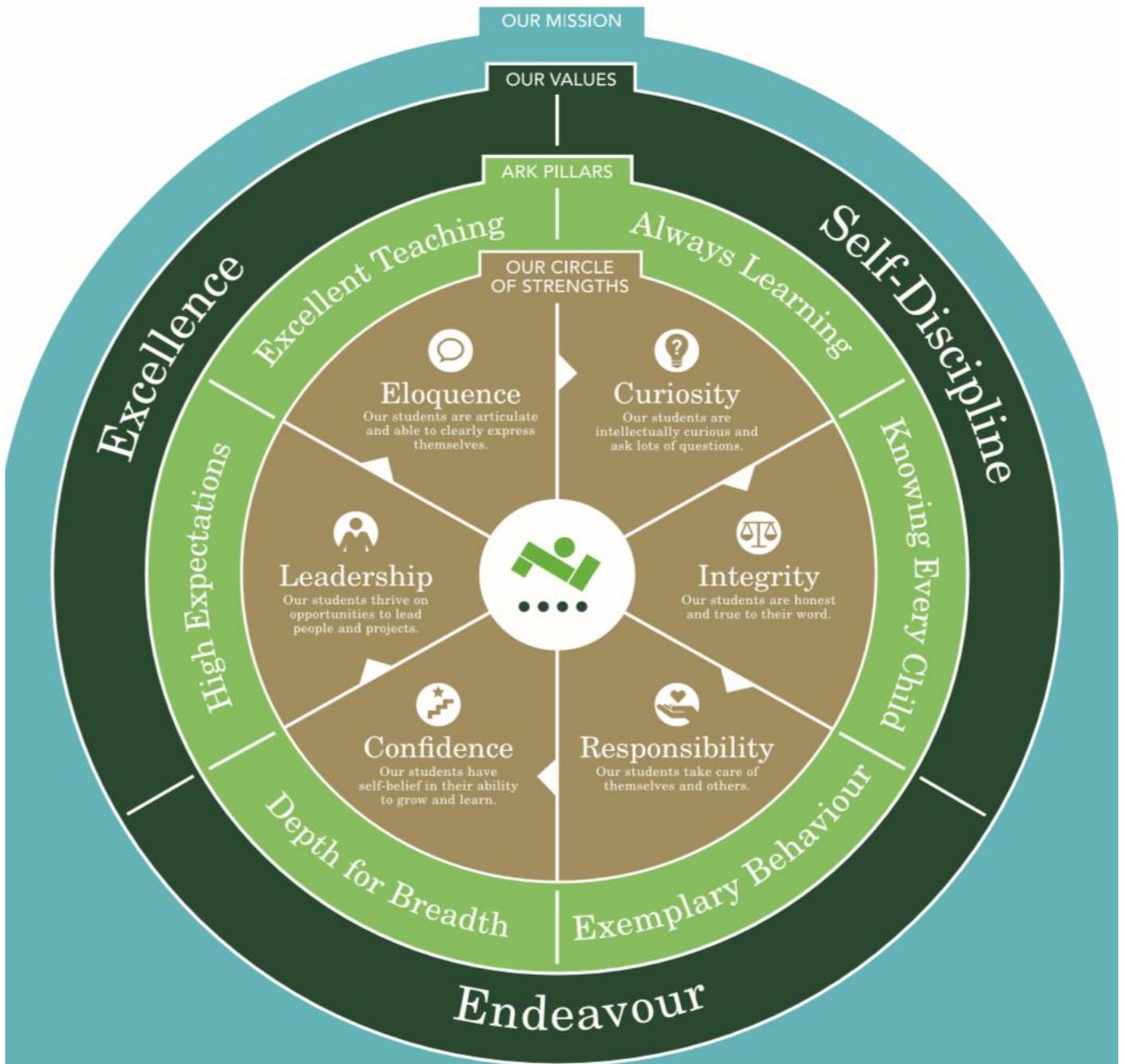




Ark Evelyn Grace
Academy

Year 11 Curriculum Overview 2019-20





We provide a transformational education that enables our students to live happy and fulfilling personal and professional lives.

‘Cleverer and kinder every day’

Cleverer and kinder every day

Our Curriculum vision

Intent

Knowledge - we have designed a curriculum which is of relevance to our context and student body. At the heart of our curriculum is knowledge and information that adds to our students' cultural capital. The more you know the more you can think about, as you cannot think about that which you do not know. We have decided what the key knowledge is that will enable our students to leave our academy cleverer and kinder. It is shared with our students and parents in curriculum booklets.

Vocabulary – our curriculum will be vocabulary rich as closing the advantage gap is about closing vocabulary gaps between word poor and word rich households.

Mastery – our curriculum will include well-planned opportunities to retrieve essential knowledge and master its application.

Fertile Questions – all of our schemes of learning use questions to stimulate our students' curiosity and develop their independent learning. These questions require developed responses from our students and each lesson provides part of a response to the enquiry question which is answered through acquired and applied knowledge.

Backwards planning - We have identified the essential knowledge for each subject in each year, planning backwards from Year 11. The curriculum therefore sequences this knowledge in an order which helps to grow and develop our students' minds.

Enrichment - We also offer a broad and varied enrichment programme so that students may explore and develop their talents and character beyond the classroom.

Implementation

Groupings - students are set across the core subjects (English, Maths, Science RE and MFL) in all year groups using prior and current attainment data. In Option subjects, groups are mixed achievement.

Careful groupings can significantly improve student progress and we are committed to taking the time and effort required to get groupings right for our students. Groups are reviewed throughout the year, and changes made where appropriate.

Planning - Our curriculum has been thoroughly planned with high expectations and challenge, thinking about what we are teaching and the context and sequence of topics. We give our departments timetabled co-planning time to train and also to prepare their curriculum. This book contains a curriculum overview for each subject laying out the key knowledge that our students will be learning throughout Year 11.

The implementation of our curriculum prioritises;

SAY IT: Eloquence and vocabulary are key to our students becoming clever and kinder.

WRITE IT: We have a whole school approach to improving the quality of writing.

KNOW IT: Our curriculum is knowledge-rich with embedded strategies such as the *ANSWER* model to help our students memorise and apply essential knowledge.

Our priorities are backed up with an emphasis on fertile questions and vocabulary. Fertile questions open our students' minds to possibilities and allow them to think about and explore topics. We focus on vocabulary identifying the key vocab that our students need in every lesson.

Impact

The impact of our curriculum will be reflected in our outcomes across every year and also how our students act, perform and how they are perceived in our local community.

To support this, we carefully analyse attainment data to target students so that they may attend mastery lessons after school, so that the gaps in understanding are bridged.

Year overview

Subject	Number of lessons
English	5
Maths	5
Science	6
RE	2
Block A	3
Block B	3
Block C	3
Block D	3
Total	30

Block A	Block B	Block C	Block D
Business GCSE Geography History Mandarin Spanish	Computer Science French Geography History PE NCFE Spanish	Art Business GCSE Media Studies PE GCSE	Computer Science Drama Design & Technology Geography History Music GCSE Photography

Homework Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BL GR YE	Maths (P2&4) Science (P1&5)	Science (P2)	English (P4) Science (P2&6)	English (P4)	RE (P6) Maths (P2)
OR PU SI	Maths (P1) Science (P2&4)	RE (P5)	English (P4) Maths (P2&6)	English (P4) Science (P6)	Science(P2&5)
Option	Option A (P6) Business Geography History Mandarin Spanish	Option D (P3&4) Computer Science Design & Technology Drama Geography History Music Photography		Option B (P3) Computer Science Geography History French Spanish NCFE PE	Option C (P3&4) Art Business Citizenship Media Studies History PE

Assessment

At EGA, assessing students learning is a vital component of every lesson and every unit of work. This involves checking how students are doing with each new concept, idea or skill introduced. If we find out a student doesn't 'know it', we review how we taught it and go back and approach the learning in a different way. This could be giving students more practice or a different way of consolidating their learning.

Assessment takes place in lessons on an ongoing basis and could include in-class targeted questioning, evaluative tasks, whiteboards/traffic lights, short quizzes, etc.

This feeds into the Assessment cycle where students will take formal assessments that take place during the times shown below. We will use that data to set students where appropriate and to inform interventions.

Assessment Cycle

Term	Type	Subjects	Dates
Autumn	Mocks	English and Maths	From: Monday 4 th November To: Wednesday 6 th November
Spring	Mocks	All subjects	From: Monday 20 th January To: Friday 7 th February
Summer	GCSE Exams	All subjects	From: Monday 11 th May To: Monday 15 th June

Below you will see what reports you should expect to receive and when.

Year group	Autumn - December	Spring	Summer - August
11	Data report/Tutor report	Data report	GCSE Results

Curriculum Overview

The following documents the essential knowledge and skills that all our Year 11s will need to know in each subject area.

