



# Year 11

## Curriculum Maps

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Grow and Succeed

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

**Subject: ART & DESIGN**

|                      | <b>Autumn Term</b>   | <b>Spring Term</b>  | <b>Summer Term</b>   |
|----------------------|--|---|--|
| <b>Content</b>       | 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 <sup>st</sup> , 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. |
| <b>Key Questions</b> | Assessment objectives (25% each)<br>AO1 – Develop<br><i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i><br>AO2 – Refine<br><i>Is there evidence of a wide range of appropriate techniques media and processes?</i><br>AO3 – Record<br><i>Have primary and secondary sources been used to record ideas and observations? Are these ideas explained clearly through annotation?</i><br>AO4 – Present<br><i>Are students able to realise intentions and create a personal and meaningful response?</i> |   |  |
| <b>Assessment</b>    | 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: 3D DESIGN**

|                      | <b>Autumn Term</b>  | <b>Spring Term</b>  | <b>Summer Term</b>  |
|----------------------|---|---|---|
| <b>Content</b>       | 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 <sup>st</sup> , 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 3D exam will take place in May and students will have 10 hours to create an outcome that summarises their exam project. |
| <b>Key Questions</b> | <p>Assessment objectives (25% each)</p> <p>AO1 – Develop<br/><i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i></p> <p>AO2 – Refine<br/><i>Is there evidence of a wide range of appropriate techniques media and processes?</i></p> <p>AO3 – Record<br/><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<br/><i>Are students able to realise intentions and create a personal and meaningful response?</i></p> |   |   |
| <b>Assessment</b>    | 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: HOSPITALITY & CATERING**

|                | <b>Autumn Term/ Spring Term</b>  |  | <b>Summer Term</b>  |
|----------------|--|--|---|
|                | Theory   | Practical  | Practical/Theory  |
| <b>Content</b> | <p>Refresh: Health &amp; Safety training/certificate:<br/>Understand the environment in which hospitality and catering providers operate.<br/>Understand how Hospitality and catering providers operate.<br/>Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>Sources</p> <ul style="list-style-type: none"> <li>• local hotels</li> <li>• restaurants</li> <li>• food suppliers</li> <li>• event services</li> <li>• hotel management</li> <li>• event organisers</li> <li>• wedding planners</li> <li>• food suppliers</li> <li>• health and safety executive from local industry</li> </ul> <p><b>LAB (Learner Assessed Brief) to be completed under timed conditions</b></p> | <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"> <li>• accompaniments</li> <li>• Excellent presentation skills.</li> </ul> <p>The 3 course meal should include:</p> <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques.</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p> | <p>Controlled assessment theory:</p> <p>1.1.1 Hospitality and catering providers<br/>1.1.2 Working in the hospitality and catering industry<br/>1.1.3 Working conditions in the hospitality and catering industry<br/>1.1.4 Contributing factors to the success of hospitality and catering provision<br/>1.2.1 The operation of the front and back of house<br/>1.2.2 Customer requirements in hospitality and catering<br/>1.2.3 Hospitality and catering provision to meet specific requirements<br/>1.3.1 Health and safety in hospitality and catering provision<br/>1.3.2 Food Safety</p> |

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| <b>Key Questions</b> | LO1 - Do students know how food providers operate and be able to explain the different hospitality and catering environments<br>LO2 - Can students explain how the hospitality and catering provisions work<br>LO3 - Do students understand the health and safety requirements<br>LO4 To what extent can students explain how food can cause ill health |
| <b>Assessment</b>    | <ul style="list-style-type: none"> <li>• Student feedback given in accordance with the school marking policy.</li> <li>• Written paper will contribute to 40% of the final grade and the LAB will contribute to 60%</li> </ul>  |

**Subject: BUSINESS STUDIES**

| Time Period    | Autumn Term  | Spring Term   | Summer Term  |
|----------------|--|---|--|
| <b>Content</b> | <b><u>Theme 2:</u></b> Building a business <ul style="list-style-type: none"> <li>▪ Topic 2.2 Making marketing decisions</li> <li>▪ Topic 2.3 Making operational decisions</li> </ul>  | <b><u>Theme 2:</u></b> Building a business <ul style="list-style-type: none"> <li>▪ Topic 2.4 Making financial decisions</li> <li>▪ Topic 2.5 Making human resource decisions</li> <li>▪ Theme 1 &amp; Theme 2 Revision</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <i>GCSE Business Exams</i></li> </ul> |
| <b>Skills</b>  | <u>Some key skills include:</u> <ul style="list-style-type: none"> <li>▪ Analytical</li> <li>▪ Commercial awareness</li> <li>▪ Leadership</li> <li>▪ Organisation</li> <li>▪ <i>Research</i></li> <li>▪ <i>Team working</i></li> </ul> <i>Note: There will be a lots of other transferable skills.</i> | <u>Some key skills include:</u> <ul style="list-style-type: none"> <li>▪ Time management</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ <i>Independent</i></li> <li>▪ <i>Motivation</i></li> <li>▪ <i>Exam skills</i></li> </ul> <i>Note: There will be a lots of other transferable skills.</i> |  |

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| <b>Key Questions</b>               | <ul style="list-style-type: none"> <li>▪ Explain factors that would influence a business to locate in a different country.</li> <li>▪ Analyse the performance of a business when you change its marketing mix.</li> <li>▪ Explain the relationship between the design mix and the product lifecycle.</li> </ul> | <ul style="list-style-type: none"> <li>▪ How might a business use the gross profit margin and net profit margin in order to assess its performance?</li> <li>▪ Explain how a business can use the average rate of return to help make decisions about its future investments.</li> <li>▪ Past paper exam questions</li> </ul> |  |
| <b>Assessment week and content</b> | <ul style="list-style-type: none"> <li>▪ Before the end of half term – 2.2 End of topic test on Making marketing decisions</li> <li>▪ Before the end of term – 2.3 End of Topic test on Making operational decisions</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Paper 2 Mock</li> <li>▪ Before the end of half term – 2.4 End of topic test on Making financial decisions</li> <li>▪ Before the end of term – 2.5 End of Topic test on Making human resource decisions</li> </ul>  |  |

**Subject: CHILD DEVELOPMENT**

| Time Period    | Autumn Term   | Spring Term  | Summer Term  |
|----------------|---|--|--|
| <b>Content</b> | <b>RO57 TA2:</b> Antenatal care and preparation for birth<br><br><ul style="list-style-type: none"> <li>▪ <b>RO57 TA3:</b> Postnatal checks, postnatal care and the conditions for development</li> </ul> | <b>RO57 TA4:</b> Childhood illnesses and a child-safe environment<br><br><ul style="list-style-type: none"> <li>▪ Revision of all 4 topic areas</li> </ul> | Revision of all 4 topic areas  |
| <b>Skills</b>  | Presentation skills<br>Research skills<br>Evaluating skills<br>Exam skills<br>Revision skills   | Presentation skills<br>Research skills<br>Evaluating skills<br>Revision  | Research skills<br>Evaluating skills<br>Exam skills<br>Revision skills |

