively use it. We expect students to be registered on the Google Classroom and participate in activities, submitting required documents for review. Tutors will also be on hand to support pupils in this process.

During this period, should a parent or student have any queries please contact Ms Scofield for: UCAS, MVD applications, International applications including the USA. Please contact Mrs McArdle (jema@felsted.org) for enquiries connected to apprenticeships. Pupils in the Andrew Society or those wishing to make a competitive application, for example to Oxbridge or to study medicine, dentistry, veterinary science or programmes at Russell Group universities should ensure that Mrs Atkinson Wood, Mr Quinlan and Ms Scofield are aware of their intentions so that tailored support can be provided from this point forward. Please contact Mrs Atkinson-Wood or Mr Quinlan for Oxbridge queries (maw@felsted.org / ajq@felsted.org)

The focus for each subject - Lower 6th (A Level)

	What will they cover next term?
Art	Pupils will continue to work on their Individual Themes as decided for each of their Personal Investigation Coursework Portfolios. It is an ideal opportunity to develop pupils' skills, particularly focusing on A01 (contextual research and analysis) and A03 (drawing and annotation). Pupils will also continue with their studies of the human face towards a large self portrait and, if they have the necessary resources, we will guide them to experiment and refine their painting techniques, beginning with grisaille but also looking at becoming experts in colour mixing and chiaroscuro.
Biology	They will cover the following topics this term: 19.1 Populations and ecosystems (19.1-19.4 following Kerboodle) and 11.1 - 11.3 Photosynthesis. In order to do this, teachers will provide practicals that are easy to do at home and set quizzes, fact finding activities and data analysis questions. By the end of term, pupils will be able to: explain how the leaf is adapted to carry out photosynthesis; describe the main stages of photosynthesis; explain the process of oxidation and reduction and identify where this occurs in photosynthesis; describe the role of light in photolysis; identify how chloroplasts are adapted for photosynthesis; describe the events of the Calvin cycle; evaluate the role of ATP and NADP in photosynthesis; and compare different ways of measuring the rate of photosynthesis. For populations and ecosystems, they will be able to: define key ecological terminology; describe and explain how different factors determine the size of a population; define and describe interspecific and intraspecific competition; and explain how predator-prey relationship affects the population size of predators and prey.
Business	Pupils will cover the remainder of Unit 5 (ATM) plus Unit 4 (JEMA) & Unit 6 (ATM & JEMA). There will be online slide presentations (both with & without staff commentary), video clips from Tutor2U & others which would be part of our normal teaching. Pupils will be expected to take notes via guided Google documents and complete unit assessments from the textbook and other common assessments.
Chemistry	Next tem, pupils will continue to work through the A level syllabus, covering in particular: organic chemistry and physical chemistry, starting with kinetics. Teachers will provide practice exam questions, Kerboodle activities and quizzes, and teacher-developed written tasks. There will also be end of topic tests submitted and marked electronically.

