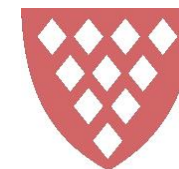
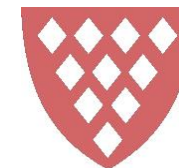


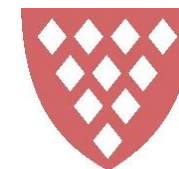
| Subject | Cycle/Term 1 Topic covered Knowledge organiser Content | Link to KCC VLE and or Link to other online learning or relevant websites | Link to Oak Academy |
|---------|---|--|---|
| English | <p>Analysis Skills – Language and Structure</p> <p>Planning for the year ahead</p> <p>Reading skills</p> <p>Analysis of language and structural devices</p> <p>Exploring examples of fiction and non-fiction in preparation for both language papers</p> <p>Working towards spoken language presentations</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/english/year11</p> <p>Supporting document for Analysis Skills – Language and Structure can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> <p>Curriculum map is in N-Drive/Online Learning 2020/Year 10/Additional files to support learning</p> | <p>Approaching unseen fiction texts https://classroom.thenational.academy/lessons/approaching-unseen-fiction-texts-70upat</p> <p>Considering structural choices https://classroom.thenational.academy/lessons/considering-structural-choices-6muk6e</p> <p>Analysing the writer's use of language https://classroom.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e</p> <p>Analysing language: Selecting evidence https://classroom.thenational.academy/lessons/analysing-language-selecting-evidence-70rk0t</p> <p>Analysing language: Analytical writing</p> |



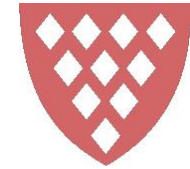
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| | | | <p>https://classroom.thenational.academy/lessons/analysing-language-analytical-writing-6ctpcc</p> <p>Approaches to reading unseen fiction texts https://classroom.thenational.academy/lessons/approaches-to-reading-unseen-fiction-texts-70t62e</p> <p>Examining structural choices https://classroom.thenational.academy/lessons/examining-structural-choices-6ctk6t</p> |
| <p>Maths</p> | <p>Foundation:</p> <p>Line graphs Sequences Indices Standard form Circles Percentages using decimals Vectors</p> <p>Higher:</p> <p>Expanding brackets</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/maths/GCSE/year11</p> | <p>Foundation Straight line graphs: https://classroom.thenational.academy/units/straight-line-graphs-y-mx-c-2e9f</p> <p>Sequences: https://classroom.thenational.academy/units/linear-sequences-f0bf</p> <p>Use indices: https://classroom.thenational.academy/lessons/laws-of-indices-6mr3je/activities/2</p> <p>Standard Form: https://classroom.thenational.academy/lessons/powers-of-10-c9hp6c https://classroom.thenational.academy/lessons/multiplying-and-dividing-in-standard-form-6wv3jc</p> |



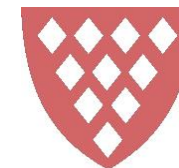
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| | <p>Recurring decimals and fractions</p> <p>Solving equations</p> <p>Quadratics</p> <p>Proof using algebra</p> <p>Angle facts</p> <p>Circle theorems</p> <p>Equations of straight lines</p> <p>Simultaneous equations</p> | <p>Circles: https://classroom.thenational.academy/units/circles-c694</p> <p>Percentages using decimals: https://classroom.thenational.academy/units/percentages-971e</p> <p>Vectors: https://classroom.thenational.academy/units/translate-and-vectors-1-4275 https://classroom.thenational.academy/units/vectors-2-429e</p> <p>Higher</p> <p>Expanding brackets: https://classroom.thenational.academy/units/expand-and-simplify-brackets-8710</p> <p>Recurring decimals and fractions: https://classroom.thenational.academy/units/recurring-decimals-0411</p> <p>Solving equations: https://classroom.thenational.academy/units/solving-equations-1-one-step-two-step-and-brackets-2ba6</p> <p>Quadratics https://classroom.thenational.academy/units/factorise-and-solve-a-quadratic-a-1-876e</p> |
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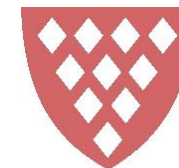
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| | | | <p>Proof using algebra: https://classroom.thenational.academy/units/algebraic-proof-f6a4 Angle Facts: https://classroom.thenational.academy/units/angle-facts-e0ea https://classroom.thenational.academy/units/parallel-lines-and-polygons-1-8396 Circle theorems: https://classroom.thenational.academy/units/circle-theorems-1-1521 https://classroom.thenational.academy/units/circle-theorems-2-5438 Equations of straight lines: https://classroom.thenational.academy/units/straight-line-graphs-y-mx-c-2e9f Simultaneous Equations: https://classroom.thenational.academy/units/simultaneous-equations-linear-64b3 https://classroom.thenational.academy/units/one-linear-and-one-quadratic-simultaneous-equations-86b4</p> |
| Biology | Ecosystems | | <p>Microorganisms and cycling Cycles- https://classroom.thenational.academy/lessons/cycles-c8rkat</p> |