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| <b>Key Questions</b>               | What is the purpose and importance of antenatal clinics?<br>What are the screening and diagnostic tests?<br>What are the choices available for delivery?<br>What are the developmental needs of children 0-5 years | What are the key signs and symptoms of illness?<br>How can parents and carers meet the needs of an ill child?<br>How can you ensure a child-friendly safe environment? | How do you answer an extended written question? |
| <b>Assessment week and content</b> | October mock exam<br>RO57: TA1, TA2  | End of topic area tests  | June external assessed for RO57                 |

**Subject: COMPUTER SCIENCE**

| Time Period    | Autumn Term   | Spring Term   | Summer Term                                |
|----------------|---|---|--|
| <b>Content</b> | <b>1.3 Computer Networks, connections and protocols</b> <ul style="list-style-type: none"> <li>• Networks and topologies</li> <li>• Wired and wireless networks, protocols and layers</li> </ul> <b>1.4 Network security</b> <ul style="list-style-type: none"> <li>• Threats to computer systems and networks</li> </ul> Identifying and preventing vulnerabilities<br><b>1.6 Ethical, legal, cultural and environmental</b> <ul style="list-style-type: none"> <li>• Impacts of digital technology on wider society</li> <li>• Legislations relevant to Computer Science</li> </ul> | <b>2.3 Producing robust programs</b> <ul style="list-style-type: none"> <li>• Defensive design</li> <li>• Testing</li> </ul><br><b>2.5 Programming languages and IDE</b> <ul style="list-style-type: none"> <li>• levels of programming language</li> <li>• The Integrated Development Environment (IDE)</li> </ul><br><b>Revision and final exam preparation</b> | <b>Revision and final exam preparation</b> |

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| <b>Skills</b>        | <p>Students learn how different aspects of computer networks work, from an abstracted view, and apply the concepts learnt to the real world of communication and data transmission.</p> <p>Students demonstrate their awareness of real world network threats and how to prevent such threats.</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>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> |
| <b>Key Questions</b> | <p>What are LANS &amp; WANs? What factors affect the performance of networks? What does client server and peer-to-peer mean? What hardware do you use on a LAN? What is the Internet really? What is a DNS, hosting, the cloud, web server and client mean? What hardware is used in a network? What is a topology? Which is better wired or wireless? What is Ethernet, Wi-Fi and Bluetooth connections and how do they work? Why is cryptography and encryption? What's an IP and MAC address? How do I learn these TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP, and what are layers?</p> <p>What forms of attack happen to computers and networks? What's malware, phishing, brute force attacks, DoS and Interception &amp; theft? How to prevent attacks.</p> <p>What is an SQL injection, firewalls, password encryption and security?</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 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 &amp; translators</p> |   |



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| <b>Assessment week and content</b> | <b>1.3 Computer Networks, connections and protocols</b><br>End of Unit test wb 23/10<br><br><b>1.4 Network security</b><br>End of Unit test wb 13/12 | <b>2.3 Producing robust programs</b><br>End of Unit test wb 12/02<br><br><b>2.5 Programming languages and IDEs</b><br>End of Unit test wb 12/02 | <b>Final Exam:</b><br>Component 1 – Computer Systems<br>Component 2 – Computational thinking, algorithms and programming |
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**Subject: CULTURE, SOCIETY & ETHICS**

| Time Period          | Autumn Term  | Spring Term   | Summer Term   |
|----------------------|--|---|---|
| <b>Content</b>       | <u>Stress &amp; Wellbeing</u> <ul style="list-style-type: none"> <li>• Mental Stress</li> <li>• Anxiety</li> <li>• Mental Health</li> <li>• Mindfulness</li> <li>• Eating Disorders</li> <li>• Self-Harm</li> </ul>                              | <u>Personal Growth &amp; Relationships</u> <ul style="list-style-type: none"> <li>• Body positivity and body shaming</li> <li>• Friendships &amp; Bullying</li> <li>• Conflict Management</li> <li>• Self-awareness &amp; self-confidence</li> <li>• Independent living</li> <li>• Privilege</li> </ul> | <u>Faith, Culture &amp; Media</u> <ul style="list-style-type: none"> <li>• Free Speech</li> <li>• Cultural Appropriation</li> <li>• Culture Wars</li> <li>• Social Justice</li> <li>• Religious Prejudice</li> </ul>                                |
| <b>Skills</b>        | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>                           | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>  | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Reflection</li> <li>• Introspection</li> <li>• Empathy</li> <li>• Resilience</li> <li>• Literacy</li> <li>• Communication &amp; Debating</li> </ul>                              |
| <b>Key Questions</b> | <ul style="list-style-type: none"> <li>• What is stress and how to cope?</li> <li>• How can I avoid anxiety and work towards good mental health?</li> <li>• What is mindfulness?</li> <li>• What are some of the real dangers of poor</li> </ul> | <ul style="list-style-type: none"> <li>• What is body shaming?</li> <li>• How do I maintain good and fulfilling relationships?</li> <li>• What is self-awareness and how can I develop self-confidence?</li> <li>• How can I live independently?</li> </ul>   | <ul style="list-style-type: none"> <li>• What are the challenges of free speech?</li> <li>• Is cultural appropriation wrong?</li> <li>• What is social justice?</li> <li>• How have and do religious groups contribute to wider society?</li> </ul> |

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|                                    | mental health?                 |                                |                                |
| <b>Assessment week and content</b> | 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   |
|----------------|---|---|---|
| <b>Content</b> | Component 3 40% – Theatre Makers in Practice <ul style="list-style-type: none"> <li>- The Crucible</li> <li>- Live Theatre</li> </ul>                     | Component 2 – Scripts for Performance 20%   | Component 3 - recall and revisit to put it into practice  |
| <b>Skills</b>  | <ul style="list-style-type: none"> <li>- Re-call</li> <li>- Revision</li> <li>- Subject terminology</li> <li>- Timing</li> <li>- Comprehension</li> </ul> | <ul style="list-style-type: none"> <li>- Spoken thoughts</li> <li>- Split scene/cross cutting</li> <li>- Using music to enhance a performance</li> <li>- Monologues</li> <li>- Duologues</li> <li>- Gait</li> <li>- Posture</li> <li>- Eye contact</li> <li>- Body language</li> <li>- Tone</li> <li>- Pause</li> <li>- Accent</li> </ul> | <ul style="list-style-type: none"> <li>- Re-call revision</li> <li>- Subject terminology</li> <li>- Timing</li> </ul> |

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|                                    |   | <ul style="list-style-type: none"> <li>- Pitch</li> <li>- Pace</li> </ul>  |  |
| <b>Key Questions</b>               | What are the themes in the crucible?<br>What is the context in the crucible?<br>What are the key lighting terms?<br>What are they key sound terms?<br>What are they key costume terms?<br>Who is Artaud?<br>Who is Stanislavski?<br>What is catharsis?<br>What is breaking the fourth wall?<br>Who is Brecht? | What is the genre of the performance?<br>What is the style of the performance?<br>What are the playwrights intentions for your performance and why?<br><br>How successful are you at communicating these intentions? | What are the themes in the crucible?<br>What is the context in the crucible?<br>What are the key lighting terms?<br>What are they key sound terms?<br>What are they key costume terms? |
| <b>Assessment week and content</b> | Last week before October Half term – MOCK C3 assessment without Live Theatre<br><br>Two weeks before Christmas break – Mock c3 assessment with live theatre   | Last two weeks before February half term – perform C2  | Week before May half term – c3 mock assessment<br><br>Week before end of school – c2 mock assessment   |