	What will they cover next term?
Classical Civilisation	Pupils will continue to work through the two main topics for this year, Greek Religion and World of the Hero (completing the Odyssey by half term and moving on to start the Aeneid). Pupils will be expected to complete the necessary reading (completing any electronic tasks provided by the teachers), watch and consider Massolit lectures, complete wider research and engage with online debates and discussions (undertaken either on Google Docs or on Hangout Chat/Calls). Pupils will focus on developing the structure and depth of their longer answers and work towards completing high quality 30 mark essays.
Drama	There are three components that pupils will focus on this term: Component 1 'Our Country's Good', 'A Servant to two masters' and Live theatre evaluation; Component 3 mock 'Blood Wedding' Lorca; and perfecting Component 2 working notebooks (research section). Pupils will be expected to film their practical solo tasks, as well as to produce presentations, essays and design projects and to undertake wider research and watch digital theatre. All work will be assessed against AQA mark schemes and pupils will get awarded grades and be given verbal audio recordings of feedback and/or written comments on work submitted through the Google Classroom.
DT	The summer term will be used to make an informed decision as to what makes a good final year project. Students will negotiate a project with department teachers and make a start on identifying a design problem, carrying out research, finding a suitable client, and even beginning to think about a range of possible design solutions for the identified problem. Time will also be given over to continue with the learning of manufacturing processes to further develop their abilities to understand the detail of how things are made, and to be able to apply this knowledge to exam style questions.
Economics	In Microeconomics we will be covering Market failure and Behavioral Economics and for Macroeconomics we will be covering Globalisation and looking at Development Economics. We will also be doing revision of the key Macroeconomic Policies and Government Objectives as well as spending time on exam technique.
English Literature	Pupils are working on their NEA (Coursework). Therefore next term they will be: reading their texts, any relevant study guides and critical essays; keeping notes on their wider reading; researching context; linking the texts (eg. through Venn diagrams), reading, critiquing and annotating previous pupils' essays; formulating a title; planning their essays; writing focused paragraphs using exemplars; and finally writing their essays. Pupils will have ongoing guidance on their NEA text choices, topic and how to word their question. They will receive feedback on written paragraphs. Teachers will give feedback on their plan and full feedback (broken down by assessment objective) on their first 1,000 words.
French	We will cover the topic of Festivals and Celebrations in Francophone countries. We will also begin the set text 'No et Moi' and continue to develop analysis of the film 'La Haine'. We will also dedicate time to setting up and starting the Independent Research Project. Pupils will continue to plan and write answers on their set texts and complete assessed comprehensions, including translations.
Geography	Pupils will work through the Ecosystems and Global Governance units as well as begin preparation for their NEA projects. There will be a mixture of activities on the Google Classroom followed by some practice fieldwork skills to help them prepare for their NEA projects. There will be ongoing monitoring and feedback on online tasks, including exam questions, followed by online end of unit assessments.

	What will they cover next term?
German	New topics will include 'Germany before the re-unification' and 'Immigration'. Students will also start regular work on their Independent Research Project, using the Department Handbook to accompany their work and help them monitor their progress. The following topics will be revisited and extended upon: Nature and the Environment, Education, The World of Work, Music and Media. Pupils will be provided with video clips to work with, a set of comprehension tasks (both listening and reading), they will have speaking practice with a member of staff via video conference and complete grammar and translation practice.
History	The focus of this term will be the periods chronologically up to 1642 and 1917 for Unit 1 and 2 of the History A Level respectively. Pupils will be expected to undertake essays and examination questions, which will be assessed and feedback provided online. Pupils will also be set Common Assessments, which will be marked by their class teacher and moderated by RP.
History of Art	We will undertake our second Thematic Study, which focuses on Nature, looking at 12 key works within the following scopes of works: Landscape/Seascape, Animals, Relationship between (wo)man and nature, Plants, Elements, Architecture inspired by Nature; Revision of Visual Analysis skills and Visual Analysis 12-mark question types; revision of the Identity Thematic Study and Identity 12- and 25-mark question types. Pupils will be provided with: Clickview videos with companion tasks and comprehension quizzes; Readings with reading comprehension quizzes; Google Slide presentations for the students to create and then present in a Google Meet; 12- and 25-mark practice paper question plans and essays; comparison tables and other revision tool making tasks. At the end of the year, the students will attempt a full Paper 1 past paper under timed conditions.
Latin	Pupils will continue to cover their set Latin literature texts and to continue to develop their ability to translate unprepared passages of Latin by consolidating their knowledge of grammar, syntax and vocabulary. Pupils will be supported by regular discussions on Google Hangout, videos discussing literary style, textual commentaries (written or oral), as well as the usual resources.
Maths (and Further Maths)	Students will start the Statistics and Pure topics in preparation for year 2 of the A Level Maths course. Further Mathematicians will finish the year 2 Applied and year 2 Pure courses before beginning Core Pure 1 and Further Statistics 1. Pupils will be provided with video worked examples to enable them to complete quizzes, textbook problems and exam questions. They will then have access to the correct solutions to problems so that they can self assess some work, but this will be supplemented by teaching marking (and computer marking) of other work.
Music	Pupils will cover two main topics this term: Set works relating to Romantic Piano Works; and Art Music Since 1910. Pupils will be expected to analyse scores, listen to exercises, as well as complete exam style questions and composition tasks. Teachers will continue to monitor, assess and feedback: essays can be submitted online and pupils can submit photos of their musical scores.

