



Curriculum Maps

Year 11

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Subject: Art & Design

	Autumn Term	Spring Term	Summer Term
Content	Students will complete the final stage of their personal portfolio leading up towards their mock exam in November. This final stage summarises the student's journey as they begin to consider ideas towards an outcome.	On January 1 st , AQA will release an exam paper with 7 themes. Students must choose a theme and create a portfolio of work over a 10 week period. This portfolio follows the same structure as the previous portfolio but on a smaller scale.	The Art exam will take place in May and students will have 10 hours to create an outcome that summarises their exam project.
Key Questions	<p>Assessment objectives (25% each)</p> <p>AO1 – Develop <i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i></p> <p>AO2 – Refine <i>Is there evidence of a wide range of appropriate techniques media and processes?</i></p> <p>AO3 – Record <i>Have primary and secondary sources been used to record ideas and observations? Are these ideas explained clearly through annotation?</i></p> <p>AO4 – Present <i>Are students able to realise intentions and create a personal and meaningful response?</i></p>		
Assessment	Students will be formally marked after each board submission. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date.		

Subject: Business Studies GCSE

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Theme 1 Revision: Investigating small business</p> <ul style="list-style-type: none"> ▪ Topic 2.5 – Completing topic 2 ▪ Topic 1.1 Enterprise and entrepreneurship ▪ Topic 1.2 Spotting a business opportunity ▪ Topic 1.3 Putting a business idea into practice ▪ Topic 1.4 Making the business effective ▪ Topic 1.5 – Understanding External Influences. 	<p>Theme 2 Revision: Building a business</p> <ul style="list-style-type: none"> ▪ Topic 2.1 Growing the business ▪ Topic 2.2 Making marketing decisions ▪ Topic 2.2 Making marketing decisions ▪ Topic 2.3 Making operational decisions ▪ Topic 2.4 Making financial decisions ▪ Topic 2.5 Making human resource decisions 	<p><i>GCSE Business Exams</i></p>
Skills	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Exam skills ▪ Comprehension ▪ Maths ▪ Organisation ▪ Time management ▪ Planning ▪ Evaluative <p><i>Note: There will be a lots of other transferable skills.</i></p>	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Exam skills ▪ Comprehension ▪ Maths ▪ Organisation ▪ Time management ▪ Planning ▪ Evaluative <p><i>Note: There will be a lots of other transferable skills.</i></p>	
Key Questions	<p>Some past paper exam questions:</p> <ul style="list-style-type: none"> ▪ Explain one impact on a small business of operating in a competitive environment. ▪ Using the information in Figure 1, calculate the percentage increase in revenue between January and March. You are advised to show your workings. ▪ Analyse the impact on Frog Bikes of the legislation it has to comply with when producing and selling its bikes. 	<p>Some past paper exam questions:</p> <ul style="list-style-type: none"> ▪ Using the information in Table 1, calculate the average rate of return of the new machine. You are advised to show your workings. ▪ Evaluate whether Kylie Cosmetics should target a specific market segment to gain a competitive advantage. You should use the information provided as well as your knowledge of business. 	
Assessment week and content	<ul style="list-style-type: none"> ▪ Before the end of half term – 2.5 End of topic test on Making Human Resource Decisions. ▪ Mock 	<ul style="list-style-type: none"> ▪ Mock 	<ul style="list-style-type: none"> ▪ Actual GCSE exam

Subject: Child Development

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>RO18 LO3: Understand postnatal checks, postnatal provision and conditions for development</p> <ul style="list-style-type: none"> -Postnatal checks of newborn baby -Specific needs of the pre-term baby -Postnatal provision available for the mother -Conditions for development <p>RO18: Revision</p>	<p>RO20 LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years</p> <p>RO20 LO4: Be able to carry out and evaluate different play activities for a chosen</p>	Time given to improve all work from RO19 and RO20
Skills	Presentation skills Research skills Evaluating skills Exam skills Revision skills	Presentation skills Research skills Evaluating skills	Research skills Evaluating skills
Key Questions	What can family do to support the new mother? What are the postnatal checks?	What are different methods to observe a child?	
Assessment week and content	October mock exam RO18: LO1 LO2 LO3 LO4 LO5	January external assessed exam for RO18 Plan two play activities from one chosen developmental area Carry out, record and evaluate the planned activities for the chosen development area with a child from birth to five years	All work due in for assessment prior to Easter holidays

Subject: GCSE Computer Science

Time Period	Autumn Term	Spring Term	Summer Term
<p>Content</p>	<p>1.6 Ethical, legal, cultural and environmental</p> <ul style="list-style-type: none"> • Impacts of digital technology on wider society • Legislations relevant to Computer Science <p>2.4 Boolean Logic Creating simple logic diagrams and truth tables. Combining boolean and logical operators to solve problems</p>	<p>2.3 Producing robust programs</p> <ul style="list-style-type: none"> • Defensive design • Testing <p>2.5 Programming languages and IDE</p> <ul style="list-style-type: none"> • levels of programming language • The Integrated Development Environment (IDE) <p>Revision and final exam preparation</p>	<p>Revision and final exam preparation</p>
<p>Skills</p>	<p>Students learn how to analyse and generate arguments both for and against the use of computer systems in society. They are able to express this in a structured essay style questions.</p> <p>Boolean logic helps students think through different problems in a logical and methodical way, based on the inputs they are given. Students develop pattern recognition skills.</p>	<p>Student build on their skills by understanding the importance to thoroughly test a program for bugs, errors and loopholes to ensure they are robust.</p> <p>Students will consolidate their learning through a series of practice exams and recall activities.</p>	<p>Students will consolidate their learning through a series of practice exams and recall activities.</p>
<p>Key Questions</p>	<p>What are the issues created and addressed by technology? What is the impact on society including; ethical, legal, cultural, environmental and privacy issues. What legislations are required; Data Protection, computer misuse, copyright and</p>	<p>Why use defensive programming? Use of defensive designs. Testing to make sure it works and debugging, is that normal, boundary, invalid or erroneous? Refine it! Create code which is easy to</p>	