English Language (GCSE) – Year 11	
Term 1	<p>English Language Paper 2 Revision</p> <p>Reading 19th, 20th and 21st non-fiction texts Additional focus on Questions 2 and 4 as cross-over skills with Literature Papers. How can we decode difficult texts? What is a summary? How can we show understanding of how a writer creates a viewpoint or perspective? Structuring an article</p>
Term 2	<p>English Language Paper 2 Revision</p> <p>Reading 19th, 20th and 21st non-fiction texts Additional focus on Questions 2 and 4 as cross-over skills with Literature Papers. How can we decode difficult texts? What is a summary? How can we show understanding of how a writer creates a viewpoint or perspective? Structuring an article</p> <p>Assessment in November: Language Paper 2</p>
Terms 3	<p>English Language Paper 1 Revision</p> <p>Reteach of Key Skills English Language Paper 1 focus dependent on skill gaps identified in previous assessments Why and how do writers’ structure their texts? How to embed and choose the most language rich quotations How writers’ use language to create meaning The skill of evaluation How to write language rich descriptive writing</p> <p>Assessments in January: Language Paper 1</p>
Term 4	<p>English Language Paper 1 Revision</p> <p>Reteach of Key Skills English Language Paper 1 focus dependent on skill gaps identified in previous assessments Why and how do writers’ structure their texts? How to embed and choose the most language rich quotations How writers’ use language to create meaning The skill of evaluation How to write language rich descriptive writing</p>
Term 5	<p>Revision and improvement strategies based on formative and previous summative assessments</p>
Homework	<p>Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research</p>
To stretch myself...	<p>I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca</p>
Exam Board	<p>AQA</p>

English Literature (GCSE) – Year 11	
Term 1	<p>English Literature Paper 2 – Read and Study Poetry –Power and Conflict Anthology/Unseen Poetry</p> <p>How do we respond to poetry? Why study poetry? What links about conflict learned in other areas of the course can we make? Skills covered:</p> <ul style="list-style-type: none"> • Literal and inferential comprehension • Identifying the theme and distinguishing between themes; supporting a point of view • Evaluation of a writer’s choice of vocabulary, grammatical and structural features • Making an informed personal response that derives from analysis and evaluation of the text • Evaluating how language, structure, form and presentation contribute to quality and impact • Linguistic and literary terminology for such evaluation • Comparing texts <p>Revise An Inspector Calls Based on prior assessment will inform areas retaught.</p>
Term 2	<p>English Literature Paper 2 – Read and Study Poetry –Power and Conflict Anthology/Unseen Poetry</p> <p>Learning how to make links across 15 anthology poems</p> <p>Revise An Inspector Calls Based on prior assessment will inform areas retaught.</p> <p>Assessment in November: Literature Paper 2 – An Inspector Calls/Power and Conflict and Unseen Poetry</p>
Terms 3	<p>English Literature Paper 1 Revision – Macbeth and Jekyll and Hyde</p> <p>Revision and improvement strategies based on formative and previous summative assessments Recalling quotations Practising exam skills</p> <p>Assessments in January: Literature Paper 1 – Macbeth and Jekyll and Hyde</p>
Term 4	<p>English Literature Paper 1 Revision – Macbeth and Jekyll and Hyde</p> <p>Revision and improvement strategies based on formative and previous summative assessments</p>
Term 5	<p>Revision and improvement strategies based on formative and previous summative assessments</p>
Homework	<p>Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research</p>
To stretch myself...	<p>I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca</p>
Exam Board	<p>AQA</p>

Maths (GCSE) – Year 11	
Term 1	<p>Number</p> <p>Unit 1 – Powers and Roots</p> <ul style="list-style-type: none"> • Understand the meaning of higher powers and know how to find these • Understand the meaning of roots and how to find these, including through approximation • Efficient use of a calculator, when appropriate <p>Unit 2 – Surds and Irrational Numbers</p> <ul style="list-style-type: none"> • Understand the difference between rational and irrational numbers • Change recurring decimals into their corresponding fractions and vice versa • Rationalise denominators <p>Unit 3 – Indices</p> <ul style="list-style-type: none"> • Understand the meaning of higher powers and know how to find these (recap unit 1) • Understand, derive and use the rules of indices with integer values • Multiplying numbers in index form • Dividing numbers in index form • Raising a power by a power • Negative powers • The power of zero • The power of 1 • Calculate with fractional indices <p>Unit 4 – Standard Form</p> <ul style="list-style-type: none"> • Multiply and divide numbers by any power of 10 • Convert numbers to and from standard form • Perform calculations involving standard form • Efficient use of a calculator, when appropriate <p>Unit 5 – Sequences</p> <ul style="list-style-type: none"> • Recognise and describe arithmetic and geometric sequences • Arithmetic Sequences; Find a formula for the nth term • Geometric sequences; Find a formula for the nth term • Find the formula for the nth term of a quadratic sequence • Find missing terms in, and find the formula for the nth term of, geometric sequences with ratios that are surds
Term 2	<p>Applications of Algebra</p> <p>Unit 6 – Quadratics</p> <ul style="list-style-type: none"> • Expand products of two binomials • Factorise quadratic expressions of the form $x^2 + bx + c$ • How to use Algebra tiles • Difference of two squares • Factorise quadratic expressions of the form $ax^2 + bx + c$, when $a > 1$ • Complete the square of a quadratic expression • Solve quadratic equations of the form $x^2 + bx + c$ by factorising • Introducing the quadratic formula • Rearrange and solve quadratic equations by factorisation, completing the square or the use of the quadratic formula <p>Unit 7 – Quadratic Graphs</p> <ul style="list-style-type: none"> • Draw and recognise quadratic graphs • Use quadratic graphs to find the approximate solution to quadratic equations • Identify intercepts, and using symmetry, the turning points of graphs of quadratic functions • Sketch graphs of quadratic functions, finding the turning point by completing the square <p>Unit 8 – Algebraic Fractions</p> <ul style="list-style-type: none"> • Simplify algebraic fractions • Manipulate algebraic fractions <p>Unit 9 – Simultaneous Equations</p> <ul style="list-style-type: none"> • Solving simultaneous equations graphically • Solving simultaneous equations algebraically • Writing and solving simultaneous equations to solve problems • Set up and solve two simultaneous equations where one is linear and one is quadratic
Term 3	<p>Percentages and Probability</p> <p>Unit 10 – KS3 FDP Review</p> <ul style="list-style-type: none"> • Understand fraction notation, recognising when fractions are equivalent • Convert between improper fractions and mixed numbers • Apply the four rules of number to fractions

	<ul style="list-style-type: none"> • Find fractions of a quantity • Appreciate the equivalence of fractions, decimals and percentage and convert between them <p>Unit 11 – Percentages</p> <ul style="list-style-type: none"> • Increase and decrease by a given percentage • Express one number as a percentage of another, including percentage changes • Know the difference between simple and compound interest • Solve problems involving compound interest • Solve other problems involving repeated change, such as depreciation • Solve problems involving growth and decay <p>Unit 12 – Probability, Sets and Venn Diagrams</p> <ul style="list-style-type: none"> • Use the language associated with probability • Find the probability of a single event when there are equally likely events • Convert between different forms of probability – fractions, decimals and percentages • Know that $P(\text{Not } A) = 1 - P(A)$ • Solve equations from probability problems • Understand what is meant by relative frequency • Understand why relative frequency is sometimes used as an estimate for probability • Compare theoretical probability with result obtained by experiments • Use Venn diagrams and two-way tables to solve probability problems • Construct Venn diagrams and two-way tables to solve probability problems • Use the addition law for probability, understanding when events are mutually exclusive • Systematically list sample spaces • Understand the multiplication rule for independent and dependent events • Use tree diagrams to solve probability problems • Construct tree diagrams to solve probability problems • Understand what is meant by conditional probability • Calculate conditional probabilities • Extend their work on Venn diagrams to include those with three regions • Solve more complex problems involving tree diagrams
<p>Term 4</p>	<p>Geometry</p> <p>Unit 13 – Transformations</p> <ul style="list-style-type: none"> • Reflect a shape in a given line, including on a coordinate grid using e.g. $x = \pm a$ • Rotate a shape by a 90°, 180° and 270° about a given centre • Translate a shape by a given vector • Understand that these transformations do not affect the area of the shape and that the distance between pairs of points is the same in the image as in the original shape • Describe a single transformation using correct mathematical language • Enlarge shapes, with or without a coordinate grid, from a given centre, using positive integer and fractional scale factors • Find the centre of enlargement given a shape and its image • Enlarge shapes from a given centre, using negative integer and fractional scale factors • Consider the effects of combining reflections, rotations and translations <p>Unit 14 – Upper and Lower Bounds</p> <ul style="list-style-type: none"> • Find the upper and lower bounds of a calculation using numbers that have been rounded to a given degree of accuracy • Understand the difference between the bounds of discrete and continuous quantities <p>Unit 15 – 2D Shapes and Circle Geometry</p> <ul style="list-style-type: none"> • Round numbers to a given number of decimal places • Calculate the area of: Triangles, Parallelograms, Trapezia, Circles and Composite 2D shapes • Find the circumference of a circle • Find the perimeter of composite 2D shapes • Identify and use the terms centre, radius, chord, diameter, circumference, tangent, arc, sector and segment • Calculate the length of an arc of a circle • Calculate the area of a sector of a circle • Recognise and use the equation of a circle, centre the origin • Find the equation of a tangent to a circle at a given point <p>Unit 16 – 3D Shapes</p> <ul style="list-style-type: none"> • Recognise the vocabulary associated with 3D solids • Interpret plans and elevations of 3D solids • Construct plans and elevations of 3D solids <p>Unit 17 – Volume and Surface Area</p>