	What will they cover next term?
PE	Pupils will complete the following topics: Sports Psychology & Exercise Physiology. For Sports Psychology, they will study group dynamics, cohesion, motivation, goal setting, attribution theory, self-efficacy, leadership and stress management. For Exercise physiology, they will cover diet and nutrition, principles of training, types of injury & rehabilitation and specialised training. Pupils will also be introduced to the written NEA (coursework). They will be provided with work packs and extended answer scaffolds through the Google Classroom, through which the teachers will be able to monitor and assess their work.
Physics	In Physics, students will continue to work through the specification and cover the following topics: 8 - Newton's Laws of Motion; 9 - Force and Momentum; 10 - Work, Energy and Power; 11 - Materials; and 17 - Motion in a Circle. There will be opportunities for practical work, exam questions and assessments.
Politics	Pupils will complete the UK politics elements of the Politics syllabus and make a start on the US politics section (Constitution and federalism). Pupils will be expected to undertake essays and examination questions, which will be assessed and feedback provided online. Pupils will also be set Common Assessments, which will be marked by their class teacher and moderated by RP.
Psychology	This term, we will finish the topic of Attachment (Paper 1), start BioPsychology (Paper 2), Psychopathology (Paper 1) and Forensic Psychology (Paper 3). Pupils will be provided with online tutorials, YouTube clips, articles to read and Powerpoint instructions. They will be expected to complete quizzes, draw depictions of theories to demonstrate understanding, application tasks, to take part in online forums, and complete short answer and application questions. At times tasks will be completed to confirm understanding or raise the need for further instruction, success will be through demonstrating understanding of a concept, study or theory. At times more formative assessments will be used through exam style questions and essays in which case the exam criteria for levels of achievement will be applied. Feedback will be provided using Google Docs comments on students work and some 121 recordings to provide personalised support to help students to plan how to improve.
Spanish	We will cover the topic of Festivals and Celebrations in Spanish speaking countries, as well as the topic of Media. We will also begin the set text 'La Casa de Bernada Alba' and continue to develop analysis of the film 'Diarios de Motocicleta'. We will also dedicate time to setting up and starting the Independent Research Project. Pupils will continue to plan and write answers on their set texts and complete assessed comprehensions, including translations.
Sport BTEC	Pupils will focus on Unit 3 'Professional Development in the Sports Industry' & Unit 17 'Sports Injury Management'. For Unit 3, pupils will be practising CV writing, job applications and job interviews. For unit 17, they will be given practical videos that demonstrate injury management techniques & first aid. They will then be expected to complete another assignment towards their BTEC Diploma or Extended Certificate.
TEP	For the three areas of the course, pupils will cover the following: in Theology, pupils will cover Atonement, Faith and Works and the Community of believers; in Ethics, they will look at Divine Command Theory, Virtue Ethics and Ethical Egoism; finally, in Philosophy they will consider Religious Experience. This will be done through a variety of means, such as podcasts, small clips, reflective tasks, essay writing skills and small workbooks. Some exam-style questions will be set, which will be assessed using the exam board mark scheme.