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| | | | <p>Levels of an ecosystem What is an ecosystem? - https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtpcr</p> <p>Carbon cycle The carbon cycle - https://classroom.thenational.academy/lessons/the-carbon-cycle-6gtkac</p> <p>Water cycle Using Resources (FT) - https://classroom.thenational.academy/lessons/review-lesson-68v3je</p> <p>Trophic levels Biomass Pyramid of biomass - https://classroom.thenational.academy/lessons/biomass-64rpcc https://classroom.thenational.academy/lessons/representing-food-chains-60u34e</p> <p>Efficiency of energy transfers https://classroom.thenational.academy/lessons/energy-transfers-64upac</p> |
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| | | | <p>https://classroom.thenational.academy/lessons/conservation-of-energy-71gk6c</p> |
| <p>Chemistry</p> | <p>Predicting and identifying reactions and products</p> | <p>https://sites.google.com/kingsbridgecollege.org.uk/science/gcse/gcse-chemistry</p> | <p>Group 1 https://classroom.thenational.academy/lessons/group-1-60w3cc</p> <p>Group 7 https://classroom.thenational.academy/lessons/group-7-6gu62c</p> <p>https://classroom.thenational.academy/lessons/group-7-displacement-69hk8r</p> <p>https://classroom.thenational.academy/lessons/comparing-the-reactivities-of-group-1-and-7-elements-6tjpac</p> <p>Halogen displacement reactions https://classroom.thenational.academy/lessons/displacement-reactions-ionic-equations-c5hp6d</p> <p>Group 0 https://classroom.thenational.academy/lessons/group-0-64wk4e</p> |



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| | <p>Monitoring and controlling chemical reactions</p> | | <p>Monitoring and controlling chemical reactions I can suggest practical methods for determining the rate of a given reaction</p> <p>Kerboodle Text Book – PAG Measuring Rates of Reaction p278-279 CGP Revision Guide – p129-130 CGP Work Book – p136-138 https://www.youtube.com/watch?v=NhdtqnEfa9w https://www.youtube.com/watch?v=SPXany3-hU</p> <p>I can interpret rate of reaction graphs: Kerboodle Text Book – p174-175 CGP Revision Guide – p130-131 CGP Work Book – p136-138 https://www.youtube.com/watch?v=GCR5xeduq2o</p> <p>I can describe the effect of changes in temperature, concentration, pressure, and surface area on rate of reaction: Kerboodle Text Book – p176-179 CGP Revision Guide – p130, p132 CGP Work Book –139</p> |
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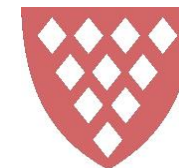


<https://www.youtube.com/watch?v=-4HXaUBbv04>
https://www.youtube.com/watch?v=ExHV_cFWYSM&t=39s

I can explain the effects on rates of reaction of changes in temperature, concentration and pressure in terms of frequency and energy of collision between particles:
Kerboodle Text Book – p176-179 CGP
Revision Guide – p130, p132 CGP Work Book – p139

<https://www.youtube.com/watch?v=eSln1xHvh4>
<https://www.youtube.com/watch?v=8ZhhqALrfxQ>