	<p>licences.</p> <p>Why do computers use binary? What are transistors? How do AND, OR and NOT gates work?</p>	<p>maintain. Know the purpose of testing and types used for validation.</p> <p>What are the characteristics of languages; high and low-level. What is the purpose of translators, compilers, interpreters? What is Little Man Computer? Tools in an IDE; editors, error diagnostics, run-time environments & translators.</p>	
<p>Assessment week and content</p>	<p>1.6 Ethical, legal, cultural and environmental End of Unit test wb 18/10</p> <p>2.4 Boolean Logic End of Unit test wb 06/12</p>	<p>2.3 Producing robust programs End of Unit test wb 07/02</p>	<p>Final Exam: Component 1 – Computer Systems Component 2 – Computational thinking, algorithms and programming</p>

Subject: Culture, Society & Ethics (CSE)

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Stress & Wellbeing</u> <ul style="list-style-type: none"> • Mental Stress • Anxiety • Mental Health • Mindfulness • Eating Disorders • Self-Harm 	<u>Personal Growth & Relationships</u> <ul style="list-style-type: none"> • Body positivity and body shaming • Friendships & Bullying • Conflict Management • Self-awareness & self-confidence • Independent living • Privilege 	<u>Faith, Culture & Media</u> <ul style="list-style-type: none"> • Free Speech • Cultural Appropriation • Culture Wars • Social Justice • Religious Prejudice
Skills	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	<ul style="list-style-type: none"> • What is stress and how to cope? • How can I avoid anxiety and work towards good mental health? • What is mindfulness? • What are some of the real dangers of poor mental health? 	<ul style="list-style-type: none"> • What is body shaming? • How do I maintain good and fulfilling relationships? • What is self-awareness and how can I develop self-confidence? • How can I live independently? 	<ul style="list-style-type: none"> • What are the challenges of free speech? • Is cultural appropriation wrong? • What is social justice? • How have and do religious groups contribute to wider society?
Assessment week and content	There are no assessment in CSE	There are no assessment in CSE	There are no assessment in CSE

Subject: Drama

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> • The Crucible Edexcel questions 	<ul style="list-style-type: none"> • Component 2 - Performance from text 	<ul style="list-style-type: none"> • Live Theatre evaluation
Skills	<ul style="list-style-type: none"> - Reading and interpreting scripts - Sound design - Lighting design - Costume Design - Performing to playwrights' intentions - Physical skills - Vocal skills 	<ul style="list-style-type: none"> - Group work - Physical skills - Vocal skills - Design skills - Communication - Imagination - Cooperation 	<ul style="list-style-type: none"> - Rehearsal technique - Sound design - Lighting design - Costume design - Performing to playwrights' intentions - Physical skills - Vocal skills - Monologues - Duologues
Key Questions	<ul style="list-style-type: none"> - How can you show the intentions of Miller as a performer? - What design would you include for ACT 1/2/3/4 - As a director how would you show character journeys throughout? 	<ul style="list-style-type: none"> - What are your artistic intentions? - What themes can you pull from the stimuli? - How do you know you were successful in showing your intentions for the performance to the audience? 	<ul style="list-style-type: none"> - What are the artistic intentions for the performance? - What are the playwrights intentions? - How can you demonstrate control over physical and vocal skills?
Assessment week and content	WB 29 TH November – The Crucible	WB 28 th March – Devising C1	WB 4 th July – Scripts

Subject: English

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> An Inspector Calls Language Paper 1- Reading and Writing Romeo and Juliet Revision 	<ul style="list-style-type: none"> Jekyll and Hyde Language Paper 2- Reading and writing Mock Exam preparation 	<ul style="list-style-type: none"> Love and Relationships Poetry and unseen Poetry Ongoing revision
Skills Literature	<p>Students will demonstrate an ability to</p> <ul style="list-style-type: none"> Provide a close analysis of dramatic language and techniques Identify and evaluate structural decisions and their effect on the progression of the narrative Elaborate on thematic elements by focussing on connecting moments within the text Identify characters as symbols Identify type of text (play) and evaluate its conventions Use a wider range of vocabulary to speak about language and its effect Revise and perfect close analysis of Shakespearean language devices Focus on how historical and textual context have helped to shape the text 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of 19th Century language devices Identify the genre and type of text Evaluate the conventions used to adhere or subvert genre/mode expectations Focus on how historical and textual context have helped to shape the text Comment on authors message and intentions, using historical context to support analysis 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Demonstrate both literal and inferential comprehension Identify and explain language and structural features of poetry and their effect and impact on different readers Distinguish between what is stated explicitly and implied Explain motivation behind poems, and messages portrayed, using contextual information Explore alternative meanings and abstract concepts explored within the poems Compare meaning, imagery, language, emotion and structural choices between two texts Identify common themes to make educated comparisons
Skills Language	<ul style="list-style-type: none"> Read a range of fiction texts, exploring how established writers use narrative and descriptive techniques to capture the interest of readers Write a creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. Focus on planning written pieces of work Developing use of precise vocabulary Identify and demonstrate form, purpose and audience. 	<ul style="list-style-type: none"> Reading and comparing a range of non-fiction texts (eg. articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages) from different time periods, to consider how authors present perspective and/or viewpoint Explore ways in which authors influence readers Produce a written text to a specified audience, purpose and form in which they give their own perspective on a chosen theme 	