**Subject: ENGLISH**

| Time Period              | Autumn Term  | Spring Term  | Summer Term  |
|--------------------------|--|--|--|
| <b>Content</b>           | <ul style="list-style-type: none"> <li>• An Inspector Calls</li> <li>• Language Paper 1- Reading and Writing</li> <li>• Poetry Revision</li> </ul>   | <ul style="list-style-type: none"> <li>• Jekyll and Hyde</li> <li>• Romeo and Juliet</li> <li>• Language Paper 2- Reading and writing</li> <li>• Mock Exam preparation</li> </ul>  | <ul style="list-style-type: none"> <li>• Love and Relationships Poetry and unseen Poetry</li> <li>• DIRT mock exams</li> </ul>   |
| <b>Skills Literature</b> | Students will demonstrate an ability to <ul style="list-style-type: none"> <li>• Provide a close analysis of dramatic language and techniques</li> <li>• Identify and evaluate structural decisions and their effect on the</li> </ul> | Students will demonstrate an ability to: <ul style="list-style-type: none"> <li>• Provide a close analysis of 19<sup>th</sup> Century language devices</li> <li>• Provide a close analysis of Shaparian language features and their effect both</li> </ul> | Students will demonstrate an ability to: <ul style="list-style-type: none"> <li>• Demonstrate both literal and inferential comprehension of a range of poems</li> <li>• Identify and explain language and structural features of poetry and their</li> </ul> |

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|                        | <p>progression of the narrative</p> <ul style="list-style-type: none"> <li>• Elaborate on thematic elements by focussing on connecting moments within the text</li> <li>• Identify characters as symbols</li> <li>• Identify text form and evaluate its conventions or subversions of conventions for effect</li> <li>• Use a wider range of vocabulary to speak about writer's craft and construction</li> <li>• Focus on how historical context have helped to inform the messages within the text</li> </ul> | <p>on modern and Elizabethan audiences</p> <ul style="list-style-type: none"> <li>• Identify and evaluate the genre and type of text and discuss how adhering or subverting these expectations create intrigue</li> <li>• Focus on how historical and textual context have helped to shape the text</li> <li>• Comment on authors message and intentions, using historical context to support analysis</li> </ul> | <p>effect and impact on different readers</p> <ul style="list-style-type: none"> <li>• Distinguish between what is stated explicitly and what is implied. Develop an awareness and evaluation of shades of meaning</li> <li>• Explain motivation behind poems, and messages portrayed, using contextual information</li> <li>• Explore alternative meanings and abstract concepts explored within in the poems</li> <li>• Compare meaning, imagery, language, emotion and structural choices between two texts</li> <li>• Identify common themes to make educated comparisons</li> <li>• Critically evaluate own work and make improvements based on teacher feedback</li> <li>• Redraft key elements of both literature and language mock exams to reflect and progress</li> </ul> |
| <b>Skills Language</b> | <ul style="list-style-type: none"> <li>• Read a range of fiction texts, exploring how established writers use narrative conventions and descriptive techniques to capture the interest of readers</li> <li>• Focus on planning written pieces of work</li> <li>• Developing use of precise vocabulary</li> <li>• Identify and demonstrate form, purpose and audience.</li> <li>• Write a creative text to demonstrate</li> </ul>  | <ul style="list-style-type: none"> <li>• 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</li> <li>• Explore different ways in which authors influence and persuade readers</li> </ul> |   |

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|                                 | <p>their narrative and descriptive skills in response to a written prompt or visual image.</p>  | <ul style="list-style-type: none"> <li>Produce a written text to a specified audience, purpose and form in which they give their own perspective on a chosen theme</li> <li>Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing</li> <li>Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect)</li> </ul> |   |
| <b>Key Questions Literature</b> | <ol style="list-style-type: none"> <li>How does the author's decisions help to drive the narrative forward? What messages does the author relay through characters and narrative decisions?</li> <li>How does the historical context shape the messages within the text?</li> <li>How are the characters presented and developed throughout the narrative?</li> <li>Does the author achieve their intended effect?</li> <li>In what ways do author's create engaging texts?</li> <li>How do poets use their experiences to relay a message to their reader?</li> <li>How are poetic devices used to create shades of meaning?</li> <li>How can poems be interpreted to understand both explicit and implicit meanings?</li> </ol> | <ol style="list-style-type: none"> <li>How does the author's decisions help to drive the narrative forward?</li> <li>How does the historical context shape this text?</li> <li>How are the characters presented and developed throughout the narrative?</li> <li>What is the intended message of the piece and how is this conveyed through characters and situations?</li> </ol>   | <ol style="list-style-type: none"> <li>How does the author's decisions help to establish his/her message?</li> <li>How does the historical and/or bibliographical context shape the messages in this text?</li> <li>How is the theme of love presented in this poem? And how does this poem relate to other poems we have read in the anthology?</li> <li>Does the author achieve their intended effect? If so, ho2?</li> <li>In what ways are these two texts similar or different?</li> <li>What imagery is described in this poem and why?</li> <li>Are there shades of meaning for this poem? If so, what are they? Do they link, somehow, to the contextual background of the author?</li> </ol> |
| <b>Key Questions</b>            | <ol style="list-style-type: none"> <li>In what ways do author's create</li> </ol>   | <ol style="list-style-type: none"> <li>What is the author's viewpoint and</li> </ol>  | Poetry  |

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| <b>Language</b>                    | engaging texts?<br>2. What language devices have been used to effectively engage the reader and show the writer's craft and construction of ideas?<br>3. Are they effective in engaging with their reader? Explain.<br>4. What devices and methods have been used by the author to engage their readers?<br>5. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? | perspective about this topic?<br>2. What techniques and methods have they used to deliver their opinions?<br>3. Are they effective in delivering their viewpoint and perspective? Explain.<br>4. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure?<br>5. How can I use the texts as an exemplar to support me in writing my own piece of writing? | 1. How does the author present their ideas towards love and relationships?<br>2. What devices does the author use and what effect do they have on the reader?<br>3. What are the alternative interpretations to this poem and its meaning?<br>4. What is a connective and how can you use it to integrate comparisons between texts? |
| <b>Assessment week and content</b> | Mock Examinations- October<br>An Inspector Calls<br>Poetry<br>Language Paper 1  | Mock Exams February<br>Romeo and Juliet<br>Jekyll and Hyde<br>Language Paper 2   |  |