I can explain the effects on rates of reaction of changes in the size of the pieces of a reacting solid in terms of surface area to volume ratio:
Kerboodle Text Book – p180-181 CGP
Revision Guide – p130, p132 CGP Work Book – p139



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| | | | <p>I can describe the characteristics of catalysts and their effect on rates of reaction: Kerboodle Text Book – p182-183 CGP Revision Guide – p133 CGP Work Book – p140 https://www.youtube.com/watch?v=m_9bpZep1QM</p> <p>I can identify catalysts in reactions: Kerboodle Text Book – p182-183 CGP Revision Guide – p133 CGP Work Book – p140</p> <p>I can explain catalytic action in terms of activation Energy: Kerboodle Text Book – p182-183 CGP Revision Guide – p133 CGP Work Book – p140</p> <p>I can recall that enzymes act as catalysts in biological Systems: Kerboodle Text Book – p182-183 CGP Revision Guide – p133 CGP Work Book – p140</p> |
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<https://www.youtube.com/watch?v=rH1ym916Fo>

I can recall that some reactions may be reversed by

altering the reaction conditions:

Kerboodle Text Book – p186 CGP Revision Guide – p134 CGP Work Book – p141-142

<https://www.youtube.com/watch?v=br8IKynV1Hc>

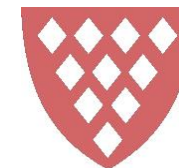
I can recall that dynamic equilibrium occurs in a closed system when the rates of forward and reverse reactions are equal:

Kerboodle Text Book – p187 CGP Revision Guide – p134 CGP Work Book – p141-142

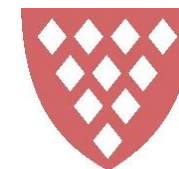
https://www.youtube.com/watch?v=wID_ImYQAgQ

I can predict the effect of changing reaction conditions on equilibrium position and suggest appropriate conditions to produce as much of a particular product as possible:

Kerboodle Text Book – p188-191 CGP Revision Guide – p135 CGP Work Book –



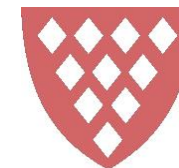
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| | | | <p>p141-142 https://www.youtube.com/watch?v=7zuUV455zFs&t=24s https://www.youtube.com/watch?v=XhQ02egUs5Y</p> <p>I can calculate the concentration of a solution in mol /dm³: Kerboodle Text Book – p164-165 CGP Revision Guide – p110 CGP Work Book – p112-113 https://www.youtube.com/watch?v=3G3KQIyoZDI</p> <p>I can explain the relationship between concentration of solution, mass of solute and volume of solution: Kerboodle Text Book – p164-165 CGP Revision Guide – p110 CGP Work Book – p112-113</p> <p>Indicators of a Chemical Reaction https://classroom.thenational.academy/lessons/indicators-of-a-chemical-reaction-cct3ad</p> <p>Oxidation</p> |
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| | | | <p>https://classroom.thenational.academy/lessons/oxidation-6tj68d</p> <p>Acids and Alkalis https://classroom.thenational.academy/lessons/acids-and-alkalis-chk38d</p> <p>pH Scale https://classroom.thenational.academy/lessons/ph-scale-60r3gc</p> <p>Metals and acids https://classroom.thenational.academy/lessons/metals-and-acids-6hhp8r</p> <p>Neutralisation https://classroom.thenational.academy/lessons/neutralisation-6xjpac</p> <p>Simple Titrations https://classroom.thenational.academy/lessons/simple-titrations-75h32c</p> |
| Physics | Waves Radioactivity | https://sites.google.com/kingsbridgecollege.org.uk/science/gcse/gcse-physics | Wave properties https://classroom.thenational.academy/lessons/wave-properties-60vk0d |