		<ul style="list-style-type: none"> Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect) 	
Key Questions Literature	<ol style="list-style-type: none"> How does the author's decisions help to drive the narrative forward? How does the historical context shape this text? How are the characters presented and developed throughout the narrative? Does the author achieve their intended effect? In what ways do author's create engaging texts? 	<ol style="list-style-type: none"> How does the author's decisions help to drive the narrative forward? How does the historical context shape this text? How are the characters presented and developed throughout the narrative? 	<ol style="list-style-type: none"> How does the author's decisions help to establish his/her message? How does the historical and/or bibliographical context shape the messages in this text? How is the theme of love presented in this poem? Does the author achieve their intended effect? In what ways are these two texts similar or different?
Key Questions Language	<ol style="list-style-type: none"> In what ways do author's create engaging texts? Are they effective in engaging with their reader? Explain. What devices and methods have been used by the author to engage their readers? How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? 	<ol style="list-style-type: none"> What is the author's viewpoint and perspective about this topic? What techniques and methods have they used to deliver their opinions? Are they effective in delivering their viewpoint and perspective? Explain. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? How can I use the texts as an exemplar to support me in writing my own piece of writing? 	<p>Poetry</p> <ol style="list-style-type: none"> How does the author present their ideas towards love and relationships? What devices does the author use and what effect do they have on the reader? What are the alternative interpretations to this poem and its meaning? What is a connective and how can you use it to integrate comparisons between texts?
Assessment week and content	Mock Examinations- November An Inspector Calls Poetry Language Paper 1	Mock Exams February Romeo and Juliet Jekyll and Hyde Language Paper 2	Ongoing WWW EBI for Romeo and Juliet, An Inspector calls and Jekyll and Hyde until exams.

Subject: French

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Theme 3: Current and future study and employment</p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p>	<p>Theme 3: Current and future study and employment</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>	Revision of all 3 Themes
Skills	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation
Key Questions	<ol style="list-style-type: none"> 1. Décris – moi ton collègue? 2. Quelle est ta matière préférée et pourquoi? 3. Que penses – tu des professeurs? 4. Que fais – tu pendant la récréation? 5. Que penses- tu du collègue? 	<ol style="list-style-type: none"> 1. As – tu un petit emploi? 2. 2. Quels sont tes projets pour septembre? 3. Qu'est-ce que tu voudrais faire comme travail à l'avenir? 4. Quel métier font tes parents ? 5. Tu voudrais travailler à l'étranger /en France et pourquoi? 	
Assessment week and content	<p>October – mock speaking exam</p> <p>November – GCSE reading paper</p> <p>December – GCSE writing exam</p>	<p>February - GCSE listening paper</p> <p>March – GCSE speaking exam</p> <p>April – GCSE writing exam</p>	May / June – GCSE EXAMS

Subject: Geography

Time Period	Autumn Term	Spring Term	Summer Term
Content	Fieldwork: <ul style="list-style-type: none"> Physical geography Human geography Challenge of Resource Management: <ul style="list-style-type: none"> Resource management overview Energy as a resource 	Issue Evaluation: <ul style="list-style-type: none"> Materials released 12 weeks before the exam Revision: <ul style="list-style-type: none"> Revision starts in preparation for exam 	Exams:
Skills	<ul style="list-style-type: none"> Demonstrate knowledge of locations, places, processes, environments and different scales Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> Demonstrate knowledge of locations, places, processes, environments and different scales Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> Demonstrate knowledge of locations, places, processes, environments and different scales Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Key Questions	The Challenge of Resource Management: <ul style="list-style-type: none"> Why is food, water and energy fundamental to human development? Why does the changing demand and provision of resources in the UK create opportunities and challenges? How is demand for energy resources changing globally, and how can challenges to supply lead to conflict? 	Issue Evaluation: <ul style="list-style-type: none"> Who are the key stakeholders and what is their point of view? What are the advantages and disadvantages of the ideas studied? What alternatives are there? What are the links between the physical and human environment? How much of an impact will there be 	N/A

	<ul style="list-style-type: none"> • What are the different strategies that can be used to increase energy supply? <p>Fieldwork:</p> <ul style="list-style-type: none"> • What is a suitable question for geographical enquiry? • How can we select, measure and record data for our chosen enquiry? • What are the appropriate ways of processing and presenting fieldwork data? • How can we describe, analyse and explain fieldwork data? • What are our conclusions • And how can we evaluate the results of the geographical enquiry? 	<p>on people and the physical environment?</p> <p>Revision:</p> <ul style="list-style-type: none"> • What are the big ideas you need to know for this topic? • What are your case studies? 	
Assessment week and content	<p>Assessment on Challenge of Resource Management and Mock Exams on Physical Geography (Paper 1) and Human Geography (Paper 2) PU: Wednesday 8th December</p>	<p>Assessment on Fieldwork and Mock Paper on Issue Evaluation PU: Wednesday 23rd March</p>	