**Subject: FRENCH**

| <b>Time Period</b> | <b>Autumn Term</b>  | <b>Spring Term</b>  | <b>Summer Term</b>   |
|--------------------|---|---|--|
| <b>Content</b>     | <b>Theme 2: Local national, international and global areas of interest</b><br><b>The Environment, Poverty and Homelessness</b><br><br><b>Travel and Tourism</b> | <b>Theme 3: Current and future study and employment</b><br><br>My studies, life at school<br><br>Jobs, career choices and ambitions | <b>Revision of all 3 Themes</b><br><br>Preparation for the speaking exam               |
| <b>Skills</b>      | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses.  | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses.  | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. |

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|                      | Listening, speaking, reading, writing and translation.<br>Describing photos.  | Listening, speaking, reading, writing and translation.<br>Describing photos.  | Listening, speaking, reading, writing and translation.<br>Describing photos. |
| <b>Key Questions</b> | 1. Quel est le plus grand problème de l'environnement?<br>2. A ton avis quelle est la solution pour ce problème?<br>3. Est-ce que tu aimes recycler? Pourquoi?<br>4. As-tu utilisé l'autobus ce matin? Pourquoi?<br>5. Où vas-tu en vacances normalement? | 1. As – tu un petit emploi?<br>2. 2. Quels sont tes projets pour septembre?<br>3. Qu'est-ce que tu voudrais faire comme travail à l'avenir?<br>4. Décris-moi ton collège.<br>5. Si tu pouvais, qu'est-ce que tu changerais au collège ? |  |
| <b>Assessment</b>    | November – GCSE reading paper, listening paper and writing paper  | GCSE listening paper<br>GCSE speaking exam<br>GCSE writing exam   | May / June – GCSE EXAMS  |

**Subject: GEOGRAPHY**

| Time Period    | Autumn Term   | Spring Term  | Summer Term  |
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| <b>Content</b> | <p><b><u>Human Fieldwork:</u></b><br/>At the start of the autumn term, pupils will have a refresher on fieldwork techniques before completing fieldwork in an area related to the human component of their exam. Topics covered include:</p> <ul style="list-style-type: none"> <li>Using environmental quality surveys</li> <li>Risks in a human fieldwork setting</li> <li>Primary vs secondary data</li> <li>Presenting information</li> </ul> | <p><b><u>Resource Management:</u></b><br/>Pupils will begin their spring term by studying the challenge of resource management, including:</p> <ul style="list-style-type: none"> <li>Overview of food, water and energy resources in the UK and wider world</li> <li>Energy security</li> <li>Sustainable development in the context of energy</li> </ul> <p>By the end of the topic pupils will be able to</p> | <p><b><u>Issue Evaluation Continued:</u></b><br/>See spring term for full details.</p> <p><b><u>Revision and pre-exam warm up:</u></b><br/>In the lead up to the GCSE exams pupils will spend a large amount of time on revision across the entire specification. In addition to this, pupils will spend a large amount of time on exam technique, including but not limited to:</p> <ul style="list-style-type: none"> <li>De-coding questions</li> </ul> |

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|  | <p>Once they have completed the refresher preparation modules in the classroom, pupils will complete fieldwork in an urban area in the UK, which may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Urban Issues and Challenges</li> <li>• Challenge of resource management</li> </ul> <p>Upon completion of the visits and data collection, pupils will be required to write up their findings.</p> <p><b><u>Changing Economic World:</u></b><br/>Pupils will study the topics including:</p> <ul style="list-style-type: none"> <li>• Causes and consequences of uneven development around the world</li> <li>• Strategies for closing the development gap</li> <li>• Tourism</li> <li>• TNCs and their links with Nigeria</li> <li>• UK economic change</li> </ul> <p>By the end of the topic, pupils will be able to identify the physical and human causes and consequences of uneven development, describe the strengths and weaknesses of different development indicators, evaluate the different strategies for closing the development gap, assess the role of TNCs in NEEs and describe the causes and consequence of economic change.</p> | <p>outline the impacts of energy security and insecurity around the world, explain why some strategies for improving energy security are better than others, evaluate the advantages and disadvantages of fossil fuel extraction, and explain the benefits of sustainable energy supply and use.</p> <p><b><u>Living World:</u></b><br/>Pupils will complete this short recap topic that builds on the ecosystems topic covered in year 9, including:</p> <ul style="list-style-type: none"> <li>• Overview of ecosystems</li> <li>• Tropical Rainforests</li> <li>• Cold Environments</li> </ul> <p>By the end of the topic pupils will have further consolidated their knowledge on the components that create an ecosystem, identify the key characteristics of tropical and cold environments and evaluate the consequences of development in tropical and cold environments.</p> <p><b><u>Issue Evaluation:</u></b><br/>Pupils will be given access to the pre-release materials at the end of the spring term. The issue evaluation is a synoptic topic and draws on strands of geography from across the specification. Pupils will be asked to:</p> <ul style="list-style-type: none"> <li>• Describe, assess and evaluate information</li> <li>• Practice map skills</li> <li>• Complete a decision making task</li> </ul> | <ul style="list-style-type: none"> <li>• Planning answers</li> <li>• Using numeracy skills</li> <li>• Meeting assessment objectives</li> <li>• Signposting to the examiner</li> </ul> <p>The nature of the content covered during these sessions will be up to the teacher, depending on the strengths and challenges of the geography cohorts in question. Revision sessions will involve past paper questions of varying degrees of challenge.</p> |
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|                      |  | <ul style="list-style-type: none"> <li>Evaluate the strengths and weaknesses of a project</li> </ul> <p>It is unclear until mid-March what the nature of the issue evaluation is. However, upon completion of teaching around the materials pupils will be able to identify the key areas of geography needed to complete the issue evaluation section of the question paper and have further developed the skills needed to evaluate a decision made, outlined in the paper.</p>  |  |
| <b>Skills</b>        | <ul style="list-style-type: none"> <li>Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul> |
| <b>Key Questions</b> | <p><b><u>Human Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>What does a geographical enquiry look like?</li> <li>How do we turn a question into a hypothesis?</li> <li>What are the best ways to collect data?</li> </ul>   | <p><b><u>Resource Management:</u></b></p> <ul style="list-style-type: none"> <li>What are the issues around resource management around the world?</li> <li>Where has energy security and where has energy insecurity?</li> <li>How effective are fossil fuels at</li> </ul>  | <p><b><u>Issue Evaluation Continued:</u></b></p> <ul style="list-style-type: none"> <li>See spring term plan</li> </ul> <p><b><u>Pre-exam warm-up:</u></b></p> <ul style="list-style-type: none"> <li>What acronyms help us remember what to do in geography?</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>How should we present our data?</li> <li>What conclusions can we draw from our investigation and how do they apply to what we know about human and physical geography?</li> </ul> <p><b><u>Changing Economic World:</u></b></p> <ul style="list-style-type: none"> <li>How do people's quality of life compare around the world?</li> <li>What are the human and physical factors that influences people's quality of life?</li> <li>How do we measure development?</li> <li>How can we reduce the development gap?</li> <li>How has the UK economy changed over time?</li> </ul> | <p>generating energy security?</p> <ul style="list-style-type: none"> <li>What are the options and what are their strengths and weaknesses for improving energy security?</li> </ul> <p><b><u>Issue evaluation:</u></b></p> <ul style="list-style-type: none"> <li>What is the physical geography of the area?</li> <li>How is the physical geography connected to the human geography?</li> <li>What are the strengths and weaknesses of the decisions taken?</li> </ul>  | <ul style="list-style-type: none"> <li>How do you interpret graphs?</li> <li>What is the best way to tackle 4, 6 and 9 mark questions?</li> <li>How can I incorporate case studies?</li> <li>What are the revision techniques that help us to revise?</li> </ul>  |
| <b>Assessment week and content</b> | <p><b><u>Assessment:</u></b></p> <p><b>Formal assessment:</b> Take place within the 4 weeks leading up to the Christmas break and/or in line with the year 11 mock calendar.</p> <p><b>Content:</b> GCSE questions based on:</p> <ul style="list-style-type: none"> <li>Human and Physical Fieldwork</li> <li>Changing Economic World</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>  | <p><b><u>Assessment:</u></b></p> <p><b>Formal assessment:</b> Take place within the 4 weeks leading up to the Easter break and/or in line with the year 10 mock calendar.</p> <p><b>Content:</b> GCSE questions based on:</p> <ul style="list-style-type: none"> <li>Paper 1: Natural Hazards, Living World, Coasts and Glaciation</li> <li>Paper 2: Urban Issues and Challenges, Changing Economic World, Resource Management</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p> | <p><b><u>Assessment:</u></b></p> <p><b>Formal assessment:</b> Take place within the 4 weeks leading up to the summer break and/or in line with the year 11 mock/actual GCSE calendar.</p> <p><b>Content:</b> GCSE questions based on:</p> <ul style="list-style-type: none"> <li>Issue evaluation</li> <li>Paper 1, 2 and 3 content</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place in the lead up to exams to ensure students are as best prepared as they can be.</p> |