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| | | | <p>Calculations with waves https://classroom.thenational.academy/lessons/calculations-with-waves-6xh66e</p> <p>Measuring the speed of waves in water https://classroom.thenational.academy/lessons/measuring-the-speed-of-waves-in-water-69k3jd</p> <p>Measuring the speed of waves in solids https://classroom.thenational.academy/lessons/measuring-the-speed-of-waves-in-solids-c9gk6t</p> <p>Reflection https://classroom.thenational.academy/lessons/reflection-60v3ad</p> <p>Refraction https://classroom.thenational.academy/lessons/refraction-cmr64c</p> <p>Sound https://classroom.thenational.academy/lessons/sound-64u3gt</p> <p>Ultrasound and seismic waves</p> |
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<https://classroom.thenational.academy/lessons/ultrasound-and-seismic-waves-ccrkge>

Electromagnetic spectrum (Part 1)
<https://classroom.thenational.academy/lessons/electromagnetic-spectrum-part-1-6dk62r>

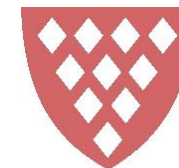
Electromagnetic spectrum (Part 2)
<https://classroom.thenational.academy/lessons/electromagnetic-spectrum-part-2-c9h3cr>

Infrared
<https://classroom.thenational.academy/lessons/infrared-60u3cd>

Radioactivity
<https://classroom.thenational.academy/lessons/radioactivity-6tgkjc>

Hazards of radiation (Physics only)
<https://classroom.thenational.academy/lessons/hazards-of-radiation-physics-only-c5j6ad>

Uses of radiation (Physics only)
<https://classroom.thenational.academy/lessons/uses-of-radiation-physics-only-cdh3gt>



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| | | | <p>Exploring inside an atom https://classroom.thenational.academy/lessons/exploring-inside-an-atom-c9h6ac</p> <p>Isotopes and ionisation https://classroom.thenational.academy/lessons/isotopes-and-ionisation-crrk8c</p> <p>History of atomic models https://classroom.thenational.academy/lessons/history-of-atomic-models-c8wk2t</p> |
| History | Nazi Germany | <p>https://drive.google.com/drive/folders/1UJmeYiTAGGzO9TIpK5WEtQUPc4bZx_9y</p> <p>5 x supporting documents for Germany can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> | <p>The early development of the Nazi Party: what did Hitler believe in? https://classroom.thenational.academy/lessons/the-early-development-of-the-nazi-party-what-did-hitler-believe-in-6mtkjr</p> <p>Who were the SA and what was their role? https://classroom.thenational.academy/lessons/who-were-the-sa-and-what-was-their-role-ccwpad</p> <p>Why were the Nazi Party so successful after 1929?</p> |



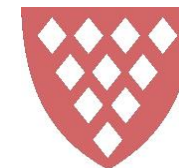
<https://classroom.thenational.academy/lessons/why-were-the-nazi-party-so-successful-after-1929-6ctkar>

How did Hitler consolidate power by 1934?
<https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t>

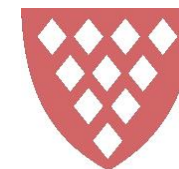
How far did the Nazi party create a police state?
<https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-create-a-police-state-68v64d>

How far did the Nazi party control the state through propaganda?
<https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-control-the-state-through-propaganda-64u38d>

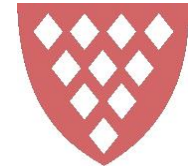
How much resistance existed in Nazi Germany before 1939?
<https://classroom.thenational.academy/lessons/how-much-resistance-existed-in-nazi-germany-before-1939-c8t68c>