Subject: History

Time Period	Autumn Term	Spring Term	Summer Term
<p>Content</p> <p>Each unit revises material previously studied with a focus on Exam Skills.</p> <p>All content is subject to change depending on content published September 2021 by edexcel.</p>	<p>Modern Depth Study: Weimar and Nazi Germany, 1918-39</p> <ul style="list-style-type: none"> - The Weimar Republic 1918–29 - Hitler’s rise to power, 1919–33 - Nazi control and dictatorship, 1933–39 - Life in Nazi Germany, 1933–39 	<p>Thematic Study: Crime and Punishment in Britain, c1000-present</p> <ul style="list-style-type: none"> - c1000–c1500 Medieval England - c1500–c1700 Early Modern England - c1700-1900 18th and 19th Century Britain - 1900-Present Modern Britain 	<p>British Depth Study: Anglo-Saxon and Norman England, c1060–88</p> <ul style="list-style-type: none"> - Anglo-Saxon England and the Norman Conquest, 1060–66 - William I in power: securing the kingdom, 1066–87 - Norman England, 1066–88 <p>Period Study: Superpower relations and the Cold War, 1941-91</p> <ul style="list-style-type: none"> - The origins of the Cold War, 1941–58 - Cold War crises, 1958–70 - The end of the Cold War, 1970–91
<p>Skills</p>	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
<p>Key Questions</p>	<ul style="list-style-type: none"> - What were the origins of the Republic? - What were the early challenges to the Weimar Republic? - How did the Republic recover? - How did society change? 	<ul style="list-style-type: none"> - What was the nature and changing definitions of criminal activity throughout each period? - What was the nature of law enforcement and punishment and how did this change over time? 	<ul style="list-style-type: none"> - What was Anglo-Saxon Society? - What was the succession crisis of 1066 and who were the rival claimants for the throne? - What was the impact of the Norman invasion? - What were the causes and outcomes of resistance to Norman rule?

	<ul style="list-style-type: none"> - How did the Nazi Party develop? - How did Hitler become Chancellor? - How did Hitler create a dictatorship? - How did the Nazi's control the people? - In what ways did people oppose, resist and conform to Nazi policies? - What were Nazi policies towards women and the young? - How did the Nazi's change employment and living standards? - In what ways did the Nazi's persecute minorities? 	<ul style="list-style-type: none"> - What was the influence of the Church on crime and punishment? - Who were the key individuals that had an impact on crime, policing and punishment? 	<ul style="list-style-type: none"> - What was the early tension between East and West? - How did the Cold War develop between 1941 and 1958? - In what ways did the Cold War intensify? - In what ways did the Cold War continue to intensify? - What were the three Cold War crises? - How did the USA and USSR react to each crisis? - What attempts were there to reduce tension between East and West? - What were the flashpoints in the Cold War? - How did the Soviet Union collapse and lose control of Eastern Europe?
Assessment week and content	Full exam paper on Weimar and Nazi Germany PU: Wednesday 8th December	Full exam paper on Crime and Punishment in Britain, c-1000-present PU: Wednesday 23rd March	Full exam paper on Anglo-Saxon and Norman England, c1060–88 and Superpower relations and the Cold War, 1941-91

Subject: Hospitality and Catering

Year Group: 11

	Autumn Term/ Spring Term		Summer Term
	Theory	Practical	Practical/Theory
Content	<p>Understand the environment in which hospitality and catering providers operate.</p> <p>Understand how Hospitality and catering providers operate.</p> <p>Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>Sources</p> <ul style="list-style-type: none"> • local hotels • restaurants • food suppliers • event services • hotel management • event organisers • wedding planners • food suppliers <ul style="list-style-type: none"> • health and safety executive from local industry 	<p>Plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet.</p> <p>Complete a portfolio of evidence (LAB) to back up the choice of dishes made with reference to the specific nutritional needs of the target group.</p> <p>Include environmental issues and food safety.</p> <p>The meal/selection must include</p> <ul style="list-style-type: none"> • accompaniments • Excellent presentation skills. <p>The 3 course meal should include:</p> <ul style="list-style-type: none"> • meat/poultry/fish/vegetarian alternatives • eggs and dairy produce • cereals, rice, pasta, or flour fruit and vegetables 	<p>LAB (Learner Assessed Brief) to be completed under timed conditions</p>
Key Questions	<p>LO1 - Do students know how food providers operate and be able to explain the different hospitality and catering environments</p> <p>LO2 - Can students explain how the hospitality and catering provisions work</p> <p>LO3 - Do students understand the health and safety requirements</p> <p>LO4 To what extent can students explain how food can cause ill health</p>		
Assessment	<ul style="list-style-type: none"> • Student feedback given in accordance with the school marking policy. • Written paper will contribute to 40% of the final grade and the LAB will contribute to 60% 		

Subject: Maths - Year 11 Foundation

Time Period	Autumn Term		Spring Term		Summer Term
Content	<ul style="list-style-type: none"> • Algebraic expressions • Linear equations • Pie charts • Ratio and proportion • Fractions • Area and circumference of circles 	<ul style="list-style-type: none"> • Volume and surface area of prisms • Plans and elevations • Simultaneous equations • Quadratic and other non linear graphs • Vectors 	<ul style="list-style-type: none"> • Rearranging equations • Transformations • Angles • Probability • Sectors of circle • Further percentages 	<ul style="list-style-type: none"> • Revision of key topics 	Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully.
Skills	<p>Number perform the four operations with fractions and mixed numbers, calculate a fraction of an amount</p> <p>Ratio, proportion and rates of change solve problems related to recipes, currency exchange and 'value for money', use the unitary method to solve problems on ratio and proportion, share an amount in a ratio</p> <p>Algebra collect like terms, expand brackets, factorisation, solve linear equations (incl ones with brackets and unknown on both sides), derive expressions and equations using given information, solve a pair of equations simultaneously, draw linear and quadratic graphs using a table of values, work out the gradient and identify the y intercept of straight line graphs, work out the equation of a line from its graph, identify the roots and turning point of a quadratic graph</p> <p>Geometry and Measures draw the plan and elevations of a 3D shape, work out the area and circumference of circles, work out the volume of prisms, work out the surface area of prisms and non prisms</p> <p>Statistics and probability</p>		<p>Number use of multipliers to solve problems on percentage increase/decrease</p> <p>Ratio, proportion and rates of change know the difference between and solve problems on simple and compound interest</p> <p>Algebra rearrange equations and formulae</p> <p>Geometry and Measures work out missing angles in parallel lines, work out the interior and exterior angles of polygons, work out the number of sides of polygons, state reasons for answers while solving problems related to angles, perform transformations (translations, reflections, rotations, enlargements) on a pair of coordinate axes</p> <p>Statistics and probability solve probability problems on combined events using Venn diagrams and tree diagrams</p>		