The focus for each subject - Lower 6th (IB)

	What will they cover next term?
Art	Pupils will continue to work on their Comparative Study and development of ideas through artist research, linking to the IB assessment criteria. Pupils will also continue with their studies of the human face towards a large self portrait and, if they have the necessary resources, we will guide them to experiment and refine their painting techniques, beginning with grisaille but also looking at becoming experts in colour mixing and chiaroscuro. Finally, we will introduce pupils to their Process Portfolio, which will be a main focus for them in the Upper Sixth.
Biology	Pupils will continue the IB course, covering two units: Unit 3 - meiosis, inheritance and genetic engineering; Unit 7 - transcription, translation and gene expression. There will be interactive tasks, quizzes and exam style questions. Finally, pupils will be assessed with end of topic tests.
Chemistry	Pupils will cover acids and bases, followed by redox chemistry. Pupils will be provided with practice exam questions, Kerboodle activities and quizzes and will be set written tasks by teachers. There will also be end of topic tests submitted electronically.
DT	The summer term is an important time for all DT students to make progress with the Internal Assessment. The project that they have selected needs to be developed in line with the markscheme criteria with careful consideration of the limited word count. Use of CAD such as Onshape is also beneficial and so students will have the opportunity to focus on getting to grips with the CAD package such that their design ideas will be well presented.
Economics	In Microeconomics we will be looking at Higher Level Theory of the Firm and for Standard Level pupils we will be covering Market Failure. In Macroeconomics we will be covering Globalisation and doing revision of the key Macroeconomic Policies and Government Objectives. We will also be spending time on exam technique as well as supporting pupils through the completion of the first two of their three Internal Assessments.
English A	HL pupils will be introduced to the higher level essay which requires them to choose a line of inquiry in response to a literary or a non-literary text studied. Tasks will include research, selection of material, critiquing exemplar work and, eventually, planning and writing their own essay (1200-1500 words). SL pupils will consolidate their understanding of the texts chosen for the Internal Assessment to be taken in the autumn term ('Othello' by William Shakespeare and the 'The World's Wife' by Carol Ann Duffy). Tasks will include selecting passages for analysis, closely analysing details and comparing these to non-literary texts and how these present global issues.
English B	Pupils will begin work on the theme 'Social Organisation' which will cover various topics including community, social relationships, education, law and order, and democracy. Tasks will include opportunities to develop all four of the core language acquisition skills: reading, writing, speaking and listening.

	What will they cover next term?
French B	We will be working on Theme 5: Sharing the Planet which will cover various elements of the environment, peace and conflict, equality, globalisation, ethics and urban vs rural environments. After May half term, we will return to Identities (Theme 1) and build on the work covered last autumn. HL will be working on the same topics at greater depth and aiming to use the time to reinforce some points of grammar. Types of task will include writing an article, a speech and a letter. Students will broaden their vocabulary in relation to the topics and improve their skills. Students will also be introduced to the reading and listening paper - format rubrics, strategies for answering etc.
Geography	Students will be aiming to complete the core part of the syllabus as well as several of the options topics. This will allow time for the introduction to the Internal Assessment that would have been started following the planned field trip that will now be postponed. Students will work on the theory and the skills necessary to succeed in this part of the course.
German A	We will start preparing for both externally assessed papers: Paper 1 - Guided literary analysis and Paper 2 - Comparative essay. The main focus will be on the analysis of prose fiction. We will be learning how to tackle an unseen text and which literary conventions to include in the commentary. There will be some past paper practice at the end of term. We will revisit what we have already learnt about literary devices and practise their analysis on exam-style texts. There will be lesson time dedicated to each aspect of the analysis and as our knowledge and understanding grow, we will be able to work with these increasingly creatively. We will also start preparing our first literary work for Paper 2 (Theodor Fontane: Irrungen, Wirungen). HL students will embark on the Higher Level Essay.
History	SL historians will study the Spanish Civil War and the events of World War Two and, in addition, HL historians will also complete their evaluation of the Mughal Empire up to 1712. Furthermore, both SL and HL historians will start work on their internal assessment projects, a research-led task on a topic of their choice.
Italian A	Students will study the last novel comprising the Lower Sixth coursework (Don Casmurro, by JM Machado de Assis); they will prepare their Italian Individual Oral; HL students will also prepare an additional HL work (a collection of essays by P.Levi) and will work on their HL essay, aiming to complete the first draft this term. Students will be expected to carry out independent research work on authors studied and complete analysis of book passages; these will be discussed in group calls and students will give presentations for the rest of the class. Assessment will take the form of group discussions, quiz questions to check progress on reading the books and monitoring progress on Individual Oral Projects.
Italian ab initio	This term the topic covered will be Experiences, including weather, climate and environment; food and identity; festivals and celebrations. Students will work on writing a variety of new text types. A range of grammar topics will be introduced and revisited and students will be set a range of tasks, including listening tasks on Edpuzzle/YouTube. There will also be a long term project based on an Italian series. Videos will be used to present new grammar and writing tasks will consolidate new language. Weekly video calls with Miss Trucco will be arranged to keep students' conversation skills alive. Any formal assessment will focus on listening and reading as these components were not assessed in the Lower Sixth exams.