	<ul style="list-style-type: none"> • Calculate the surface area and volume of: Cuboids, Spheres, Cones, Pyramids, Simple composite solids • Compare the surface area and volume of solid shapes, using ratios where appropriate • Form and solve equations related to 3D shapes • Give answers in terms of pi if appropriate • Understand the limits of accuracy, using inequality notation to show error intervals • Convert between area and volume units
Term 5	<p>Similarity</p> <p>Unit 18 – Ratio Review</p> <ul style="list-style-type: none"> • Recognise and use ratio notation, simplify ratios, compare ratios to fractions, decimals and percentages • Share a quantity in a given ratio • Solve simple ratio and proportion problems <p>Unit 19 – Direct and Inverse Proportion</p> <ul style="list-style-type: none"> • Use and apply compound units such as density and pressure • Know and apply Density = Mass ÷ Volume • Use and apply compound units in algebraic contexts • Solve problems using unitary method • Recognise the link between gradient and proportion • Solve problems involving direct proportion in numerical and algebraic contexts • Solve formal problems involving direct proportion where $y \propto x$ • Solve problems involving inverse proportion in contexts such as speed, distance and time • Solve formal problems involving inverse proportion where $y \propto 1/x$ • Solve problems involving a quantity directly or inversely proportional to a power or a root of another quantity <p>Unit 20 – Pythagoras’ Theorem</p> <ul style="list-style-type: none"> • Find missing sides in right-angled triangles given the other two sides • Model practical situations with right-angled triangles and so find missing lengths • Identify whether a triangle is right-angled by considering the lengths of its sides <p>Unit 21 – Similarity and Trigonometry</p> <ul style="list-style-type: none"> • Understand the meaning of similarity • Find missing sides in pairs of similar shapes, including similar triangles • Understand and use the relationship between lengths, areas and volumes of similar shapes • Understand and use the trigonometric ratios sin, cos and tan • Understand the link between similar triangles and trigonometry • Derive and use the exact values of sin θ and cos θ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°; know the exact value of tan θ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ • Solve problems involving right-angled triangles • Use the sine rule to find missing sides and angles in any triangle • Use the cosine rule to find missing sides and angles in any triangle • Find the area of a triangle using the formula Area = $\frac{1}{2} ab \sin C$ <p>Unit 22 – 3D Triangles</p> <ul style="list-style-type: none"> • Apply Pythagoras’ theorem to problems in three dimensions, including repeated use of the theorem e.g. in finding the length of the diagonal of a cuboid • Identify right-angled triangles in three-dimensional shapes and use trigonometry to find missing sides and angles
Homework	<p>We will be using HegartyMaths. 2 pieces will be set by your teacher each week and you must meet the following expectations.</p> <ol style="list-style-type: none"> 1. You watch the video and copy the examples/make notes in your maths book. 2. You complete the quiz online and show your working out in your maths book. 3. You mark the quiz in your book and make any corrections.
To stretch myself...	<p>You can look at the building blocks available on HegartyMaths and complete more challenging content from the topic you are currently covering or revisit a topic you have already been taught. You should also use the MemRi function on HegartyMaths to practice your weakest topics.</p>
Exam Board	Edexcel/Pearson

Science (GCSE) – Year 11 (Combined and Triple)	
Term 1	<p>Biology - Hormones B11 Hormonal coordination B11.1 How do hormones control us? B11.2 How is blood glucose controlled? B11.3 How can we treat diabetes? B11.4 What is negative feedback? B11.5 What hormones are involved in human reproduction? B11.6 What hormones are involved in the menstrual cycle? B11.7 How can we control fertility? B11.8 How can we treat infertility? <i>B11.9 How do plants respond to hormones?</i> <i>B11.10 How can we use plant hormones?</i></p> <p>Genetics and evolution B15 Genetics and evolution <i>B15.1 How did Mendel predict modern genetics?</i> <i>B15.2 How did Lamarck and Darwin theorise evolution?</i> <i>B15.3 Why have people accepted Darwin's theory?</i> <i>B15.4 How has evolution created new species?</i> B15.5 What is the evidence for evolution? B15.6 How do we know about the organisms that are extinct? B15.7 What destroyed the dinosaurs? B15.8 Why are some bacteria resistant? B15.9 How are organisms classified? B15.10 How do we use evolutionary trees?</p> <p>Chemistry – Rate and extent of chemical change C8 Rates and equilibrium C8.6 How can we reverse a reaction? C8.7 How can a reversible reaction be affected by energy? C8.8 How is a reaction dynamic? C8.9 How can a reversible reaction be controlled?</p> <p>Organic Chemistry C9 Crude oil and fuels C9.1 What makes oil? C9.2 How can oil be separated? C9.3 What happens when hydrocarbons combust? C9.4 Can we make new hydrocarbons?</p> <p>Physics - Forces P10 Forces and Motion P10.1 How can forces lead to acceleration? P10.2 What are the forces of falling? P10.3 What are the forces of a car? P10.4 How is momentum conserved? <i>P10.5 How do we use conservation of momentum?</i> <i>P10.6 What are the forces of impact?</i> <i>P10.7 How can forces be used safely?</i> P10.8 How can forces be stretched?</p>
Term 2	<p>Biology - Ecosystems B17 Organising an ecosystem B17.1 How are predators and prey interconnected? B17.2 What are the cycles of life – ions and water? B17.3 What are the cycles of life – carbon? <i>B17.4 How do things decay?</i></p> <p>Biodiversity B18 Biodiversity and ecosystems B18.1 What are the impacts of the human population explosion? B18.2 What are the impacts of land and water pollution? B18.3 What are the impacts of air pollution? B18.4 What are the impacts of deforestation and peat destruction? B18.5 How is our planet heating up? <i>B18.6 What are the impacts of climate change on biodiversity?</i> B18.7 How can we maintain biodiversity? <i>B18.8 How can we convert food chains into pyramids of biomass?</i> <i>B18.9 How is biomass transferred?</i></p>

	<p><i>B18.10 Why is our food not secure?</i> <i>B18.11 How can we improve our food chains?</i> <i>B18.12 How can we sustainably produce food?</i></p> <p>Chemistry - Resources C14 The Earth's resources C14.1 Can we continue to make smart phones? C14.2 Is water safe to drink? C14.3 How can we make water safe to drink? C14.4 How do we extract metals from ores? C14.5 What are Life Cycle Assessments? C14.6 Can we Reduce, reuse, and recycle?</p> <p>Physics - Electromagnets P15 Electromagnetism P15.1 How strong is a magnet? P15.2 How can magnets be made using electricity? <i>P15.3 How are electromagnets used?</i> P15.4 How can magnets and current move things? <i>P15.5 How can magnets and movement create electricity?</i> <i>P15.6 How does an alternating current generator work?</i> <i>P15.7 How do transformers work?</i> <i>P15.8 How are transformers used?</i></p>
<p>Term 3</p>	<p>Biology - Homeostasis B12 Homeostasis in action <i>B12.1 How do we control body temperature?</i> <i>B12.2 How do we excrete?</i> <i>B12.3 How do kidneys work?</i> <i>B12.4 How can we treat kidney problems?</i> <i>B12.5 What are the issues with kidney transplants?</i></p> <p>Chemistry - Resources C15 Using our resources C15.1 What is rust? C15.2 How useful are alloys? C15.3 How useful are polymers? C15.4 How do you build a building? C15.5 How can we feed the world? C15.6 How can we feed the world? C15.7 How can we feed the world? C15.8 How can we feed the world?</p> <p>Physics - Forces P11 Forces and Pressure P11.1 Why does a scalpel need to be really sharp? P11.2 How does pressure work in liquids? P11.3 How does pressure work in the atmosphere? P11.4 Why do things float?</p> <p>Waves P12 Waves P12.1 What are waves? P12.2 How can you measure the properties of waves? P12.3 What happens to waves at boundaries? P12.4 How are sound waves different to light? <i>P12.5 How are sound waves detected?</i> <i>P12.6 How is ultrasound used?</i> <i>P12.7 What causes earthquakes?</i></p> <p>Electromagnetism P13 Electromagnetic Waves P13.1 What links the electromagnetic spectrum? P13.2 What are the uses of the ems? P13.3 How can we communicate using waves? P13.4 How can the ems be dangerous? P13.5 How are x-rays helpful and dangerous?</p> <p>Light P14 Light <i>P14.1 How does light reflect?</i> <i>P14.2 How does light refract?</i> <i>P14.3 What causes colour?</i></p>