## Subject HISTORY

| Time Period   | Autumn Term  | Spring Term   | Summer Term   |
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| <b>Content</b><br><br><b>Each unit revises material previously studied with a focus on Exam Skills.</b> | <b>Modern Depth Study: Weimar and Nazi Germany, 1918-39</b> <ul style="list-style-type: none"> <li>- The Weimar Republic 1918–29</li> <li>- Hitler’s rise to power, 1919–33</li> <li>- Nazi control and dictatorship, 1933–39</li> <li>- Life in Nazi Germany, 1933–39</li> </ul>  | <b>Thematic Study: Crime and Punishment in Britain, c1000-present</b> <ul style="list-style-type: none"> <li>- c1000–c1500 Medieval England</li> <li>- c1500–c1700 Early Modern England</li> <li>- c1700-1900 18th and 19th Century Britain</li> <li>- 1900-Present Modern Britain</li> </ul>   | <b>British Depth Study: Anglo-Saxon and Norman England, c1060–88</b> <ul style="list-style-type: none"> <li>- Anglo-Saxon England and the Norman Conquest, 1060–66</li> <li>- William I in power: securing the kingdom, 1066–87</li> <li>- Norman England, 1066–88</li> </ul><br><b>Period Study: Superpower relations and the Cold War, 1941-91</b> <ul style="list-style-type: none"> <li>- The origins of the Cold War, 1941–58</li> <li>- Cold War crises, 1958–70</li> <li>- The end of the Cold War, 1970–91</li> </ul> |
| <b>Skills</b>   | <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> <li>- Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> <li>- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> <li>- Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> <li>- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> <li>- Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>  |

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| <b>Key Questions</b>               | <ul style="list-style-type: none"> <li>- What were the origins of the Republic?</li> <li>- What were the early challenges to the Weimar Republic?</li> <li>- How did the Republic recover?</li> <li>- How did society change?</li> <li>- How did the Nazi Party develop?</li> <li>- How did Hitler become Chancellor?</li> <li>- How did Hitler create a dictatorship?</li> <li>- How did the Nazi's control the people?</li> <li>- In what ways did people oppose, resist and conform to Nazi policies?</li> <li>- What were Nazi policies towards women and the young?</li> <li>- How did the Nazi's change employment and living standards?</li> <li>- In what ways did the Nazi's persecute minorities?</li> </ul> | <ul style="list-style-type: none"> <li>- What was the nature and changing definitions of criminal activity throughout each period?</li> <li>- What was the nature of law enforcement and punishment and how did this change over time?</li> <li>- What was the influence of the Church on crime and punishment?</li> <li>- Who were the key individuals that had an impact on crime, policing and punishment?</li> </ul> | <ul style="list-style-type: none"> <li>- What was Anglo-Saxon Society?</li> <li>- What was the succession crisis of 1066 and who were the rival claimants for the throne?</li> <li>- What was the impact of the Norman invasion?</li> <li>- What were the causes and outcomes of resistance to Norman rule?</li> <li>- What was the early tension between East and West?</li> <li>- How did the Cold War develop between 1941 and 1958?</li> <li>- In what ways did the Cold War intensify?</li> <li>- In what ways did the Cold War continue to intensify?</li> <li>- What were the three Cold War crises?</li> <li>- How did the USA and USSR react to each crisis?</li> <li>- What attempts were there to reduce tension between East and West?</li> <li>- What were the flashpoints in the Cold War?</li> <li>- How did the Soviet Union collapse and lose control of Eastern Europe?</li> </ul> |
| <b>Assessment week and content</b> | <b>Full exam paper on Weimar and Nazi Germany</b>  | <b>Full exam paper on Crime and Punishment in Britain, c-1000-present</b>  | <b>Full exam paper on Anglo-Saxon and Norman England, c1060–88 and Superpower relations and the Cold War, 1941-91</b>  |

**Subject: MATHS – FOUNDATION**

| Time Period    | Autumn Term   |   | Spring Term  | Summer Term  |
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| <b>Content</b> | <ul style="list-style-type: none"> <li>Linear equations</li> <li>Quadratic graphs</li> <li>Linear sequences</li> <li>Percentages and simple interest</li> <li>Ratio and proportion</li> <li>Angles</li> <li>Averages from table</li> <li>Fractions/decimals/percentages</li> </ul>  | <ul style="list-style-type: none"> <li>Pythagoras's theorem and Trigonometry</li> <li>Bearings</li> <li>Laws of indices</li> <li>Transformations</li> <li>Standard form</li> <li>Volume and surface area of prisms</li> <li>Probability and Venn diagram</li> </ul> | 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. The more detailed sequence of topics will be updated in the second half of the Autumn term. This will be shared with the students. | 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. The more detailed sequence of topics will be updated in the second half of the spring term. This will be shared with the students. |
| <b>Skills</b>  | <p><b>Number</b><br/>perform the four operations with fractions and mixed numbers, calculate a fraction of an amount,<br/>work with percentages (percentage of an amount, reverse percentages, percentage change and simple interest, etc)<br/>convert between fractions, decimals and percentages,<br/>know and use laws of indices/powers</p> <p><b>Ratio, proportion and rates of change</b><br/>Solve problems on inverse proportion, problems related to recipes, currency exchange and 'value for money', use the</p> |   |  |  |