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| | | | <p>What were Nazi attitudes and policies towards women? https://classroom.thenational.academy/lessons/what-were-nazi-attitudes-and-policies-towards-women-6cw36t</p> <p>How successful were Nazi policies towards women? https://classroom.thenational.academy/lessons/how-successful-were-nazi-policies-towards-women-69gk0e</p> <p>Why were young people so important to the Nazi Party? https://classroom.thenational.academy/lessons/why-were-young-people-so-important-to-the-nazi-party-6gv6ar</p> <p>Why was controlling education so important to the Nazi party? https://classroom.thenational.academy/lessons/why-was-controlling-education-so-important-to-the-nazi-party-cdj66c</p> <p>How far did the lives of German workers improve after 1933?</p> |
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| | | | <p>https://classroom.thenational.academy/lessons/how-far-did-the-lives-of-german-workers-improve-after-1933-6rv32r</p> <p>How did the persecution of the Jews escalate after 1933?</p> <p>https://classroom.thenational.academy/lessons/how-did-the-persecution-of-the-jews-escalate-after-1933-70vp6r</p> |
| <p>Geography</p> | <p>The Challenge of Natural Hazards</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/geography1/new-gcse</p> | <p>What are natural hazards?</p> <p>https://classroom.thenational.academy/lessons/what-are-natural-hazards-ccwkar</p> <p>Plate tectonics theory</p> <p>https://classroom.thenational.academy/lessons/plate-tectonics-theory-cmukcc</p> <p>The global distribution of earthquakes and volcanoes</p> <p>https://classroom.thenational.academy/lessons/the-global-distribution-of-earthquakes-and-volcanoes-6gtk8d</p> <p>Types of plate boundary: Destructive and Conservative</p> |



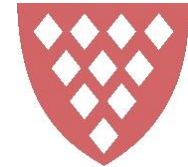
<https://classroom.thenational.academy/lessons/types-of-plate-boundary-destructive-and-conservative-c8w32c>

Effects and responses of tectonic hazards
<https://classroom.thenational.academy/lessons/effects-and-responses-of-tectonic-hazards-c5h30c>

Reasons why people live in tectonic areas
<https://classroom.thenational.academy/lessons/reasons-why-people-live-in-tectonic-areas-68ukar>

Reducing the risk of tectonic hazards:
Monitoring and prediction
<https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-monitoring-and-prediction-chjp4d>

Reducing the risk of tectonic hazards:
Protection and planning
<https://classroom.thenational.academy/lessons/reducing-the-risk-of-tectonic-hazards-protection-and-planning-6wtk6c>



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| | | | <p>Global Atmospheric Circulation Model (Part 1) https://classroom.thenational.academy/lessons/global-atmospheric-circulation-model-part-1-6mrp6t</p> <p>Global Atmospheric Circulation Model (Part 2) https://classroom.thenational.academy/lessons/global-atmospheric-circulation-model-part-2-70tp6e</p> <p>What is the global distribution of tropical storms? https://classroom.thenational.academy/lessons/what-is-the-global-distribution-of-tropical-storms-crw34c</p> <p>How do tropical storms form and develop? https://classroom.thenational.academy/lessons/how-do-tropical-storms-form-and-develop-cmvp6r</p> <p>How might tropical storms be affected by climate change?</p> |
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<https://classroom.thenational.academy/lessons/how-might-tropical-storms-be-affected-by-climate-change-6mw3at>

Typhoon Haiyan: tropical storm named example

<https://classroom.thenational.academy/lessons/typhoon-haiyan-tropical-storm-named-example-c4v66t>

Is the UK's weather becoming more extreme?

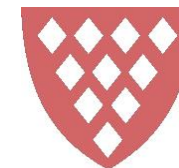
<https://classroom.thenational.academy/lessons/is-the-uks-weather-becoming-more-extreme-cdjkqe>

Somerset Floods: location and causes

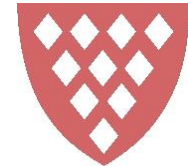
<https://classroom.thenational.academy/lessons/somerset-floods-location-and-causes-60vpad>

Somerset Floods: impacts and management

<https://classroom.thenational.academy/lessons/somerset-floods-impacts-and-management-6ngk6c>



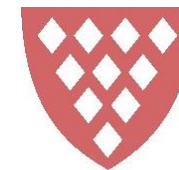
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| <p>Music</p> | <p>Specialist content TBC due to the practical nature of the subject</p> | <p>3 x folders containing supporting documents for GCSE Music can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> | |
| <p>Drama</p> | <p>Understanding drama and theatre</p> | <p>Two folders containing GCSE drama work for this module can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> <p>Component 1</p> <ul style="list-style-type: none"> • Epic Theatre • Physical Theatre • Theatre in Education <p>Component 3</p> <ul style="list-style-type: none"> • DNA | <p>Understanding drama and theatre</p> <ul style="list-style-type: none"> -Theatre Roles -Characteristics of a dramatic work -Staging -Stage positioning <p>For these topics visit the below link: https://www.bbc.co.uk/bitesize/topics/zk4np_g8</p> <p>Performing characters</p> <ul style="list-style-type: none"> -Physical skills for interpreting a character -Vocal interpretation of a character <p>For these topics visit the below link: https://www.bbc.co.uk/bitesize/topics/zdkfsc_w</p> <p>Theatre design</p> <ul style="list-style-type: none"> -Set design |