	What will they cover next term?
Maths	HL students will complete the work on trigonometry and then begin work on vectors and integration. Analysis SL students will continue their work on statistics, with a particular focus on making full use of the GDC for calculations and visual representation. Applications SL students will complete the probability work before going on to look at quadratic functions and then functions in general.
Music	In Music, pupils will be continuing to make progress with their Musical Links Investigation and completing their Creating Tasks.
Philosophy	Pupils in Philosophy will continue to work on the 'Ethics' and 'Being Human' components of the course, supported by materials in the online classroom, textbook and provided reading materials, and supplemented by online discussion. We will continue to develop writing skills, and to explore the implications and limitations of philosophical theory. Over the Easter break, pupils have been asked to read Franz Kafka's 'Metamorphosis', and so the term will begin with a consideration of the text and its implications for themes already studied (rationality, personhood, mind and body) before beginning the new topic of 'the self' and a study of existentialism.
Physics	All students will begin to work on their Physics IA. This is a key piece of work worth 20% of the overall assessment. Students will look at the assessment criteria and examples of previous IAs in the first week and then will be assisted to develop some simple experimental work that can be completed at home with minimal equipment. They will then be required to write up a 'first draft' that will be due on 15th May - the expectation is that this phase of the work should take around 10 hours. After this, all students will complete work based on Topic 5 'Electricity and Magnetism' and HL students will complete Topic 10 'Fields'. This new content will be developed through some reading and questions and we will also make use of simulations in place of key practical work and collaborative tasks where appropriate.
Psychology	Pupils will complete Research methods for Psychology (Paper 3), and start Sociocultural level of analysis (Paper 1) and Health psychology (Paper 2). Pupils will be provided with online tutorials, YouTube clips, articles to read and Powerpoint instructions. They will be expected to complete quizzes, draw depictions of theories to demonstrate understanding, application tasks, to take part in online forums, and complete short answer and application questions. At times tasks will be completed to confirm understanding or raise the need for further instruction, success will be through demonstrating understanding of a concept, study or theory. At times more formative assessments will be used through exam style questions and essays in which case the exam criteria for levels of achievement will be applied. Feedback will be provided using Google Docs comments on students work and some 121 recordings to provide personalised support to help students to plan how to improve.
	What will they cover next term?
Spanish B	This term, the theme studied will be Social Organization, specifically forms of political organisation and young people of the world. Students will work on reading and listening comprehension exercises, conduct research into the Spanish Monarchy, and create an interview. Skills developed will include reporting on other people's interviews, speeches etc. Writing skills will include: creating an election campaign poster; to write an informal letter. By the end of the unit, students will