	<i>P14.4 How do lenses work?</i> <i>P14.5 How are lenses used?</i>
Term 4	Biology - Revision Chemistry - Revision Physics - Revision
Term 5	Biology - Revision Chemistry - Revision Physics - Revision
Homework	Seneca online homework Half-termly home learning booklet
To stretch myself...	Answer the fertile questions in depth Write fertile questions of your own Investigate science in the news Use the AQA specification to check my understanding Write exam questions for myself Read Natural Scientist magazine to find out about new discoveries in science
Exam Board	AQA

RE (GCSE) – Year 11	
Term 1	<p><u>Unit 2 Christianity: Beliefs and teachings</u></p> <p>2.58 The nature of God: In this area you will be expected to know the nature of God and how that relates to the beliefs and teachings about the Trinity.</p> <p>2.60 Creation: In this area of study you need to know about the differing Christian views about nature and role of humans, and the literal and non-literal interpretation of the creation story.</p> <p>2.62 Jesus Christ: In this area of study you will need to know about Christian beliefs and teachings about the incarnation of Jesus.</p> <p>2.66 Salvation: In this area of study you will need to know about the Christian beliefs and teachings of the idea of Salvation, and particularly the way in which their understanding of the law.</p> <p>2.67 The afterlife: In this area of study you will need to know the Christian beliefs and teachings about Judgement, resurrection and different beliefs about heaven and hell.</p> <p>2.68 Heaven and Hell: In this area of study you will need to know the Christian beliefs and teachings about heaven and hell.</p>
Term 2	<p><u>Unit 2 Christianity: Practices</u></p> <p>2.70 Forms of worship: In this area of study you will need to know about the nature and importance of different kinds of worship; the nature and importance of prayer and the different forms of worship across Christian traditions.</p> <p>2.73 Sacraments: In this area of study you will learn about the different Christian sacraments.</p> <p>2.76 Pilgrimage and celebrations: In this area of study you will need to know the importance of pilgrimage for some Christians, and especially of places such as Walsingham and Taize</p> <p>2.78 Christianity in Britain and the Church in the local community: In this area of study you will need to know how the results of the 2011 census show the increasing diversity of religious and non-religious beliefs and practices, and how UK laws, festivals and traditions are rooted in the Christian tradition but also reflect the festivals, beliefs and cultures of other religious and non-religious tradition.</p> <p>2.80 The worldwide Church: In this area of study, you will need to know about the importance of mission, evangelism and church growth and the work of Tearfund.</p>
Term 3	<p><u>Unit 3 Islam: Beliefs and teachings</u></p> <p>3.108 The nature of Allah: In this area of study you will be expected to know the nature of Allah in terms of Tawhid, the oneness of Allah, as well as other characteristics of his nature.</p> <p>3.110 Prophethood: In this area of study you need to know about the nature of prophethood and the importance of prophets in Islam.</p> <p>3.112 Angels (malaikah): In this area of study you will need to know about the significance of angels in Islam, and the differences in beliefs within Islam regarding angels and free will.</p> <p>3.114 Akhirah (afterlife): In this area of study you will need to know about al-qadr (predestination) and its implications.</p> <p>3.116 Foundation of the faith: In this area of study you will need to know the difference emphases of the two main branches of Islam: The Six Articles of Sunni Islam, and the Five Roots of Shi'a Islam. And the attitudes of Islam towards holy book (Kutub)</p>
Term 4	<p><u>Unit 3 Islam: Practices</u></p> <p>3.118 The five pillars of Sunni Islam: In this area of study you will need to know about the Shahadah (statement of faith), Zakat (giving to the charity), Sawm (fasting), Hajj (pilgrimage), and Salah (prayer); and issues relating to these as they are practised in Britain and elsewhere.</p> <p>3.122 The ten obligatory acts of Shi'a Islam: In this area of study you will need to know about the ten obligatory acts and issues relating to these as practiced in Britain and elsewhere.</p> <p>3.123 Jihad: In this area you will learn about the difference between greater Jihad and Lesser Jihad.</p> <p>3.125 Festival and commemorations: In this area of study you will need to know about four Muslim festival. For three of them you will need to know how they are celebrated in Britain and the world.</p>
Term 5	Revision /GCSE Exams
Homework	Students will receive GCSE questions on current and past topics
To stretch myself...	I could read the news on bbc.co.uk/news , CNN, Seneca , BBC bite size revision
Exam Board	WJEC/Eduqas

Art & Design (GCSE) – Year 11	
Term 1	<p>Me, myself and I</p> <p>1. Students begin this project by visiting a gallery of their choice-RA, SLG, Tate Modern/Britain, White Cube etc. This will be used for inspiration of the project</p> <p>1.1 Students will investigate artists; Marlene Dumas, Frida Kahlo, Banksy, Alberto Giacometti, Soutine, Egon Schiele, Cindy Sherman, Frank Auerbach and the German Expressionist (They are to look at a range of styles) Why are these artists relevant to the unit?</p> <p>1.2 Students should be able to develop their understanding of mark making through these artists How can we expand and develop our understanding of mark making?</p> <p>1.3 Develop (A01)</p> <p>1.3 Students will complete the following: Portraits from observation, portraits in response to selected artists, analysis of art work, reflection on own work, development of own ideas.</p>
Term 2	<p>2. Experimentation (A02)</p> <p>2.1 Students will use a varied range of medium, effects, and ideas to create a series of experimentations-they need to be skilful to show improvements; colour, ink, textile, pastel, collage, 3D, painting and drawing and stitching.</p> <p>2.1.1 These range of skills will help the students to build confidence in their work</p> <p>Record (A03)</p> <p>2.2 Students must use line through tonal marking, build up 3D effects, and apply primary and secondary sources.</p> <p>It is important they can collaborate photography through applying the effects of composition and scale through understanding the formal elements</p> <p>2.2.2 How do we explore the elements in Art? What can we create?</p> <p>2.3 Students will complete the following: A series of portraits demonstrating different skills and proficiency in use of a variety of materials [pen, pencil, charcoal, watercolour, mixed media] to develop attainment [emerging, developing, mastering]</p>
Term 3	<p>3. MOCK EXAM</p> <p>3.1 The mock exam will be focused on (A04) in which students annotate their findings and create a final response</p> <p>This will be a 5-hour Task under examination conditions.</p> <p>3.1.1 What do you need to be successful in your MOCK?</p> <p>3.1.2 Students will complete the following: Final piece informed by research and investigation</p>
Term 4	<p>4. EXTERNALLY SET TASK</p> <p>4.1 Students are given a task presented by AQA to develop a journal using all four assessment objectives. You only have 10 weeks of planning</p> <p>4.2 DEVELOP (A01)</p> <p>Stimuli and look at the exam prep paper with artists, mind map ideas, create a mood page</p> <p>Look at a collection of slides and ppt, books, and gallery visit for half term</p> <p>4.2.1 Work with appropriate media and make direct links in work</p> <p>4.2.2 How can the relevant artists inform our work and ideas?</p>
Term 5	<p>5. RECORD (A03)</p> <p>5.1 Practice drawing methods and other drawing skills-Primary and Secondary recordings</p> <p>5.1.1 Apply and link with research the work of selected artists</p> <p>5.2 EXPERIMENTATIONS (A02)</p> <p>5.2.1 Refine ideas with a range of medium, build confidence and independence</p> <p>5.2.2 How can Students select and make choices in their work and ideas and think how to refine and develop?</p> <p>Students will complete the following: A series of drawings from observation demonstrating relevance and skill in terms of recording ideas in response to exam theme</p> <p>5.3 Students will learn the following: How to record observations and insights relevant to theme as work progresses</p> <p>6. PRESENT (A04)</p> <p>6.1 Students produce final compositions and explore the chosen theme</p> <p>Explore in depth and annotate all ideas and make links, with mind map and thumbnail sketches</p> <p>6.1.2 Students create their plan for the 10 hour exam task and reflections</p> <p>6.1.3 How can Students will emotively respond and critically analyse the project?</p> <p>6.2 Must create Final Idea – mounted and presented</p>
Homework	Students will receive direct task in regard to their theme. Constantly need to show planning, reflections and development in the journal through annotations
To stretch myself...	<p>I could visit a gallery in London or a local gallery</p> <p>I could develop skills and processes through looking at Pinterest and BBC bitesize</p> <p>Galleries: Tate Britain/Tate Modern, Royal Academy of Art, Natural History Museum, Saatchi Gallery, White Cube Gallery</p>
Exam Board	AQA