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| | | | <p>-Costume design -Lighting design -Sound design For these topics visit the below link: https://www.bbc.co.uk/bitesize/topics/zjdvy9g</p> <p>Devising</p> <ul style="list-style-type: none">-Responding to a stimulus-Developing an idea-Selecting a genre or performance style-Selecting a practitioner-Rehearsing for a performance-Refining a performance-Interpreting and performing a character <p>-Designing</p> <ul style="list-style-type: none">-Health and safety considerations-Creating a portfolio or devising log <p>For these topics visit the below link: https://www.bbc.co.uk/bitesize/topics/z7jb38z</p> <p>Scripted drama</p> <ul style="list-style-type: none">-Features of a script-Performing a script-Designing for a scripted performance <p>For these topics visit the below link:</p> |
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| | | | <p>https://www.bbc.co.uk/bitesize/topics/zm7rgwx</p> <p>Written exam -How to answer set text exam questions -Live theatre evaluation For these topics visit the below link: https://www.bbc.co.uk/bitesize/topics/z6m4cqt</p> |
| <p>French</p> | <p>Travel and Tourism</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year11</p> <p>Supporting documents for Travel and Tourism can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> | <p>Holidays Saying what you do and did on holiday (Part 1/4) https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-14-6wuk6t</p> <p>Saying what you do and did on holiday (Part 2/4) https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-24-69h3gc</p> <p>Saying what you do and did on holiday (Part 3/4)</p> |



<https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-34-68u6cr>

Saying what you do and did on holiday (Part 4/4)

<https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-44-6dgpcc>

Booking Hotels (Part 1/2)

<https://classroom.thenational.academy/lessons/booking-hotels-part-12-6rwpcr>

Booking Hotels (Part 2/2)

<https://classroom.thenational.academy/lessons/booking-hotels-part-22-6qr62c>

Talking about an ideal holiday (Part 1/2)

<https://classroom.thenational.academy/lessons/talking-about-an-ideal-holiday-part-12-crr3cr>

Talking about an ideal holiday (Part 2/2)



<https://classroom.thenational.academy/lessons/talking-about-an-ideal-holiday-part-22-60u3ec>

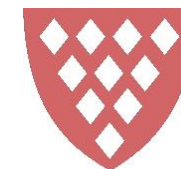
Ordering in a restaurant (Part 1/2)
<https://classroom.thenational.academy/lessons/ordering-in-a-restaurant-part-12-cmv34t>

Ordering in a restaurant (Part 2/2)
<https://classroom.thenational.academy/lessons/ordering-in-a-restaurant-part-22-70w66r>

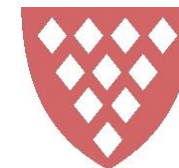
Talking about a disastrous holiday (Part 1/3)
<https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-13-cnkh0e>

Talking about a disastrous holiday (Part 2/3)
<https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-23-c4wk0c>

Talking about a disastrous holiday (Part 3/3)
<https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-33-75k6ct>