	<p>have learnt about the territorial and political organization of Spain and the Spanish Monarchy. They will also be able to identify characteristics of interviews and debate; express and compare points of view and disagreements; distinguish between direct speech and reported speech and use reported speech. Students will continue to produce exam-like written tasks and submit work through Google Classroom. They will also be introduced to the comprehension side of the exam. The teacher will provide individual marking and feedback through Google Classroom and maintain conversation classes in small groups.</p>
Spanish ab initio	<p>The theme this term is Social Organisation and the lessons will cover Education and The Workplace. Types of task will include reading, vocab building, comprehension, discussion, research, written skills, watching a Spanish series set in a school. By the end of the unit, students will be able to begin to discuss and give opinions on the above topics, in three time frames. Building on grammar already taught, additional tenses to introduce will be the Perfect Tense and the Pluperfect Tense. This will be supported by online practice platforms, particularly The Language Gym, which is a reputable, interesting and interactive platform set up by a leading MFL languages practitioner Dr Gianfranco Conti. Assessment will take the form of on-going conversation practice in small groups. Exam style writing will be set and assessed, using a variety of the Personal, Professional and Mass Media text formats required for Ab Initio - eg e-mail, letter, brochure. There will also be more of a focus on Reading and Listening exercises as those skills were not assessed in the March exams.</p>
Sport Health and Exercise Studies	<p>Pupils will be completing statistics and study design for both SL & HL. HL students will complete pedagogy, notation, analysis, genetics, exercise and immunity. Both SL & HL will plan their IA's for completion in Autumn term.</p>

Upper Sixth

Due to the cancellation of A Level and GCSE exams, we have amended the programme for Upper Sixth pupils. In order to provide A Level pupils with the opportunity to complete and submit an additional past paper for each subject, we will provide time for this in the first two weeks of term. IB pupils will not be asked to do this because the published guidelines from the IB make clear that grades will be determined using work that has already been marked (Internal Assessments) and so any further submissions can not be considered. In addition to this, pupils will be offered a tutorial programme that is planned to support them in this period of transition from school to university and the workplace. All pupils in the Upper Sixth will have regular contact with their tutor, and will be provided a weekly set of material through their Professional Guidance google classroom. This will cover a planned programme of topics set out below. The Professional Guidance team, led by Louise Scofield, will continue to be on hand to support pupils as they consider updated information from universities in the light of exam cancellations, and make choices about courses.

	What topics or material will they be provided?
21st April - 1st May	Additional time has been set aside for pupils to work on and hand in further material for consideration by teachers prior to submission of grades to exam boards. Whilst pupils have the opportunity to complete this work, they are not required to do so.
4th May	Preparing for University, Apprenticeship of the Workplace <ul style="list-style-type: none"> - Pre-course reading and tasks for chosen degree - Current affairs for industry awareness
11th May	Developing Skills for University and the Workplace <ul style="list-style-type: none"> - Reading and note-taking - Touch typing
18th May	Managing Wellbeing and Seeking Support <ul style="list-style-type: none"> - Researching facilities and provision in destination organisations - Sources of support for wellbeing and mental health - Accessing support for neuro atypical and learning needs
1st June	Rights & Responsibilities in the Workplace and at University <ul style="list-style-type: none"> - Time management - Expectations of conduct and etiquette for the workplace - Managing your finances - Relationships - professional and personal
8th June	Internships and Work Experience <ul style="list-style-type: none"> - Pathways into competitive professions - Identifying and accessing opportunities - CVs, applications and letters of introduction
15 June	The OF Network and Skills For Living <ul style="list-style-type: none"> - The role and benefits of the OF network - Tutorials on basic skills for independent living - nutrition and diet, laundry, repairs and balanced living.
22 June	Accepting Offers, Navigating Adjustment & Clearing <ul style="list-style-type: none"> - Key considerations when receiving results - What to do when your result is not what you had expected - Ongoing guidance on future applications and choices