Business (GCSE) – Year 11	
Term 1	<p>2.2 Making marketing decisions</p> <p>2.2.1 Understanding the importance to a business of differentiating a product/service through the design mix and the phases of the product life cycle and extension strategies.</p> <p>2.2.2 Understanding pricing strategies and influences on them.</p> <p>2.2.3 Identifying appropriate promotion strategies for different market segments and how technology can be used in promotion through targeted online advertising online.</p> <p>2.2.4 The methods of getting products to customer through retailing and e-tailing.</p> <p>2.2.5 Understanding how each element of the marketing mix can influence the other elements and how it can build competitive advantage.</p> <p>2.3 Making operational decisions</p> <p>2.3.1 The different types of production processes such as job, batch, flow and the impact of these in allowing competitive prices. The impacts of technology on production such as balancing cost, productivity, quality and flexibility.</p>
Term 2	<p>2.3.2 Managing stock through the interpretation of bar chart stock graphs and the use of just in time (JIT) stock control. Understanding relationships with suppliers and the impact of logistics and supply decisions.</p> <p>2.3.3 The concept of quality and its importance in the production of goods and the provision of services through quality control and quality assurance. How it allows a business to control costs and gain a competitive advantage.</p> <p>2.3.4 Understanding the key factors of the sales process and the importance to businesses of providing good customer service.</p> <p>2.4 Making financial decisions</p> <p>2.4.1 The concept and calculation of gross profit, net profit. The calculation and interpretation of gross profit margin, net profit margin and average rate of return.</p>
Term 3	<p>2.4.2 The use and interpretation of quantitative business data to support, inform and justify business decisions. Recognising the use and limitations of financial information in understanding business performance and making business decisions.</p> <p>2.5 Making human resource decisions</p> <p>2.5.1 Different organisational structures such as hierarchical and flat, centralised and decentralised and when each are appropriate. The importance of and barriers to effective communication and the impact of insufficient or excessive communication on efficiency and motivation. Different contracts, different ways of working and the impact of technology on this.</p> <p>2.5.2 Key job roles and their responsibilities. How businesses recruit people through different methods and the documents they use for this.</p>
Term 4	<p>2.5.3 Different ways of training and developing employees and the link between training, motivation and retention.</p> <p>2.5.4 The importance of motivation in attracting employees, retaining employees and productivity. How businesses motivate employees through financial and also non-financial methods.</p> <p>Revision – Basic knowledge, how to approach a case study</p>
Term 5	<p>Revision – how to answer 3 mark explain questions, how to answer 6/9/12 mark questions</p>
Homework	<p>Students will receive case studies focusing on a particular business and a topic that has been completed in class. These are similar to the case studies and questions that will be in the end of course exam.</p>
To stretch myself...	<p>I could read the news on bbc.co.uk/news or bbc.co.uk/business, watch The Apprentice or Dragon's Den. To stretch myself I could read The Economist or The Financial Times.</p>
Exam Board	<p>Edexcel/Pearson</p>

Citizenship (GCSE) – Year 11	
Term 1	<p><u>Theme D: Power and Influence: Democracy</u></p> <p>4.1 Playing your part in democracy: You will learn how citizens contribute to democracy through direct and indirect democracy.</p> <p>4.2 Playing a political role: You will learn about why people join an interest group or political party and why people stand for elections.</p> <p>4.3 Putting on the pressure: you will learn how citizens can hold those in power to account and how this can contribute to wider public life.</p> <p>4.4 Making a difference: you will learn how charities make a difference in society and how voluntary groups make a difference in society.</p> <p>4.5 Getting out the vote: you will learn how voting contributes to wider public life and how voting holds people in power to account.</p> <p>4.6 Digital democracy: you will learn how digital democracy is used and how digital democracy encourages voter engagement.</p> <p>4.7 Does your vote count? You will learn how citizens outside the UK are helped to take part in democracy and how they are stopped from taking part in democracy.</p> <p>4.8 Supporting society: you will explore how different organisations prove a voice for different groups in society.</p> <p>4.9 Trade Unions and the protection of people at work: you will consider how trade unions aim to protect and support workers and also consider how trade unions use collective action.</p>
Term 2	<p><u>Theme D Power and Influence: Media</u></p> <p>4.10 What is the media? You will examine how the media informs the public and how the media influences the public.</p> <p>4.11 Why should the press be free: you will consider why news being reported through a free press is important in a democracy and how a free press helps to investigate issues and expose problems.</p> <p>4.12 The media: informing or influencing: you will discuss how to distinguish fact from pinion in the media and how groups/individuals use the media to try and influence public opinion.</p> <p>4.13 Legal, decent, honest and truthful: you will discuss the right of media to investigate/report on issues of public interest and reflect on the role of the press regulator in the UK.</p> <p>4.14 The media investigation and scrutiny: you will discuss how a free press can scrutinise the government and how a free press can scrutinise other people in power.</p> <p>4.15 People, pressure and the media: you can explore how citizens can work together to try to improve their communities and what kinds of action hey can take to challenge injustice and public policies.</p>
Term 3	<p><u>Theme D Power and Influence: EU, UN, Common Wealth and NATO</u></p> <p>4.16 What is the EU?: you will consider the difference between the European Union and the Council of Europe and consider examples of EU decisions that impact on the UK.</p> <p>4.17 EU: Obligations and benefits: you will learn about the benefits on being in the EU and the obligations linked to being in the EU.</p> <p>4.18 The commonwealth: you will learn about the benefits to the UK of the commonwealth and the obligations that Commonwealth countries have.</p> <p>4.19 The UN: you will learn about the history of the UN and the role of the UN.</p> <p>4.20 The UN at work: you will consider the UN’s main organs and reflect on the main agencies within the UN (e.g. UNICEF).</p> <p>4.21 NATO: You will explore the role of NATO and why NATO is relevant to the UK</p>
Term 4	<p><u>Theme D Power and Influence: WTO and Humanitarian law</u></p> <p>4.22 The WTO: you will consider what the World Trade Organization (WTO) does and how relevant the WTO is in the modern world.</p> <p>4.23 Humanitarian law: you will examine the link between the Red Cross and international humanitarian law and what support the Red Cross gives to civilians.</p> <p>4.24 Who can help? You will examine the role of NGOs in different situations and appreciate how NGOs support development and provide relief to people at risk.</p> <p>4.25 What can the UK do? You will examine how the UK plays a role in international disagreements/conflicts and think about which methods are available (i.e. mediation, sanctions and force).</p>
Term 5	Revision /GCSE Exams
Homework	Students will receive GCSE questions on current and past topics
To stretch myself...	I could read the news on bbc.co.uk/news , CNN , BBC bite size revision
Exam Board	Edexcel/Pearson

Computer Science (GCSE) – Year 11	
Term 1	5.1.1 Understand the meaning and importance of decomposition, abstraction and efficiency 5.1.2 Understand how to carry out linear search. 5.1.3 Understand how to carry out binary search. 5.1.4 Explain the benefits of using linear and binary sort and be able to compare to two forms of searching algorithms. 5.1.5 NEA - Students will produce the success criteria and begin flow charts 5.1.6 Understand how to carry out bubble sort. 5.1.7 Understand how to carry out merge sort. 5.1.8 Explain the benefits of using bubble sort and merge sort and be able to compare to two forms of sorting algorithms. 5.1.9 Know how to declare variables and constants. 5.1.10 Differentiate between a variable and a constant. 5.1.11 Know how to use length and position function in python. 5.1.12 Know how to use substrings and concatenation with other values.
Term 2	5.2.1 Be able to create subroutines that make use of parameters, local variables and return values. 5.2.2 Be able to differentiate between the three types of translators; interpreters, compilers and assemblers. 5.2.3 Be able to read and understand pseudocode. 5.2.4 Write pseudocode to represent algorithms to given solutions. 5.2.5 Be able to complete trace tables to a given algorithm. 5.2.6 Be able to describe how analogue sound can be converted to digital sound. 5.2.7 Define sample rate, sound waves and sample resolution. 5.2.8 Be able to calculate file sizes. 5.2.9 Differentiate between system software and application software. 5.2.10 Understand the uses of main memory and parts of CPU; ALU, Control Unit, Clock
Term 3	5.3.1 Be able to compare two types of systems; embedded systems and non-embedded systems. 5.3.2 Look over Paper 1 exam concerns from last term. 5.3.3 Look over Paper 2 exam concerns from last term. 5.3.4 Programming Questions 5.3.5 Define all protocols as listed on the spec; Ethernet, Wi-Fi, TCP, UDP, IP, HTTP, HTTPS, FTP, SMTP, IMAP 5.3.6 Understand the four stages of TCP/IP and know which protocols appear at which layers 5.3.7 Pseudocode Questions 5.3.8 Define and provide examples for each network security technique; Authentication, Firewalls, Encryption, MAC Address Filtering. 5.3.9 Understand what is meant by penetration testing and be able to differentiate between black box and white box penetration testing.
Term 4	5.4.1 Data Representation Questions (including sound) 5.4.2 Trace Table Questions 5.4.3 Network and Security Questions 5.4.4 Computer Systems Questions
Term 5	5.5.1 Paper 2 revision using retrieval practice 5.5.2 Paper 1 revision using retrieval practice 5.5.3 Final Paper and Paper 2 Mock
Homework	Student will receive homework on the topic completed every week. The homework will be based on sample materials from the exam board. This will prepare them for both the unit test and GCSE.
To stretch myself...	Complete all the activities posted on Edmodo, Seneca Learning, BBC bitesize, YouTube videos, Kahoot and read computer related magazines and articles on technologies today.
Exam Board	AQA

