Student Learning Journey

Subject: Drama Year 11 Term 5 : Component 3 Set Text: DNA REVISION and LIVE

Previously you have learnt

The skills of critical analysis and evaluation from the Live Theatre section of Component 3 and related written examination approaches for Drama questions (section B) *NEWSIES*

How to take *DNA* from page to stage –specifically focussing on the craft all of the 'Theatre Makers'. You have completed mock exams and practice questions in year 10.

In this unit you will learn

To revise and practice how to be a 'Theatre Maker': a designer, actor AND director of the play *DNA* by Dennis Kelly.

To be able to write high level exam answers for Section A of the written examination (DNA)

To be able to write high level exam answers for Section B of the written examination (LIVE)

Key Vocabulary and Terminology

Tier 2: Theatre Makers, designer, director, performer, analysis, evaluation.

Tier 3: Pitch, pace, pause, emphasis, volume, intonation, tone, space, body language, posture, gesture, eye contact, movement, facial expression, proxemics, gait, inflection, accent, tension, conflict, climax, rising action, falling action, inciting moment, Freytag's Pyramid, narrative, plot, structure, form, resolution, denouement.

Further Learning

[Preparing for the written exam - How to answer set text exam questions - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
Determination	Curiosity	Verbal Confidence	Social Intelligence	Citizenship

Excellence	Aspiration	Achievement	Inspiration	Community

Student Learning Journey

Subject: Design and Technology (RM) Year 11 Non Examined Assessment (NEA)

Previously you have learnt

You will learn about the iterative design process, how to explore a context, identify a client, conduct meaningful research from which you develop a concise design brief and justified specification. This will then inform design ideas, prototyping and development. You will go on to apply skills in planning and manufacture to produce a prototype model of your chosen design idea which you finally test and evaluate.

In this unit you will learn

You will be completing your NEA by submitting your Testing and Evaluation ready for final assessment. You will be preparing for the GCSE examination. This will include revisiting past theory and knowledge to ensure coverage of Core Technical principals, Specialist Technical Principals and Designing and Making Principals.

Key Vocabulary and Terminology

Tier 2: consider, evaluate, analyse, plan, identifying, investigating, generate

Tier 3: Sustainability, Ecological, social footprint, Surface treatments,

Further Learning

BBC Bitesize: Designing and Making Principles

Technology Student: Design and Technology NEA

Supporting textbook: CGP Design and Technology GCSE textbook

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Student Learning Journey

Subject: Textiles Year 11 Exam unit

Previously you have learnt

Throughout this course, you have developed a wide range of practical skills, mastering both decorative and technical processes. You have learnt how to research and develop work in response to a theme or client brief and how to research the work or contemporary and traditional designers and textile artists through practical exploration. You are able to generate, develop and communicate creative design ideas in a personal way and can organise and present your work effectively both in a sketchbook and in digital format.

In this unit you will learn

In this unit, you will apply your skills and knowledge to produce work in response to a client brief set by the exam board. You will work through a series of tasks beginning with research, idea generation and development. You will then complete a development review and make a final outcome in exam conditions. Finally, you will create a digital portfolio presenting the work you have produced in response to the set brief. This is the final unit of work in your textiles course and makes up 40% of your overall grade.

Key Vocabulary and Terminology

Tier 2: Confident, competent, effective, plan, refine, develop

Tier 3: Design development, portfolio, client, surface pattern, garment construction, visual communication

Further Learning

Victoria and Albert Museum Fashion collection

Textile Artists Contemporary Textile artists

BBC Bitesize The creative process

Hatton Character Qualities

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Student Learning Journey

Subject: English Year 11 GCSE English Language Paper 2: *Writers' Viewpoints and Perspectives*

Previously you have learnt

You were taught how to achieve success on this paper in year 10, when you used a past paper on the topic of child labour.

In KS3 you studied a variety of non-fiction texts including those by Lemn Sissay, Kerry Hudson and Adeline Yen Mah. These skills of textual analysis and evaluation that can be applied to any literary non-fiction as well as literary fiction.

In this unit you will learn

Ways to approach English Language Paper 2 Section A. You will learn how to read, understand and analyse two high quality unseen prose non-fiction extracts, one of which will be a heritage text from the 19th century; the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings and key words and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the transactional writing prompts in Section B, the extended writing task.

Key Vocabulary and Terminology

Tier 2: Metaphor, Extended metaphor, simile, personification, repetition, statistics, cyclical structure, case study, direct speech, dialogue, rhetorical question, revelation, call to action, bias, focus, facts, opinion.

Tier 3: Imperative, sibilance, writer, alliteration, juxtaposition, emotive language, perspective, viewpoint, allusion, imagery, symbolism, direct address, hyperbole, triadic structure, exposition

Further Learning

Analysing non-fiction - GCSE English Language Revision - AQA - BBC Bitesize

Comparing texts - GCSE English Language Revision - AQA - BBC Bitesize

Non-fiction texts - Non-fiction text types - AQA - GCSE English Language Revision - AQA - BBC Bitesize

Hatton Character Qualities

Resilience	**Open Mindedness**	Creativity	Responsibility	**Empathy**
Self-Regulation	Courage	Commitment	Team Work	Leadership
Determination	Curiosity	Verbal Confidence	**Social Intelligence**	**Citizenship**

Excellence	Aspiration	Achievement	Inspiration	Community

Student Learning Journey

Subject: History Year 11 Germany Democracy and Dictatorship 1890 - 1945

Previously you have learnt

At KS3 about the reasons for the Holocaust, and some of the ways that the Nazis impacted the lives of people under their control. You also learnt about Hitler's global actions during the Second World War, how he was able to conquer most of Europe by 1941, and the eventual fightback by the allied forces.

Last term you also studied Hitler's foreign policy aims in detail.

In this unit you will learn

How the consequences of World War One changed Germany politically, socially, and economically, focusing your analysis on how Germany changed from authoritarian rule to a democracy, and finally a dictatorship, culminated with World War Two. You will also learn about the rise of socialism under Kaiser Wilhelm II, as well as the policies that were introduced by the Nazis that impacted every person living in Germany, and how the Nazis tried to control every aspect of German life.

Key Vocabulary and Terminology

Tier 2:

Depression   Inflation   Government   Prejudice   Genocide

Tier 3:

Bundesrat   Reichstag   Weltpolitik   Lebensraum   Volksdeutsch

Further Learning

BBC Bitesize - Germany

GCSE Pod - Germany

Rise of the Nazis

Hatton Character Qualities

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Student Learning Journey

Subject: Sociology Year 11 – The Sociology of Social Stratification

Previously you have learnt

The sociological explanations of educational differences in achievement and the debates surrounding the nuclear family and crime. Alongside this, you have applied research methods to all three topics and consistently referred back to the core themes of sociology; socialisation, culture, identity, social stratification and power.

In this unit you will learn

To explore the following issues; how is class measured? Is stratification required in society? How does CAGE impact life chances? How is poverty measured? What is power?

You will also apply research methods throughout the topic and make links to the core themes in sociology of; socialisation, culture, identity, social stratification and power.

Key Vocabulary and Terminology

Tier 2: life chances, poverty, class, age, gender, ethnicity, affluent, welfare, power, democracy

Tier 3: social stratification, embourgeoisement, authority, deprivation, functionalism, Marxism, feminism, voting systems, relative poverty

Further Learning

Social Stratification Flashcards | Quizlet

Hatton Character Qualities

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