	represent data in a pie chart, work out frequencies from an accurately drawn pie chart		
Assessment week and content	<p>Mock exam 1 wb 1st November 2021</p> <p>Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator)</p> <p>A detailed topic list will be given out to students in the first week in September</p>	<p>Mock exam 2 wb 21st February 2022</p> <p>Students will be assessed using past exam papers – full set (1 x non-calculator and 2 x calculator)</p> <p>Students should be prepared to answer questions from the whole of the GCSE maths specification</p>	Final GCSE (May/June 2022)

Year Group: 11 Higher (11g1, 11w1, 11g2)

Time Period	Autumn Term		Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Algebraic fractions Velocity-Time graphs Equation of a tangent to a circle Similarity and Congruency Fractional and negative indices 	<ul style="list-style-type: none"> Transformations of graphs Quadratic inequalities Geometric progression Further simultaneous equations 	Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully.	Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully.
Skills	<p>Number simplify expressions involving fractional and negative indices</p> <p>Ratio, proportion and rates of change solve problems (in solids) using the relationships between linear, area and volume scale factors</p> <p>Algebra work out the points of intersection of a quadratic graph and a straight line and points of intersection of a circle and straight line by solving equations of the graphs simultaneously</p> <p>Geometry and Measures use the basic congruence criteria for triangles (SSS, SAS,</p>			

	ASA, RHS) to prove congruency Probability and Statistics solve complex/unstructured problems (independent and dependent events) using tree diagrams and Venn diagrams, apply AND and OR rules while solving complex/unstructured problems related to probability		
Assessment week and content	Mock exam 1 wb 1 st November 2021 Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator) A detailed topic list will be given out to students in the first week in September	Mock exam 2 wb 21 st February 2022 Students will be assessed using past exam papers – full set (1 x non-calculator and 2 x calculator) Students should be prepared to answer questions from the whole of the GCSE maths specification	Final GCSE (May/June 2022)

Year Group: 11 Higher (11w2, 11g3, 11w3)

Time Period	Autumn Term		Spring Term		Summer Term
Content	<ul style="list-style-type: none"> Algebraic expressions Linear equations Angles in polygons Further percentages Straight line graphs Volume and surface area of prisms and non-prisms 	<ul style="list-style-type: none"> Compound units Circle theorems Quadratic sequences Expanding triple brackets Fractional and negative indices 	<ul style="list-style-type: none"> Surds Simultaneous equations Cumulative frequency graphs and Box plots Histograms Functions Velocity-Time graphs 	<ul style="list-style-type: none"> Similarity and Congruency Fractional and negative scale factors 	Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully.
Skills	Number simplify expressions involving fractional and negative indices Ratio, proportion and rates of change solve problems related to compound interest, work out the original value in percentage change problems, apply correct formulae to solve problems related to speed and density Algebra		Number simplify expressions involving surds by collecting like terms, expand brackets where the expressions involve surds, rationalise denominators in fractions involving surds Ratio, proportion and rates of change solve problems by considering the scale factor in similar triangles, solve problems (in solids) using the relationships between linear, area and volume scale factors		

	<p>collect like terms, expand double and triple brackets, quadratic factorisation, solve linear equations, work out the nth term of quadratic sequences, work out the equation of a straight line from a graph and algebraically</p> <p>Geometry and Measures</p> <p>apply angle facts in parallel lines, know how to calculate interior and exterior angles and number of sides of polygons, apply appropriate circle theorems to calculate unknown angles, , calculate volume of prisms and non-prisms (spheres, cones, pyramids)</p>	<p>Algebra</p> <p>work out the points of intersection of a quadratic graph and a straight line and of a circle and a straight line by solving equations of the graphs simultaneously, work out distance by calculating the area under velocity-time graphs, interpret simple expressions as functions with inputs and outputs, interpret the reverse process as the 'inverse function', interpret the succession of two functions as a 'composite function'</p> <p>Geometry and Measures</p> <p>use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) to prove congruency, enlarge 2D shapes using fractional and negative scale factors</p> <p>Probability and Statistics</p> <p>construct and interpret histograms and cumulative frequency graphs for grouped discrete data and continuous data, compare distributions using box plots and cumulative frequency graphs</p>	
<p>Assessment week and content</p>	<p>Mock exam 1 wb 1st November 2021</p> <p>Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator)</p> <p>A detailed topic list will be given out to students in the first week in September</p>	<p>Mock exam 2 wb 21st February 2022</p> <p>Students will be assessed using past exam papers – (1 x non-calculator and 2 x calculator)</p> <p>A detailed topic list will be given out to students in the first week in September</p>	<p>Final GCSE (May/June 2022)</p>