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|  | <p>unitary method to solve problems on ratio and proportion, share an amount in a ratio<br/>Work with large and small numbers using standard form.</p> <p><b>Algebra</b><br/>solve linear equations (incl ones with brackets and unknown on both sides), derive expressions and equations using given information, draw linear and quadratic graphs using a table of values, identify the roots and turning point of a quadratic graph, work with linear sequences</p> <p><b>Geometry and Measures</b><br/>work out the volume of prisms, work out the surface area of prisms and non prisms<br/>solve problems in right-angled triangles using Pythagoras's theorem and Trigonometry<br/>calculate and measure bearings, describe transformations</p> <p><b>Statistics and probability</b><br/>Calculate probabilities using probability trees and Venn diagram. represent and interpret data using various of statistical diagrams</p> |  |  |
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| <b>Assessment week and content</b> | <p>Mock exam 1<br/>Exam window 16<sup>th</sup> of October – 3<sup>rd</sup> of November 2023</p> <p>Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator)</p> <p>Students should be prepared to answer questions from the whole of the GCSE maths specification</p> <p>The INCLASS mocks (approximately 1x a month) will be incorporated in the lessons starting after the November Mock.</p> | <p>Mock exam 2<br/>Exam window 29<sup>th</sup> of January – 9<sup>th</sup> of February 2024</p> <p>Students will be assessed using past exam papers – full set (1 x non-calculator and 1 x calculator)</p> <p>Students should be prepared to answer questions from the whole of the GCSE maths specification</p> <p>The INCLASS mocks will be incorporated in the lessons (approximately 1x a month).</p> | <p>Final GCSE (public exams start 6<sup>th</sup> of May 2024)</p> <p>Students will sit three 90 minutes papers<br/>1x Non-calculator<br/>2x Calculator</p> <p>The INCLASS mocks will be incorporated in the lessons (approximately 1x a month).</p> |
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**Subject: MATHS - HIGHER**

| Time Period    | Autumn Term  |   | Spring Term   | Summer Term   |
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| <b>Content</b> | <ul style="list-style-type: none"> <li>Linear and quadratic inequalities</li> <li>Algebraic proof/ proof of recurring decimals</li> <li>Equations of straight lines and equation of a circle</li> <li>Fractional and negative indices</li> <li>Harder percentages</li> </ul> | <ul style="list-style-type: none"> <li>Further trigonometry</li> <li>Vectors</li> <li>Pythagoras' theorem and Trigonometry</li> <li>Probability+Venn diagram</li> <li>Simultaneous equations</li> </ul> | <p>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. The more detailed sequence of topics will be updated in the second half of the Autumn term. This will be shared with the students.</p> | <p>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. The more detailed sequence of topics will be updated in the second half of the spring term. This will be shared with the students.</p> |
| <b>Skills</b>  | <p><b>Number</b><br/>simplify expressions involving fractional and</p>   |   |   |   |

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|  | <p>negative indices, solve problems with harder percentages</p> <p><b>Algebra</b></p> <p>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>solve problems on algebraic proof and proof of recurring decimals</p> <p>solve linear and quadratic inequalities</p> <p><b>Geometry and Measures</b></p> <p>Use of Pythagoras' theorem and Trigonometry to solve problems in right-angled triangles.</p> <p>Use further Trigonometry in non-right angled triangles</p> <p>Solve vector problems.</p> <p><b>Probability and Statistics</b></p> <p>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</p> |  |  |
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| <b>Assessment week and content</b> | <p>Mock exam 1</p> <p>Exam window 16<sup>th</sup> of October – 3<sup>rd</sup> of November 2023</p> <p>Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator)</p> <p>Students should be prepared to answer questions from the whole of the GCSE maths specification</p> <p>The INCLASS mocks (approximately 1x a month) will be incorporated in the lessons starting after the November Mock.</p> | <p>Mock exam 2</p> <p>Exam window 29<sup>th</sup> of January – 9<sup>th</sup> of February 2024</p> <p>Students will be assessed using past exam papers – full set (1 x non-calculator and 1 x calculator)</p> <p>Students should be prepared to answer questions from the whole of the GCSE maths specification</p> <p>The INCLASS mocks will be incorporated in the lessons (approximately 1x a month).</p> | <p>Final GCSE (public exams start 6<sup>th</sup> of May 2024)</p> <p>Students will sit three 90 minutes papers</p> <p>1x Non-calculator</p> <p>2x Calculator</p> <p>The INCLASS mocks will be incorporated in the lessons (approximately 1x a month).</p> |
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## Subject: MUSIC

| Time Period    | Autumn Term 1  |   |   | Autumn Term 1 & 2   | Autumn 2  |
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| <b>Content</b> | <p><b>Solo Performance</b></p> <p><i>Component 1</i></p> <ul style="list-style-type: none"> <li>Perform a solo piece to the rest of the class</li> </ul> | <p><b>COURSEWORK: Ensemble Performance</b></p> <p><i>Component 1</i></p> <p>Perform a solo piece to the rest of the class</p>       | <p><b>Film Music</b></p> <p><i>AOS 3: Music for Film</i></p> <ul style="list-style-type: none"> <li>Listening to and analysing Film Music</li> <li>Revising the conventions of Film Music</li> <li>Short composition ideas to fit different Musical Styles</li> </ul> | <p><b>COURSEWORK: Composition TWO</b></p> <p><i>Component 2</i></p> <ul style="list-style-type: none"> <li>Compose Coursework piece No 2 to a brief <b>set by the exam board</b></li> <li>Conventions of the brief set</li> <li>Complete Composition log</li> </ul> | <p><b>EXAM: Year 11 November Music Exam</b></p> <p><i>AOS 1-4</i></p> <ul style="list-style-type: none"> <li>Listening to and analysing Music of all genres</li> <li>Music Theory</li> <li>Extended Writing</li> <li>Bach's Badinerie</li> <li>Toto's Africa</li> <li>All Areas of Study (AOS)</li> </ul> |
| <b>Skills</b>  | <ul style="list-style-type: none"> <li>Performance using accurate pitch and rhythm</li> <li>Performance</li> </ul>                                       | <ul style="list-style-type: none"> <li>Performance using accurate pitch and rhythm</li> <li>Performance using expression</li> </ul> | <ul style="list-style-type: none"> <li>Analysing Music using Musical Language</li> <li>Matching mood to compositional techniques</li> </ul>   | <ul style="list-style-type: none"> <li>Use composition skills to complete a composition to fit the brief</li> <li>Be able to write about the compositional choices made</li> </ul>  | <ul style="list-style-type: none"> <li>Be able to answer listening, analysis and theory questions in a formal exam setting</li> </ul>   |