Design and Technology (GCSE) – Year 11	
Term 1	NEA: During Y11 students will continue with their self-directed design and make portfolio. Focusing on the contextual challenge started in Y10 ‘Providing a Safe and Comfortable Home’ Students will continually work on this project throughout Y11 with the deadline in term 4. AO1: Identify, investigate and outline design possibilities to address needs and wants AO2: Design and make prototypes that are fit for purpose AO3: Analyse and evaluate
Term 2	AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate
Term 3	AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate
Term 4	AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate
Term 5	Revision of specialist technical principles 3.2 Specialist technical principles for Timber Based Materials - 3.2.1 selection of materials or components 3.2.2 forces and stresses 3.2.3 ecological and social footprint 3.2.4 sources and origins 3.2.5 using and working with materials 3.2.6 stock forms, types and sizes 3.2.7 scales of production 3.2.8 specialist techniques and processes 3.2.9 surface treatments and finishes. Exam technique – answering 6-10 mark ‘essay style’ questions
Homework	Students are expected to continuously be working on their NEA work as well as completing CGP revision work booklet.
To stretch myself...	Read about: https://www.dezeen.com/ - architecture and design website https://thecoolhunter.net/category/design/ - art, culture and design website Good for revising Design and Technology: http://www.technologystudent.com/ http://www.mr-dt.com/ Buy: CGP Complete Revision and Practice Guide Visit: Design Museum, Ikea, V&A
Exam Board	AQA

Drama (GCSE) – Year 11	
Term 1 & 2	<p><u>Blood Brothers</u> (Double lessons) in preparation for the written examination.</p> <ul style="list-style-type: none"> • Read through ‘Blood Brothers’ by Willy Russell • Rehearsal technique 1 – Still image (Naturalistic and abstract), Hot-seating, Forum Theatre all with reference to Blood Brothers • Character positioning / Blocking with reference to Blood Brothers • Blood Brothers stage shapes – Proscenium and Thrust, Arena (in the round) and Traverse. • Introduction to the format of the OCR written paper. • Meet the BB team – The Director/ set designer/ costume designer/ lighting designer/ sound designer <p><u>GCSE Basics Revised</u> (Single lessons)</p> <p><u>Performer</u> - Acting with style, Writing about Acting – Voice, Movement, and Character, Relationships between actors / characters, Playing a character</p> <p><u>Director</u> - The role of the director, the director and the actor, interpreting the text, crafting for a specific impact on a specific audience.</p> <p><u>Designer</u> - Set design and the set designer, lighting techniques and terminology, the whys of costume and props, sound in its different forms.</p>
Term 3	<p><u>Preparation for ‘Presenting and Performing Texts’</u> (getting ready to do our own script work performance)</p> <ul style="list-style-type: none"> • Two – Social and historical contexts. • Creating ‘Two’ for an audience. • Rehearse – Focus: Energy • Rehearse – Focus: Purpose • Rehearse – Focus: Character <p><u>Preparation for Unit 3: The Written exam</u></p> <ul style="list-style-type: none"> • Developing your five key scenes. • Blood Brothers – low scoring questions. • Preparing for the context question. • Blood Brothers – high scoring questions. • Imagine you are a director.... • Imagine you are the actor playing...
Term 4	<p>(Once we have been to the theatre to see ‘The Woman In Black’</p> <ul style="list-style-type: none"> • The Woman in Black – The bit where... • TWIB – The actors and characters • TWIB – Creating tension • TWIB – The set • TWIB – How do they tell the story? • TWIB – Past questions.
Term 5	<p>Final preparation for written examination which will take place mid-May. (Performance and Response)</p>
Homework	<p>Homework will be set weekly and students will be made familiar with the homework cycle for Drama. A Drama homework could be one of the following:</p> <ul style="list-style-type: none"> • A written task to assess prior learning • A research task • Learning lines • Creating a written record of a rehearsal.
To stretch myself...	<ul style="list-style-type: none"> • Go to the theatre whenever you are able to. • Access OCR documentation in order to get an additional grasp on how the examination works. • See Mr Kemp to book the Drama Studio for rehearsal in your own time. • Watch You Tube videos connected to Blood Brothers or other plays that we are studying.
Exam Board	OCR

French (GCSE) – Year 11	
Term 1	<p><u>Education post- 16 AND jobs, Career, choices & ambitions:</u></p> <ul style="list-style-type: none"> 1.1.1. Memorisation techniques & strategies 1.1.2. Talking about career choices and jobs 1.1.3. Talking about future plans, hopes and wishes 1.1.4. Talking about the importance of learning languages 1.1.5. Discussing gap years and future plans 1.1.6. Revising using adjectival agreement correctly and job nouns 1.1.7. Using ‘better/ worse’ and ‘the best/ worst thing’ 1.1.8. Revising using the future tense/ the conditional to talk about the future
Term 2	<p><u>Education post- 16 AND jobs, Career, choices & ambitions:</u></p> <ul style="list-style-type: none"> 1.1.9. Applying for jobs 1.1.10. Understanding case studies in Francophone countries 1.1.11. Understanding direct object pronouns and the perfect tense 1.1.12. Verbs followed by ‘à’ or ‘de’ 1.1.13. Revision skill and exam practice
Term 3	<p><u>Global issues+ Social Issues/ Exam Skills:</u></p> <ul style="list-style-type: none"> 1.1.14. Talking about problems facing the world 1.1.15. Talking about protecting the environment 1.1.16. Discussing ethical shopping 1.1.17. Using the modal verbs ‘pouvoir’ and ‘devoir’ in the conditional 1.1.18. Using and understanding the passive
Term 4	<p><u>Global issues+ Social Issues/ Exam Skills:</u></p> <ul style="list-style-type: none"> 1.1.19. Talking about volunteering 1.1.20. Discussing big events 1.1.21. Using indirect object pronouns 1.1.22. Giving arguments for and against in French 1.1.23. Preparation for speaking exam
Term 5	<p><u>Topical revision, consolidation and exam practice skills:</u></p> <ul style="list-style-type: none"> 1.1.24. Mixed revision of all topics 1.1.25. Revising the use of three verb tenses (past, present, future) 1.1.26. Forming and answering questions in preparation for speaking exam 1.1.27. Revising key vocabulary and revision skills 1.1.28. Mixed revision topics for GCSE: Week 1: Leisure/ Week 2: Lifestyle/ Week 3: School, Work/ Week 4: Home, Environment/ Week 5,6: Mixture
Homework	<p>A weekly vocabulary test (10 words per week) linked to QUIZLET.COM. Use the vocabulary list given for each module.</p> <p>A grammar or reading task to support learning in lessons given by class teacher.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out</p> <p>Use revision website: Quizlet.com, Memrise.com, BBC bitesize</p> <p>Use the Revision Edexcel GCSE (9-1) Spanish Pearson Revision Guide to review previous topics.</p> <p>Use phone app: Duolingo.com, Quizlet.com</p>
Exam Board	Edexcel/Pearson

Geography (GCSE) – Year 11	
Term 1	<p><u>2.3.1: Challenge of resource management</u> Global distribution of consumption and availability of water/food/energy. Demand for food in the UK. Impacts of importing food and how to increase food production in the UK, Large scale agri-business and organic farming. Water demand in UK. How to reduce water usage, water pollution issues and management and water transfer schemes in the UK. UK demand for energy. Economic and environmental impacts of energy production Fracking. The social, economic and environmental impacts of Fracking.</p> <p><u>2.3.2: Food: Global food patterns</u> Food deficit and surplus. Global distribution of deficit and surplus, causes of food insecurity. Impacts of food insecurity. Famine, undernutrition, soil erosion, rising food prices, social unrest. Strategies to increase food supply. Strategies to increase food supply. Increasing food supply a large scale agricultural project: Example: Thanet Earth – evaluating the social, economic and environmental impacts. Sustainable food production – how local food sourcing, organic produce, permaculture, sustainable food supply and urban farming sustainable increase food supply. Sustainable food production Example: Makueni (Kenya)</p> <p><u>3.2.1 Physical field trip- Chiswick.</u> An investigation into how a river’s characteristics and processes change along its course.</p>
Term 2	<p><u>Revision: 2.2.1 The changing economic world</u> Classifying countries – LICs, HICs and NEEs. Measuring development. Social and economic development indicators and their limitations. Demographic Transition Model. How populations change over time, population pyramids. Causes of uneven development. Factors leading to uneven development of countries. Reducing the development gap. Investment, aid, debt relief, fair trade, microfinance loans. Example: Tourism in India, Rajasthan: LIC /NEE reducing the development gap. Case study LIC/ NEE: India: Location and importance of India. The changing industrial structure. India’s industry. Transnational corporations. Unilever in India. Social, economic and environmental cost/benefits. The changing political and trading relationships of India with the wider world. International aid: types of aid, impacts of aid on India. The impacts of economic development on the environment and quality of life of people in India.</p>
Term 3	<p><u>Revision 1.3.1 UK physical landscapes</u> UK physical Landscapes. Weathering. Mass movement. Erosion. Erosional landforms. Example of UK coastline: Dorset. The process of Longshore drift Depositional landforms. The formation of beaches, sand dunes, spits and bars. Coastal management. The role of hard and soft engineering coastal management Example: Coastal management case study of Lyme Regis, costs and benefits of the strategies. 4.1.1 Geographical Skills.4/6 figure grid references, scale, contour lines, coastal features, O.S maps.</p>
Term 4	<p><u>Revision: 1.3.1 UK physical landscapes</u> The Long river profile and cross profiles of a river. Erosion. Transportation. Erosional landforms: explaining the formation of interlocking spurs, waterfalls and gorges. Landforms of erosion and deposition: Meanders and Oxbow lakes Landforms of deposition: levées, flood plains and estuaries. Example: River valley in the UK- Tees River flooding and hydrographs Hard and soft engineering Example: Flood management scheme: Somerset – evaluating the cost and benefits of the schemes on a case study in the UK 3.1.1 Issue evaluation / PRE RELEASE</p>
Term 5	<p><u>Revision: 1.1.1 Natural hazards- What is a natural hazard?</u> <u>1.1.2 Plate tectonics theory and distribution –</u> <u>1.1.3 Global atmospheric circulation</u> Typhoon Haiyan as an example of a Tropical Storm case study: effects and responses. Somerset floods 2014 Pt.1 – Causes, social, economic and environmental impacts of the floods. Somerset floods 2014 Pt.2 – Responses and management strategies reducing the risk of flooding. <u>1.1.4 Climate change Evidence, Human causes, Effects of CC, Reducing the effects.</u></p>
Homework	Students will receive homework focusing on a particular topic that has been completed in class. These will align with the case studies and questions that will be in the end of course exam.
To stretch myself...	I could read the news on bbc.co.uk/news or bbc.co.uk/read National geographic or the New Scientist, watch BBC bitesize videos / national geographic website.
Exam Board	AQA