Subject: Media

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>NEA Students will be completing their non-examined assessment. This is an independent brief they have started before the end of year 10. They have chosen and researched their brief, over the summer they will collect some photographs or film footage. In September, students will be producing their independent media text over the first 6 weeks with guidance from the teachers.</p> <p>Music Videos Students will be studying the music industry to understand how it is structured and how music videos are made, distributed and exhibited. They will examine two artists to explore the use of the music video to market the artist as well as the impact of convergence and social media.</p>	<p>Redraft NEA Students will be given two weeks to use their EBIs to make an impact and improve their final product</p> <p>Crime Drama Students will be studying the television industry to understand how it is regulated, structured and scheduled. They will examine two episodes of contrasting crime drama programmes to consider the context in which they were made and explore the changes to representation of gender, ethnicity and policing.</p>	<p>Revision of Component 1 Students will revisit the texts studied in year 10 to consolidate their understanding.</p> <p>Exam Skills Students will be working towards the exam by consolidating their understanding of the exam structure and the set products. Students will work on different kinds of questions – looking at short, small mark responses and longer, essay style questions. They will consolidate their understanding of how the set products fit into Comp 1 and 2 and working independently and in pairs to respond to exam questions. Students will also peer assess using mark schemes, to make them more aware of the exam criteria and expectations.</p>
Skills	<p>NEA Technical skills – using editing software and film/image cameras to create an independent production Research skills – to demonstrate knowledge and understanding of the industry Creative skills – coming up with original ideas</p> <p>Music Videos Analysis of media texts Use of media terminology Understanding of the media industries and convergence</p>	<p>NEA Redrafting and improving skills</p> <p>Crime Drama Analysis of media texts Use of media terminology Understanding of the media industries and contexts (cultural, social and historical)</p>	<p>Consolidate understanding of Comp 1 and Comp 2 exam To consolidate understanding and use of media language in exam responses To revisit the tick list for representation. To understand how to be successful in the industry and audience questions.</p>
Key Questions	Can I use my creative ideas to come up with an original media product?	Can I use feedback to make improvements to my final product?	Do I know how Comp 1 and Comp 2 is structured?

	<p>Can I demonstrate my knowledge of media language to deconstruct a music video?</p> <p>Can I make assumptions about an artist based how they are represented in their music video and online?</p>	<p>Can I demonstrate my knowledge of media language to deconstruct a sequence of a crime drama?</p> <p>Can I examine how people and groups are represented in a crime drama from different time periods?</p>	<p>Do I know which set products are examined on Comp 1 and Comp 2?</p> <p>Am I confident with my use of media language?</p> <p>Can I explore different features of representation in my responses (tick list)?</p>
<p>Assessment week and content</p>	<p>First draft of production - October Mock Exam – November</p>	<p>Final draft of production – February Mock Exam - March</p>	<p>May / June final exam</p>

Subject: MUSIC

Time Period	Autumn Term 1			Autumn Term 1 & 2	Autumn 2
Content	Solo Performance <i>Component 1</i> <ul style="list-style-type: none"> Perform a solo piece to the rest of the class 	COURSEWORK: Ensemble Performance <i>Component 1</i> Perform a solo piece to the rest of the class	Film Music <i>AOS 3: Music for Film</i> <ul style="list-style-type: none"> Listening to and analysing Film Music Revising the conventions of Film Music Short composition ideas to fit different Musical Styles 	COURSEWORK: Composition TWO <i>Component 2</i> <ul style="list-style-type: none"> Compose Coursework piece No 2 to a brief set by the exam board Conventions of the brief set Complete Composition log 	EXAM: Year 11 November Music Exam AOS 1-4 <ul style="list-style-type: none"> Listening to and analysing Music of all genres Music Theory Extended Writing Bach's Badinerie Toto's Afirca All Areas of Study (AOS)
Skills	<ul style="list-style-type: none"> Performance using accurate pitch and rhythm Performance using expression Performance displaying technical control 	<ul style="list-style-type: none"> Performance using accurate pitch and rhythm Performance using expression Performance displaying technical control 	<ul style="list-style-type: none"> Analysing Music using Musical Language Matching mood to compositional techniques 	<ul style="list-style-type: none"> Use composition skills to complete a composition to fit the brief Be able to write about the compositional choices made 	<ul style="list-style-type: none"> Be able to answer listening, analysis and theory questions in a formal exam setting
Key Questions	What grade of performance are you working at? Can you play the piece accurately? Can you play the piece with expression? Have you included all the performance markings on the score including	What grade of performance are you working at? Can you play the piece accurately? Can you play the piece with expression? Have you included all the performance markings on the score including articulation	How can I describe this Music using Musical language? What are the conventions of Film Music?	What are the conventions of the style given in my brief? How well does my composition meet the brief? How well does my composition meet the assessment criteria? How can I improve my composition?	Can you describe Music using Musical Language? Can you identify changes in Music? Can you identify instruments? Can you use music theory accurately?

	articulation and dynamics?	and dynamics?			
Assessment week and content	Performance Assessment <ul style="list-style-type: none"> - Set as homework at the end of Year 10. Perform a solo piece of your choosing - Lesson 1 or 2 in the first week back 	Performance Assessment <ul style="list-style-type: none"> - Set as homework at the end of Year 10. Perform a solo piece of your choosing - Lesson 1 or 2 in the first week back COURSEWORK SUBMISSION: 1st LESSON IN DECEMBER	Listening Assessment <ul style="list-style-type: none"> - Exam style questions <i>Week 6 of Autumn 1</i>	Composition Coursework <ul style="list-style-type: none"> - Submission for final Feedback COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM	Formal Year 11 Music Exam <ul style="list-style-type: none"> - Covering all vocabulary - Covering all Music theory learnt - Extended writing question worth 10 marks <i>In Exam Week (TBC)</i>