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|                                    | using expression<br>• Performance displaying technical control   | • Performance displaying technical control   |  |   |   |
| <b>Key Questions</b>               | What grade of performance are you working at?<br><br>Can you play the piece accurately?<br><br>Can you play the piece with expression?<br><br>Have you included all the performance markings on the score including articulation and dynamics? | What grade of performance are you working at?<br><br>Can you play the piece accurately?<br><br>Can you play the piece with expression?<br><br>Have you included all the performance markings on the score including articulation and dynamics? | How can I describe this Music using Musical language?<br><br>What are the conventions of Film Music? | What are the conventions of the style given in my brief?<br><br>How well does my composition meet the brief?<br><br>How well does my composition meet the assessment criteria?<br><br>How can I improve my composition? | Can you describe Music using Musical Language?<br><br>Can you identify changes in Music?<br><br>Can you identify instruments?<br><br>Can you use music theory accurately? |
| <b>Assessment week and content</b> | <b>Performance Assessment</b><br>- Set as homework at the end of Year 10. Perform a solo piece of your choosing<br>- Lesson 1 or 2 in the first week back  | <b>Performance Assessment</b><br>- Set as homework at the end of Year 10. Perform a solo piece of your choosing<br>- Lesson 1 or 2 in the first week back<br><b>COURSEWORK SUBMISSION: 1<sup>st</sup> LESSON IN DECEMBER</b>                   | <b>Listening Assessment</b><br>- Exam style questions<br>Week 6 of Autumn 1                          | <b>Composition Coursework</b><br>- Submission for final Feedback<br><br><b>COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM</b>   | <b>Formal Year 11 Music Exam</b><br>- Covering all vocabulary<br>- Covering all Music theory learnt<br>- Extended writing question worth 10 marks<br>In Exam Week (TBC)   |

| Time Period                        | Spring Term 1  |  |  |   |
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| <b>Content</b>                     | <b>REVISION: Forms and Devices / Musicals</b><br><i>AOS 1: Western Classical Tradition / AOS 3: Music for Ensemble</i> <ul style="list-style-type: none"> <li>Revise conventions of Forms and devices and of Musicals</li> <li>Play Fugue for Tinhorns from <i>Guys and Dolls</i></li> <li>Compose using different Forms showing contrast</li> </ul> | <b>COURSEWORK: Composition TWO</b><br><i>Component 2</i> <ul style="list-style-type: none"> <li>Compose Coursework piece No 2 to a brief <b>set by the exam board</b></li> <li>Conventions of the brief set</li> <li>Complete Composition log</li> </ul> | <b>COURSEWORK Performance TWO</b><br><i>Component 1</i> <ul style="list-style-type: none"> <li>Perform a second piece to for coursework (this can be solo or ensemble)</li> </ul>  | <b>EXAM: Year 11 Spring Music Exam</b><br>AOS 1-4 <ul style="list-style-type: none"> <li>Listening to and analysing Music of all genres</li> <li>Music Theory</li> <li>Extended Writing</li> <li>Bach's Badinerie</li> <li>Toto's Africa</li> <li>All Areas of Study (AOS)</li> </ul> |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>Analysing Music using Musical Language</li> <li>Show contrast through music</li> <li>Show understanding of forms and devices</li> </ul>   | <ul style="list-style-type: none"> <li>Use composition skills to complete a composition to fit the brief</li> <li>Be able to write about the compositional choices made</li> </ul>   | <ul style="list-style-type: none"> <li>Performance using accurate pitch and rhythm</li> <li>Performance using expression</li> <li>Performance displaying technical control</li> </ul>  | <ul style="list-style-type: none"> <li>Be able to answer listening, analysis and theory questions in a formal exam setting</li> </ul>   |
| <b>Key Questions</b>               | What is this device? What does it mean? What does it look like? What does it sound like?<br><br>Can you play the piece accurately?<br><br>How can I describe this Music using Musical language?<br><br>What are the conventions of Musicals?   | What are the conventions of the style given in my brief?<br><br>How well does my composition meet the brief?<br><br>How well does my composition meet the assessment criteria?<br><br>How can I improve my composition?                                  | What grade of performance are you working at?<br><br>Can you play the piece accurately?<br><br>Can you play the piece with expression?<br><br>Have you included all the performance markings on the score including articulation and dynamics? | Can you describe Music using Musical Language?<br><br>Can you identify changes in Music?<br><br>Can you identify instruments?<br><br>Can you use music theory accurately?   |
| <b>Assessment week and content</b> | <b>Listening Assessment</b><br>- Exam style questions  | <b>COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM</b>  | <b>COURSEWORK SUBMISSION: BY FEBURARY HALF TERM</b>  | <b>Formal Year 11 Music Exam</b><br>- Covering all vocabulary<br>- Covering all Music theory  |

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|  |  |  |  | learnt<br>- Extended writing question worth 10 marks<br><i>In Exam Week (TBC)</i> |
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| Time Period                        | Spring Term 2   | Summer Term 1  |
|------------------------------------|---|--|
| <b>Content</b>                     | <b>REVISION and Improvements</b> <ul style="list-style-type: none"> <li>• Exam listening questions</li> <li>• Revision games</li> <li>• Focus on Sound</li> <li>• 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"> <li>○ Performance 1/ Performance 2</li> <li>○ Composition 1/ Composition 2/ Composition Logs</li> <li>○ Listening skills/Theory knowledge</li> <li>○ A-level Extension work</li> </ul> </li> </ul> | <b>REVISION</b> <ul style="list-style-type: none"> <li>• Exam listening questions</li> <li>• Revision games</li> <li>• Focus on Sound</li> </ul>         |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>• Working independently</li> <li>• Listening skills for revision</li> <li>• Responding to feedback</li> </ul>  | <ul style="list-style-type: none"> <li>• Working independently</li> <li>• Listening skills for revision</li> <li>• Responding to feedback</li> </ul>     |
| <b>Key Questions</b>               | What areas do I need to improve?<br><br>Where do my strengths lie?  | What areas do I need to improve?<br><br>Where do my strengths lie?   |
| <b>Assessment week and content</b> | <b>Listening Assessment</b> <ul style="list-style-type: none"> <li>- Exam style questions most lessons</li> </ul>   | <b>COURSEWORK MARKS RETURNED TO STUDENTS:</b><br><i>First/Second week of April</i><br><br><b>FINAL LISTENING EXAM:</b> Usually <i>First week of June</i> |

**Subject: PE**

| Time Period                        | Autumn Term  | Spring Term   |
|------------------------------------|--|---|
| <b>Content</b>                     | <p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> <li>• Individual activities/games</li> <li>• Team activities/games</li> <li>• Aesthetic activities</li> <li>• Fitness</li> </ul> | <p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> <li>• Individual activities/games</li> <li>• Team activities/games</li> <li>• Aesthetic activities</li> <li>• Fitness</li> <li>• Striking &amp; Fielding</li> </ul> |
| <b>Skills (Practical)</b>          | <ul style="list-style-type: none"> <li>• Fundamental Motor Skills</li> <li>• Techniques</li> <li>• Tactics</li> </ul>  | <ul style="list-style-type: none"> <li>• Fundamental Motor Skills</li> <li>• Techniques</li> <li>• Tactics</li> </ul>   |
| <b>Key Questions (Concept)</b>     | Am I able to use physical activity as a tool to manage my stress?  | Am I aware of the long-term impact physical activity has on my well-being?  |
| <b>Assessment week and content</b> | Continuous throughout the term, end of activity/concept assessment.  | Continuous throughout the term, end of activity/concept assessment.   |