History (GCSE) – Year 11	
Term 1	<p>Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p><u>3.1: The Weimar Republic, 1918-29</u> 3.1.1: The origins of the Republic, 1918–19 3.1.2: The early challenges to the Weimar Republic, 1919–23 3.1.3: The recovery of the Republic, 1924–29 3.1.4: Changes in society, 1924–29</p> <p><u>3.2: Hitler’s rise to power</u> 3.2.1: Early development of the Nazi Party, 1920–22 3.2.2: The Munich Putsch and the lean years, 1923–29</p>
Term 2	<p>3.2.3: The growth in support for the Nazis, 1929–32 3.2.4: How Hitler became Chancellor, 1932–33</p> <p><u>3.3: Nazi control and dictatorship: 1933-39</u> 3.3.1: The creation of a dictatorship, 1933–34 3.3.2: The police state</p>
Term 3	<p>3.3.3: Controlling and influencing attitudes 3.3.4: Opposition, resistance and conformity</p> <p><u>3.4: Nazi control and dictatorship: 1933-39</u> 3.4.1: Nazi policies towards women 3.4.2: Nazi policies towards the young 3.4.3: Employment and living standards 3.4.4: The persecution of minorities</p>
Term 4	<p>Paper 2, Section A: Superpower relations and the Cold War, 1941–91</p> <p><u>2A.1: The origins of the Cold War, 1941-58</u> 2A.1.1: Early tension between East and West 2A.1.2: The development of the Cold War 2A.1.3: The Cold War intensifies</p> <p><u>2A.2: Cold War crises, 1958-70</u> 2A.2.1: Berlin</p>
Term 5	<p>2A.2.2: Cuba 2A.2.3: Czechoslovakia</p> <p><u>2A.3: The end of the Cold War crises, 1970-91</u> 2A.3.1: Attempts to reduce tension between East and West 2A.3.2: Flashpoints 2A.3.3: The collapse of Soviet control of Eastern Europe <i>Exam practice and revision</i></p>
Homework	Students will complete exam questions for homework, as well as guided revision for upcoming assessments.
To stretch myself..	<ul style="list-style-type: none"> • Watch relevant documentaries and video clips on YouTube, Netflix, Amazon Prime, etc. • Read broadsheet news articles regularly • Complete exam questions and request feedback from your teacher • Visit museums and attend any relevant lectures or university outreach events
Exam Board	Edexcel/Pearson

Mandarin (GCSE) – Year 11	
Term 1	<p><u>Education post- 16 AND jobs, Career, choices and ambitions: What is more important for your future? Wealth or happiness?</u></p> <p>1.1.1. Talking about different jobs and how to earn money 1.1.2. Talking about work experience 1.1.3. Talking about the importance of learning languages 1.1.4. Discussing gap years and future plans 1.1.5. Revising using adjectival agreement correctly 1.1.6. Using ‘better/ worse’ and ‘the best/ worst thing’ 1.1.7. Revising using the future tense/ the conditional to talk about the future</p>
Term 2	<p><u>Global issues + The Environment + Exam Skills: What can we do to preserve the planet and prolong our own lives?</u></p> <p>1.1.8. Describing different types of houses 1.1.9. Talking about healthy and unhealthy habits 1.1.10. Considering global issues and recycling 1.1.11. Talking about natural disasters 1.1.12. Using and recognising the present subjunctive 1.1.13. Using higher level vocabulary</p>
Term 3	<p><u>Global issues+ Poverty/ Homelessness/ Exam Skills: If you were a millionaire, how would you donate your money and why?</u></p> <p>1.1.14. Talking about social issues 1.1.15. Talking about local actions 1.1.16. Giving your opinion and extended responses 1.1.17. Listening and understanding high numbers and percentages 1.1.18. Revision of module/ exam skills</p>
Term 4	<p><u>Revision and consolidation of GCSE topics: How do I revise successfully for my GCSE speaking exam?</u></p> <p>1.1.19. Revising the use of three verb tenses (past, present, future) 1.1.20. Forming and answering questions in preparation for speaking exam 1.1.21. Revising key vocabulary and revision skills 1.1.22. Mixed revision topics: Week 1: Leisure/ Week 2: Lifestyle/ Week 3: School, Work/ Week 4: Home, Environment/ Week 5,6: Mixture</p>
Term 5	<p>1.1.23. <u>Topical revision, consolidation and exam practice skills</u> 1.1.24. Mixed revision of all topics</p>
Homework	<p>A weekly vocabulary test (20 words per week) linked to QUIZLET.COM. Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out Use revision website: Go Chinese Use the Revision Edexcel GCSE (9-1) Mandarin Pearson Revision Guide to review previous topics.</p>
Exam Board	Edexcel/Pearson

Music (GCSE) – Year 11	
Term 1	<p>1.1 Musical Forms and Devices 1.1.1 The application of the elements of music in theory 1.1.2 The circle of fifths 1.1.2 The development of western classical music and their forms and devices (this will cover the use of harmony, melodic devices, ornaments, texture, tonality and structures used) 1.1.3 The analysis of Eine Kleinenachtmusik by Mozart</p> <p>1.2 Introduction to Composing brief 2020 1.2.1 Study and know what each brief requires for the composition to meet the success criteria 1.2.3 Establish a structure, tonality, key and genre for the composition brief</p> <p>Introduction to Performance 1.3.1 Practice both solo and ensemble pieces in instrumental lessons and during lessons</p>
Term 2	<p>1.4 Popular Music 1.4.1 The features of popular music such as rock, pop, soul, jazz and bhangra music 1.4.2 Develop understanding of harmony through chord progressions, primary and secondary chords, power chords, rhythm and structure 1.4.3 What is fusion music and what are the elements of music that constitute this 1.4.3 Analyse Since You've Been Gone by Rainbow</p> <p>1.5 Composition 1.5.1 Continue with composition 2</p> <p>1.6 Performance 1.6.1 Continue with practicing solo performance for EGA got talent of the Christmas concert, performances can be recorded and used as final recording if of a high standard.</p>
Term 3	<p>1.7 Music for ensemble in the Western Classical Tradition 1.7.1 Identify chamber music in the Baroque, Classical and Romantic era by their musical features 1.7.2 Identify the musical characteristics of Jazz and Musical theatre ensembles 1.7.3 Use specific music vocabulary to describe the texture, sonority, tonality performance techniques</p> <p>1.8 Composition 1.8.1 Continue with composition 1 ensuring that there are developments in ideas using melodic devices, harmonic devices and rhythmic devices. Composition 1 will be revisited to ensure that it is a finished product with excellent development of ideas</p> <p>1.9 Performance 1.9.1 Continue with practicing solo and ensemble performance for recording at the end of term.</p>
Term 4	<p>1.10 Film Music 1.10.1 Understand the origin of film music, the first films with sound, learn the difference between diegetic, non-diegetic sounds and the different types of film. 1.10.2 Understand the musical features used in different types of film</p> <p>2.1 Composition 2.1.1 Complete both compositions for assessment and moderation at the end of term</p> <p>2.2 Performance 2.2.1 Rehearse and record both performances for assessment and moderation at the end of term</p>
Term 5	<p>2.3 Revision of all Areas of Study 2.3.1 Go over each AoS and revise the musical characteristics of each one 2.3.2 Learn exam techniques to understand exactly what each question is asking 2.3.2 Practice past exam papers and dictation exercises</p>
Homework	Students will be given listening and appraisal tasks within the 4 areas of study throughout the year
To stretch myself...	https://www.bbc.com/bitesize/examspecs/zbmct39 https://www.youtube.com/watch?v=D8j8bYeo3Wk&list=PLMp0GWRjN6mfIxWlcIWPJOcAo7mrMv_Lm
Exam Board	Eduqas/WJEC