Time Period	Spring Term 1			
Content	REVISION: Forms and Devices / Musicals AOS 1: <i>Western Classical Tradition</i> / AOS 3: <i>Music for Ensemble</i> <ul style="list-style-type: none"> • Revise conventions of Forms and devices and of Musicals • Play Fugue for Tin horns from <i>Guys and Dolls</i> • Compose using different Forms showing contrast 	COURSEWORK: Composition TWO <i>Component 2</i> <ul style="list-style-type: none"> • Compose Coursework piece No 2 to a brief set by the exam board • Conventions of the brief set Complete Composition log	COURSEWORK Performance TWO <i>Component 1</i> <ul style="list-style-type: none"> • Perform a second piece to for coursework (this can be solo or ensemble) 	EXAM: Year 11 Spring Music Exam AOS 1-4 <ul style="list-style-type: none"> • Listening to and analysing Music of all genres • Music Theory • Extended Writing • Bach's Badinerie • Toto's Afirca • All Areas of Study (AOS)
Skills	<ul style="list-style-type: none"> • Analysing Music using Musical Language • Show contrast through music • Show understanding of forms and devices 	<ul style="list-style-type: none"> • Use composition skills to complete a composition to fit the brief • Be able to write about the compositional choices made 	<ul style="list-style-type: none"> • Performance using accurate pitch and rhythm • Performance using expression • Performance displaying technical control 	<ul style="list-style-type: none"> • Be able to answer listening, analysis and theory questions in a formal exam setting

Key Questions	<p>What is this device? What does it mean? What does it look like? What does it sound like?</p> <p>Can you play the piece accurately?</p> <p>How can I describe this Music using Musical language?</p> <p>What are the conventions of Musicals?</p>	<p>What are the conventions of the style given in my brief?</p> <p>How well does my composition meet the brief?</p> <p>How well does my composition meet the assessment criteria?</p> <p>How can I improve my composition?</p>	<p>What grade of performance are you working at?</p> <p>Can you play the piece accurately?</p> <p>Can you play the piece with expression?</p> <p>Have you included all the performance markings on the score including articulation and dynamics?</p>	<p>Can you describe Music using Musical Language?</p> <p>Can you identify changes in Music?</p> <p>Can you identify instruments?</p> <p>Can you use music theory accurately?</p>
Assessment week and content	<p>Listening Assessment</p> <ul style="list-style-type: none"> - Exam style questions 	<p>COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM</p>	<p>COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM</p>	<p>Formal Year 11 Music Exam</p> <ul style="list-style-type: none"> - Covering all vocabulary - Covering all Music theory learnt - Extended writing question worth 10 marks <p><i>In Exam Week (TBC)</i></p>

Time Period	Spring Term 2	Summer Term 1
Content	<p>REVISION and Improvements</p> <ul style="list-style-type: none"> • Exam listening questions • Revision games • Focus on Sound • Individually tailored work for each student to improve coursework. This could include working on all or any of the following: <ul style="list-style-type: none"> ○ Performance 1/ Performance 2 ○ Composition 1/ Composition 2/ Composition Logs ○ Listening skills/Theory knowledge ○ A-level Extension work 	<p>REVISION</p> <ul style="list-style-type: none"> • Exam listening questions • Revision games • Focus on Sound
Skills	<ul style="list-style-type: none"> • Working independently • Listening skills for revision • Responding to feedback 	<ul style="list-style-type: none"> • Working independently • Listening skills for revision • Responding to feedback
Key Questions	<p>What areas do I need to improve?</p>	<p>What areas do I need to improve?</p>

	Where do my strengths lie?	Where do my strengths lie?
Assessment week and content	Listening Assessment - Exam style questions most lessons	COURSEWORK MARKS RETURNED TO STUDENTS: <i>First/Second week of April</i> FINAL LISTENING EXAM: Usually <i>First week of June</i>

Subject: Psychology

Time Period	Autumn Term	Spring Term	Summer Term
Content	Revision of content covered so far Recap – research methods Development/Criminal Behaviour Revision of key theories and studies	Exam skills (including extended writing responses)	Revision and exams
Skills	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation
Key Questions	<p>Revision: Which topics are you confident with? Which topics do you need to prioritise for revision?</p> <p>Development: What are the stages of development? How are IQ tests used to measure intelligence? What are the different theories of development? How do learning styles and mindsets contribute to learning? How can psychological theory be applied to education and the development of intelligence?</p> <p>Criminal Behaviour: What are the different types of crime? How can crime be viewed as a social construct? How can we measure crime? How can crime be explained using biological and psychological theories? What is the role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour. What are the effects of punishments and deterrents in reducing criminal/anti-social behaviour?</p>	<p>What information do I need to include in an extended response/how can I plan effectively for an extended response? How do I structure an extended response? How can I check that I have met the assessment objectives in the question?</p>	<p>What revision strategies are you using and are these effective? How do you know? How confident do you feel with the content covered on the course? How confident do you feel with the key skills required on the course/are you able to demonstrate all three assessment objectives? Can you apply your knowledge to exam-style questions in timed conditions? Do you feel prepared for the exams?</p>
Assessment week	Development – End of unit test will take place	Mock exams – February 2022	Final exams – tbc

and content	after the teaching of this topic. This will assess all three skills; A01, A02 and A03. Students must revise the whole topic in preparation for assessment. (Lesson 12) Criminal Psychology – End of unit test will take place after the teaching of this topic. This will assess all three skills; A01, A02 and A03. Students must revise the whole topic in preparation for assessment. (Lesson 8) Research Methods – Once revision booklet has been completed Mock exams – November 2021 These will cover unit 1 content	These will cover unit 2 content Week beginning 14th March 2022 – timed 13 mark question	
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Subject: Science