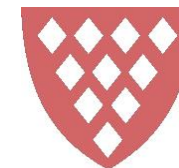
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| | | | <p>Guided Writing (Foundation) : Holidays https://classroom.thenational.academy/lessons/guided-writing-foundation-holidays-ccw64c</p> <p>Guided Writing (Higher) : Holidays https://classroom.thenational.academy/lessons/guided-writing-higher-holidays-65h34e</p> |
| <p>Art</p> | <p>Personal Project Themes:</p> <ul style="list-style-type: none"> • Angles • Close-Up • Climate • Emotions • Self Image <p>If you are working from home choose 1 of these themes & complete the following tasks: 1) Produce an Artist research page & your own copy of the artwork 2) Take 6</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/gcse</p> <p>The supporting document for Art – Personal Project can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning</p> <p>BBC Bitesize GCSE Art & Design: https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Developing Ideas: https://www.bbc.co.uk/bitesize/guides/zc7mq8/revision/1</p> | <p>How to use your sketchbook for GCSE Art: https://classroom.thenational.academy/units/sketchbook-cf63</p> <p>GCSE Art theory- Part 1 Analysis: https://classroom.thenational.academy/units/theory-785c</p> <p>GCSE Art theory- Part 2 : Linking To A Theme https://classroom.thenational.academy/lessons/linking-to-a-theme-6hhkcd</p> <p>GCSE Art theory- Part 3 : Developing Ideas https://classroom.thenational.academy/lessons/developing-ideas-65j36t</p> |



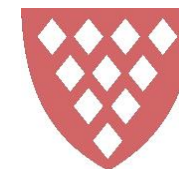
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| | <p>photographs of faces or objects to link to your theme to collage & draw from</p> <p>3) Create a final design & then trial different colours schemes</p> <p>4) Produce your own finished piece, this could be a drawing, painting or collage inspired by this theme</p> | <p>Online art lessons (you can look at resources that link to your chosen theme)</p> <p>https://www.artfactory.com/</p> | <p>GCSE Art theory – Part 4: Annotation https://classroom.thenational.academy/lessons/annotation-6xhk0r</p> <p>GCSE Art theory- Part 5 : Evaluating https://classroom.thenational.academy/lessons/evaluating-6cup2d</p> <p>Unit of work on People (this links to the themes 'Close-Up' & 'Self Image': https://classroom.thenational.academy/units/people-768e</p> <p>Unit of work on Digital processes: https://classroom.thenational.academy/units/digital-work-82ba</p> |
| Food preparation and Nutrition | | | |
| Design Technology | | | |
| P.E studies | | <p>If you are unable to attend school, but are feeling fit and well, we would like you to do the following:</p> <p>30 minutes aerobic/ cardiovascular activity:</p> | |



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| | | <p>This could be running/ swimming/ cycling in a safe environment near your home. If you're unsure of what to do, you could follow one of the links below:</p> <p>Running https://www.youtube.com/watch?v=A8HC4rnQX_k https://www.youtube.com/watch?v=ioELqxr-Q_w</p> <p>Swimming https://www.youtube.com/watch?v=megCSTJxSPs https://www.youtube.com/watch?v=CpCGQig8_iw</p> <p>30 minutes strength and conditioning/ flexibility: This could be a HIIT session/ core workout/ yoga session. You could choose one of the links below: https://www.youtube.com/user/thebodycoach1 https://youtu.be/Yzm3fA2HhkQ https://www.corepoweryoga.com/yoga-on-demand</p> | |
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| | | <p>https://www.youtube.com/watch?v=qPL49XK8vEw</p> <p>Remember to log your workout on the mimove app: https://mimoveapp.com/ This will allow your teacher to check what you have been up to and reward you appropriately.</p> <p>Extension:</p> <ol style="list-style-type: none"> 1. Name the skills and explain the rules and strategy for the sport you are currently doing in your PE lessons. This might be badminton/ rugby/ netball/ hockey/ tennis/ basketball/ swimming/ athletics/ football. If you're not sure, choose on you are most interested in. | |
| Sports studies | | | |
| Creative Media | | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/mediastudies/</p> | |
| R.E | Human Rights Life and Death | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/religious-education/year11</p> | <p>Topics marked with an * contain content which some might consider to be of a sensitive nature. If you are concerned, please view content with an adult.</p> |



Human Rights

Social Justice and Human Rights

<https://classroom.thenational.academy/lessons/social-justice-and-human-rights-65gkar>

Religious freedom and censorship

<https://classroom.thenational.academy/lessons/religious-freedom-and-censorship-68u3ed>