PE (GCSE) – Year 11	
Term 1	<p>Paper 2: Socio-cultural studies and Sport Psychology</p> <p>2.1 Socio-cultural influences</p> <p>2.2.a. Engagement patterns of different social groups in physical activities and sports Physical activity and sport in the UK Participation in physical activity and Sport</p> <p>2.1.b. Commercialisation of physical activity and sport Commercialisation of sport</p> <p>Unit assessment on engagement patterns and commercialisation in sport</p> <p>Assessment on applied anatomy and physiology (inter-leaving)</p>
Term 2	<p>2.1.c. Ethical and socio-cultural issues in physical activity and sport Ethics in sport Drugs in sport Violence in sport</p> <p>Develop sport 2: Table Tennis/Trampolining</p> <p>Unit assessment on ethics in sport, drugs in sport and violence in sport Assessment on Paper 1 on components of fitness, fitness tests and principals of training (inter-leaving)</p>
Term 3	<p>2.2 Sports psychology Characteristics of skilful Movement Classification of skills Goal setting Mental preparation Types of guidance Types of feedback</p> <p><i>Unit assessment on all aspects of sport psychology</i></p> <p>Start to develop sport 3: Table Tennis/Trampolining</p>
Term 4	<p>2.3 Health, fitness and well-being Health, fitness and well-being Diet and nutrition</p> <p>Continue to develop sport 3: Table Tennis/Trampolining <i>Unit assessment on health, fitness and well-being</i></p>
Term 5	<p>Paper 1 and Paper 2 Revision Mock Practical Moderation Final Practical Moderation Final Paper 1 and Paper 2 Examination</p>
Homework	<p>Students will be given homework on a weekly basis related to case studies with practical examples of the course material</p>
To stretch myself...	<p>Read sports journals and a high quality newspaper such as the Times to get an insight into real life practical example in sport</p>
Exam Board	<p>OCR</p>

PE (NCFE) Certificate in Health & Fitness – Year 11	
Term 1	<p>Unit 2: Healthy lifestyles (<i>Coursework assessed</i>)</p> <p>Diet Describe how each of the main food groups contribute to a healthy lifestyle Describe what is meant by a balanced diet Describe how non-nutrients contribute to a healthy diet</p> <p>Understand the impact of lifestyle on health and fitness Describe lifestyle diseases related to lack of physical activity and poor diet Explain the effects of a long-term sedentary lifestyle on health and well-being Explain reasons why people do not take part in physical activity</p>
Term 2	<p>Understand how motivation affects participation in physical activity Explain reasons why people are motivated to take part in physical activity Describe ways to improve individual motivation Demonstrate ways to improve individual motivation Review ways to improve individual motivation</p>
Term 3	<p>Unit 4 Develop a personal health and fitness programme (<i>Coursework assessed</i>)</p> <p>Be able to develop a health and fitness programme Describe the Frequency, Intensity, Time and Type (FITT) principles Describe health and fitness goals Carry out fitness tests Assess fitness test results against normative data Design an individual health and fitness programme using the FITT principles</p>
Term 4	<p>Be able to carry out a fitness programme Demonstrate appropriate preparation for the fitness programme Demonstrate the techniques of warm-up and cool down Carry out the fitness programme</p> <p>Be able to evaluate the effectiveness of a health and fitness programme Evaluate the effectiveness of the health and fitness programme Describe changes to the fitness programme to improve their personal health and fitness</p>
Term 5	<p>Final submission of work</p> <p>Resit of UNIT 3 Preparing and planning for health & fitness</p>
Homework	Students will be given homework on a weekly basis related to case studies with practical examples of the course material
To stretch myself...	Read sports journals and a high quality newspaper such as The Times to get an insight into real life practical example in sport
Exam Board	NCFE

Photography (GCSE) – Year 11	
Term 1	<p>Explore ideas and key concepts relating to chosen theme [Difference and Repetition or Light and Dark] Complete mood board and mind map Why have you chosen this title? Which artists will you use? What kind of images do you want to make? Why? Students to conduct thorough investigation into artists and theme demonstrating critical and contextual understanding [3X artist research]</p>
Term 2	<p>Develop and refine ideas using a range of media, techniques and processes as idea develops Use research as jumping board for ideas and experimentations – How to we make ideas/ problems/ issues visual? Develop own photographic work in response to own research and chosen theme using a variety of photographic, lens based and mixed media techniques, editing, printing, presenting in ways that suit their intention Demonstrate proficiency in using DLSR camera including techniques using ISO Shutter speed, exposure, white balance, compositional rules, lighting, and photo editing software such as Photoshop Evidence this process through annotation and planning of photo shoots</p>
Term 3	<p>Mock Exam - annotate their findings and create a final response This will be a 5 hour Task under examination conditions At least 1 sketchbook of investigative work and planning, portfolio of best images and final outcome for either difference and repetition or light and dark</p>
Term 4	<p>Externally set task Students are given a task presented by AQA to develop a journal using all four assessment objectives Create a mood page using stimuli [shown by teacher] and look at the exam prep paper with artists, mind map ideas, Work with appropriate media and make direct links in work, as with coursework, thorough research, photo-shoot planning, experimentation, investigation and realisation – students will be familiar with creative/ AQA terminology and process</p>
Term 5	<p>Record ideas and observations Practice photographic methods and other editing skills -Primary and Secondary recordings/ responses to personal research Apply and link with research the work of selected artists Refine ideas with a range of medium Students select and make choices in their work and ideas and think how to refine and develop towards final idea and intentions, with a mind as to how to present idea for final response 5.13 Students will learn how to create an informed and meaningful response to their chosen exam question Present a personal informed and meaningful response demonstrating critical understanding of sources: Produce final compositions/ images and explore the chosen theme Annotate all ideas and make links, with mind map and thumbnail sketches Create their plan for the 10 hour exam task and reflections Emotively respond and critically analyse the project Create Final Idea</p>
Homework	<p>Students will receive direct task in regards to their theme They constantly need to show planning, reflections and development in the journal through annotations</p>
To stretch myself...	<p>I could visit a gallery in London or a local gallery I could develop skills and processes through looking at Pinterest and BBC Bitesize I could try different locations and experimental photographic techniques to broaden my specialism in the subject I could visit the photographers gallery</p>
Exam Board	AQA

Spanish (GCSE) – Year 11	
Term 1	<p><u>Education post- 16 AND jobs, Career, choices & ambitions: Is someone’s job a true reflection of their identity?</u></p> <p>1.1.25. Memorisation techniques and strategies 1.1.26. Talking about different jobs and how to earn money 1.1.27. Talking about work experience 1.1.28. Talking about the importance of learning languages 1.1.29. Discussing gap years and future plans 1.1.30. Revising using adjectival agreement correctly 1.1.31. Using ‘better/ worse’ and ‘the best/ worst thing’ 1.1.32. Using the verbs SABER and CONOCER 1.1.33. Revising using the future tense/ the conditional to talk about the future</p>
Term 2	<p><u>Global issues + The Environment + Exam Skills: Whose responsibility is it to protect the planet?</u></p> <p>1.1.34. Describing different types of houses 1.1.35. Talking about healthy and unhealthy habits 1.1.36. Considering global issues and recycling 1.1.37. Talking about natural disasters 1.1.38. Using and recognising the present subjunctive 1.1.39. Recognising the use of the imperfect continuous 1.1.40. Using higher level vocabulary</p>
Term 3	<p><u>Global issues+ Poverty/ Homelessness/ Exam Skills: If you were a millionaire, which charity would you donate money to and why?</u></p> <p>1.1.41. Talking about social issues 1.1.42. Talking about local actions 1.1.43. Using the imperfect subjunctive with the conditional to create complex sentences 1.1.44. Giving your opinion and extended responses 1.1.45. Listening and understanding high numbers and percentages 1.1.46. Revision of module/ exam skills</p>
Term 4	<p><u>Revision and consolidation of GCSE topics: How can I be successful in my final GCSE speaking exam?</u></p> <p>1.1.47. Revising the use of three verb tenses (past, present, future) 1.1.48. Forming and answering questions in preparation for speaking exam 1.1.49. Revising key vocabulary and revision skills 1.1.50. Mixed revision topics: Week 1: Leisure/ Week 2: Lifestyle/ Week 3: School, Work/ Week 4: Home, Environment/ Week 5,6: Mixture</p>
Term 5	<p><u>Topical revision, consolidation and exam practice skills:</u></p> <p>1.1.51. Mixed revision of all topics</p>
Homework	<p>A weekly vocabulary test (10 words per week) linked to QUIZLET.COM. Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons given by class teacher.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out Use revision website: Quizlet.com, Memrise.com, BBC bitesize Use the Revision Edexcel GCSE (9-1) Spanish Pearson Revision Guide to review previous topics. Use phone app: Duolingo.com, Quizlet.com</p>
Exam Board	Edexcel/Pearson