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>BT7</u> Revision of Non- Communicable diseases <u>BT8</u> Nervous system and endocrine system <u>BT9</u> Menstrual cycle and contraception <u>CT8</u> Energy and reactions <u>CT9</u> Rate of reaction <u>PT5</u> Waves and EM Waves <u>PT7</u> Forces</p>	<p><u>BT10</u> Inheritance <u>BT11</u> Classification and evolution <u>BT12</u> Ecology <u>CT13</u> Biodiversity and Ecosystems <u>CT10</u> Reversible reactions <u>CT11</u> Acid and neutralisation reactions <u>CT12</u> Hydrocarbons and the atmosphere <u>CT13</u> Sustainability <u>PT8</u> Motion <u>PT9</u> Magnets and Motors</p>	Exam revision time
Skills	<p>Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p>	<p>Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p>	<p>Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p>
Key Questions	<p>What is the structure and function of the nervous system? What is the role of the endocrine system? How do different hormones control the menstrual cycle? What is variation? How do our genes control our phenotype? How are reaction rates and reversible reactions affected by the changing conditions? How is energy used or released in chemical reactions? Why do chemical reactions always involve</p>	<p>What were the ideas of Darwin, Lamarck, and Wallace? Why do we not have a complete fossil record? Why a species might become extinct? How does antibiotic resistance develop in bacteria? What are the ways to avoid antibiotic resistance developing? What is adaptation and why is it so important? Why is the nature of cycling in nature so important? What is global warming and why does it matter? How can we make food production more</p>	

	<p>transfers of energy? How do we measure waves and how fast do they travel? What happens when waves meet a boundary between two substances? What are electromagnetic waves and how do they differ from sound waves? What is a force? How do we represent a force? What are scalars and vectors? What can forces do? What do we mean by a resultant force? How do we work out the effect of a resultant force on an object? How do you calculate resultant forces? How do to calculate centre of mass?</p>	<p>efficient? How are reaction rates and reversible reactions affected by the changing conditions? How is human activity affecting the Earth's Atmosphere? How are we seeking to make sustainable use of the Earth's limited resources? How is a range of useful products obtained from crude oil? How do functional groups affect the reactions of organic compounds? What is genetic engineering? Is genetic engineering ethical? What are inherited disorders and how can we predict the likelihood of them occurring? How do we calculate speed? How do we use distance-time graphs? How do we calculate acceleration? How do use velocity-time graphs? What is a magnetic field? How can we visualise magnetic fields? What is an electromagnet? What is the motor effect? How does an electric motor work? How do we calculate the force produced by a motor?</p>	
<p>Assessment week and content</p>	<p>BT7 W/C 6th Sept PT5 W/C 20th Sep BT8 W/C 11th Oct PT7 W/C 18th Oct Mock Exams W/C 1st Nov for two weeks BT9 W/C 15th Nov BT 10 W/C 6th Dec CT8 W/C 6th Dec</p>	<p>CT9 W/C 17th Jan BT11 W/C 24th Jan CT10+CT11 W/C 7th Feb Mock Exams W/C 21st Feb for two weeks BT12 W/C 7th Mar CT12 W/C 14th March CT13 W/C 18th April PT8 TBC PT9 TBC</p>	

Subject: Spanish

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Theme 2: Local national, international and global areas of interest</p> <p>Topic 1. Holidays</p> <p>Theme 1: Identity and culture Relationships and choices/ Marriage and partnership</p>	<p>Theme 3: Current and future study and employment</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>	Revision of all 3 Themes
Skills	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation
Key Questions	<p>6. ¿Adónde fuiste de vacaciones el año pasado?</p> <p>7. ¿Qué hiciste?</p> <p>8. ¿Adónde te gustaría ir en el futuro?</p> <p>9. ¿Cómo serían tus vacaciones ideales?</p> <p>10. ¿Te llevas bien con tu familia?</p> <p>11. ¿Te gustaría casarte algún día?</p> <p>12. Describe tu relación con tu familia</p>	<p>3. ¿Tienes un trabajo a tiempo parcial?</p> <p>4. ¿Cuáles son tus planes para el septiembre próximo?</p> <p>3. ¿Qué te gustaría hacer en el futuro?</p> <p>4. ¿Qué hacen tus padres?</p> <p>5. ¿Te gustaría trabajar al extranjero/ en España? ¿Por qué?</p>	
Assessment week and content	<p>October – mock speaking exam</p> <p>November – GCSE reading paper</p> <p>December – GCSE writing exam</p>	<p>February - GCSE listening paper</p> <p>March – GCSE speaking exam</p> <p>April – GCSE writing exam</p>	May / June – GCSE EXAMS

Subject: SPORT BTEC

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Unit 1: Fitness for Sport & Exercise</u> <ul style="list-style-type: none"> • Components of fitness • Principles of training • Training methods • Fitness tests • Interpreting fitness test data 	<u>All units (Unit 1, 2, 3 & 6)</u> <ul style="list-style-type: none"> • Review of all units. 	<u>All units (Unit 1, 2, 3 & 6)</u> <ul style="list-style-type: none"> • Review of all units.
Skills	<ul style="list-style-type: none"> • Analyse and evaluate information, judging its relevance and value. • Self-assessment. • Progress tracking. 	<ul style="list-style-type: none"> • Review progress and act on the outcomes. • Analyse and evaluate information. • Self-assessment and reflection. 	<ul style="list-style-type: none"> • Review progress and act on the outcomes. • Analyse and evaluate information. • Self-assessment and reflection.
Key Questions	<ul style="list-style-type: none"> • Do I know the components of fitness and the principles of training? • Have I explored different fitness training methods? • Can I investigate and analyse fitness tests to determine fitness levels? 	<ul style="list-style-type: none"> • Have I completed all coursework to the best of my ability? • Do I have evidence to support all learning outcomes? 	<ul style="list-style-type: none"> • Have I completed all coursework to the best of my ability? • Do I have evidence to support all learning outcomes?
Assessment week and content	This is an external onscreen exam which will be booked to be taken in December/January. All content above covered. Worth 60 marks Length of exam: 1 hour 15 mins.	n/a	n/a