Poverty and its causes

<https://classroom.thenational.academy/lessons/poverty-and-its-causes-71jp2d>

Giving money to the poor

<https://classroom.thenational.academy/lessons/giving-money-to-the-poor-cthk6e>

Attitudes to wealth

<https://classroom.thenational.academy/lessons/attitudes-to-wealth-cth64c>

Prejudice and discrimination *

<https://classroom.thenational.academy/lessons/prejudice-and-discrimination-6wvk0d>



Prejudice and discrimination based on disability *

<https://classroom.thenational.academy/lessons/prejudice-and-discrimination-based-on-disability-6rv38t>

Prejudice and discrimination based on race *

<https://classroom.thenational.academy/lessons/prejudice-and-discrimination-based-on-race-6mtk0r>

Matters of life and death

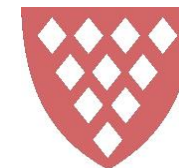
Origins of the universe (Christianity)

<https://classroom.thenational.academy/lessons/origins-of-the-universe-christianity-64wp4r>

Environmental Issues

<https://classroom.thenational.academy/lessons/environmental-issues-68u3ee>

Origins of humanity (Christianity)



<https://classroom.thenational.academy/lessons/origins-of-humanity-christianity-cngk8d>

Abortion *

<https://classroom.thenational.academy/lessons/abortion-64wk6d>

Euthanasia *

<https://classroom.thenational.academy/lessons/euthanasia-cgw68c>

Death and Afterlife *

<https://classroom.thenational.academy/lessons/death-and-afterlife-69j38r>

Revision *

<https://classroom.thenational.academy/lessons/revision-c8r3jr>

Exam Practice *

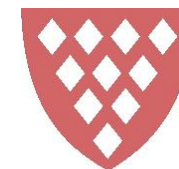
<https://classroom.thenational.academy/lessons/exam-practice-6tk34c>

Deliberate practice *

<https://classroom.thenational.academy/lessons/deliberate-practice-ccwk6t>



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| <p>Photography</p> | <p>Personal Project Themes: Messages Close-Up Patterns Combination Choose 1 of the themes above for your project. If you are working from home complete the following tasks : 1.First, show your visual research by producing an inspirational image page. 2. Then produce a critical writing page & emulation shoot inspired by a photographer (Stefan Sagmeister, Irving Penn, Karl Blossfeldt, Paul</p> | <p>https://sites.google.com/a/kingsbridgecollege.org.uk/photography2/year-11 The supporting document for Photography - Personal Project can be found in N-Drive/Online Learning 2020/Year 11/Additional files to support learning GCSE Bitesize Photography: https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1</p> | <p>Photography skills & techniques: Lighting & Composition: https://classroom.thenational.academy/lessons/photography-lighting-and-composition-c5hk2r Ideas within Photography https://classroom.thenational.academy/lessons/photography-ideas-within-photography-6wv34r Freelensing https://classroom.thenational.academy/lessons/photography-freelensing-crt6cc Angles & Viewfinders: https://classroom.thenational.academy/lessons/photography-angles-and-viewfinders-74rkgd Photo contact strips: https://classroom.thenational.academy/lessons/photography-photographic-contact-strip-ctj3ed Layering & Transparent Compositions:</p> |
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| | <p>Strand or David Hockney) 3. Next, develop your own ideas, photo shoots & experiments inspired by this theme 4. Finally, Produce a set of final images inspired your shoots, experiments & research</p> | | <p>https://classroom.thenational.academy/lessons/photography-layering-and-transparent-compositions-70u30d</p> <p>Identity project development (links to the theme of 'Messages'): https://classroom.thenational.academy/lessons/identity-who-am-i-photography-inspired-by-dan-hillier-and-magdiel-lopez-64w6cd</p> |
| Health and Social Care | | https://sites.google.com/a/kingsbridgecollege.org.uk/social-science/health-social-care | |
| Computer science | Algorithms Coursework project | https://sites.google.com/a/kingsbridgecollege.org.uk/informationtechnology/ | |
| Business Studies | Growing the business | https://drive.google.com/drive/folders/0B5_LlHvubmBrYnpzTFhITFFobm8 | |
| PSHE | Link to follow | | |