**Subject: PSYCHOLOGY**

| Time Period    | Autumn Term   | Spring Term                                   | Summer Term        |
|----------------|---|---|--------------------|
| <b>Content</b> | <p>Language, thought and communication</p> <p>Brain and Neuropsychology</p> | <p>Psychological problems</p> <p>Revision</p> | Revision and exams |

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| <b>Skills</b>                      | A01 – Knowledge<br>A02 – Application<br>A03 - Evaluation   | A01 – Knowledge<br>A02 – Application<br>A03 - Evaluation  | A01 – Knowledge<br>A02 – Application<br>A03 - Evaluation  |
| <b>Key Questions</b>               | <ul style="list-style-type: none"> <li>• What are cultural differences regarding non-verbal behaviour?</li> <li>• What evolutionary explanations are there for non-verbal behaviour?</li> <li>• What is the nervous system and what does it do?</li> <li>• What is neuropsychology and why is it relevant today?</li> <li>• How can the brain repair itself after damage?</li> </ul> | <p>What information do I need to include in an extended response/how can I plan effectively for an extended response?</p> <p>How do I structure an extended response?</p> <p>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?</p> <p>How confident do you feel with the content covered on the course?</p> <p>How confident do you feel with the key skills required on the course/are you able to demonstrate all three assessment objectives?</p> <p>Can you apply your knowledge to exam-style questions in timed conditions?</p> <p>Do you feel prepared for the exams?</p> |
| <b>Assessment week and content</b> | <p><b>Mock exams October will cover elements of unit 1 and unit 2 content.</b></p> <p>Before end of term: end of unit tests for Language, thought and communication and Brain and Neuropsychology</p> <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p>   | <p><b>Mock exams January/ February will cover elements of unit 1 and unit 2 content.</b></p> <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p>                               | <p><b>Final exams – tbc</b></p>   |

**Subject: SCIENCE**

| <b>Time Period</b>   | <b>Autumn Term</b>  | <b>Spring Term</b>  | <b>Summer Term</b>  |
|----------------------|---|---|---|
| <b>Content</b>       | Paper 1 revision for Mocks<br>Inheritance<br>Classification and evolution<br>Atmosphere and Hydrocarbons<br>Waves and EM Waves<br>Magnets and motors  | Ecology<br>Biodiversity and Ecosystems<br>Sustainability<br>Revision  | Exam revision time  |
| <b>Skills</b>        | Analyse secondary data.<br>Predicting, making inferences and describing relationships<br>Use of scientific terms<br>Organisation of ideas and information<br>Identifying main ideas, events and supporting details<br>Application of working scientifically   | Analyse secondary data.<br>Predicting, making inferences and describing relationships<br>Use of scientific terms<br>Organisation of ideas and information<br>Identifying main ideas, events and supporting details<br>Application of working scientifically | Analyse secondary data.<br>Predicting, making inferences and describing relationships<br>Use of scientific terms<br>Organisation of ideas and information<br>Identifying main ideas, events and supporting details<br>Application of working scientifically |
| <b>Key Questions</b> | What is variation?<br>How do our genes control our phenotype?<br>What is genetic engineering?<br>Is genetic engineering ethical?<br>What are inherited disorders and how can we predict the likelihood of them occurring?<br>What were the ideas of Darwin, Lamarck, and Wallace?<br>Why do we not have a complete fossil record?<br>Why a species might become extinct?<br>How does antibiotic resistance develop in bacteria? What are the ways to avoid antibiotic resistance developing?<br>How is human activity affecting the Earth's Atmosphere?<br>How are we seeking to make sustainable use of the Earth's limited resources? | Why is the nature of cycling in nature so important?<br>What is global warming and why does it matter?<br>How can we make food production more efficient?<br>How is human activity affecting the Earth's Atmosphere?  |   |

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|                                    | What is the motor effect?<br>What is an electric current?<br>How do series and parallel circuits differ?   |   |  |
| <b>Assessment week and content</b> | Acids and neutralisation W/C 3 <sup>rd</sup> October<br>Inheritance W/C 2nd October<br>Motion W/C 12 <sup>th</sup> December<br>Paper 1 mocks<br>W/C 17 <sup>th</sup> October<br>W/C 31 <sup>st</sup> October | Ecology W/C 15 <sup>th</sup> January<br>Hydrocarbons W/C 15 <sup>th</sup> January<br>Paper 2 mocks<br>W/C 29 <sup>th</sup> January<br>Ecosystems W/C 19 <sup>th</sup> February<br>Motors W/C 22 <sup>nd</sup> January |  |

**Subject: SPANISH**

| Time Period          | Autumn Term  | Spring Term  | Summer Term  |
|----------------------|--|--|--|
| <b>Content</b>       | <b>Theme 2: Local national, international and global areas of interest</b><br><b>The Environment, Poverty and Homelessness</b><br><br><b>Travel and Tourism</b>        | <b>Theme 3:</b> Current and future study and employment<br><br>My studies, life at school<br><br>Jobs, career choices and ambitions                                    | <b>Revision of all 3 Themes</b><br><br>Preparation for the speaking exam   |
| <b>Skills</b>        | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses.<br>Listening, speaking, reading, writing and translation.<br>Describing photos. | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses.<br>Listening, speaking, reading, writing and translation.<br>Describing photos. | Building up a strong foundation of vocabulary. Learning verbs in three or more tenses.<br>Listening, speaking, reading, writing and translation.<br>Describing photos. |
| <b>Key Questions</b> | 1. ¿Qué haces para ayudar al medio ambiente?<br>2. ¿Qué piensas de la situación de los sin techo?<br>3. ¿Adónde fuiste de vacaciones el año                            | 1. ¿Cómo es tu colegio?<br>2. Llevas uniforme?<br>3. ¿Tienes un empleo el sábado?<br>4. ¿Cómo sería tu trabajo ideal?<br>5. ¿Te gustaría ir a la Universidad o         |  |



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|                                    | <p>pasado?</p> <p>4. ¿Adónde te gustaría ir en el futuro?</p> <p>5. ¿Cómo serían tus vacaciones ideales?</p> | trabajar?   |                         |
| <b>Assessment week and content</b> | November – GCSE reading paper, listening paper and writing paper   | GCSE listening paper<br>GCSE speaking exam<br>GCSE writing exam | May / June – GCSE EXAMS |

**Subject: RSHE**

| Time Period  | Autumn Term   | Spring Term   | Summer Term  |
|--|---|---|--|
| <b>RSHE Life Skills Content (Tutor Time)</b>       | <p><u>Memory and Revision</u></p> <ul style="list-style-type: none"> <li>Prepare for success: Your working environment</li> <li>What is encoding?</li> <li>What are cues and how do they trigger memory</li> <li>Pomodoro method</li> <li>The dos and don'ts of last minute revision</li> <li>How to relieve stress when in an exam</li> </ul> <p><u>Our Community- Plastic world</u></p> <ul style="list-style-type: none"> <li>Launch of UniFrog with head of careers ES and SLT link ZA</li> <li></li> </ul> | <p><u>Careers Research</u></p> <ul style="list-style-type: none"> <li>Career options using a series of online tests</li> <li>Research universities, colleges and apprenticeships</li> <li>How to apply for jobs</li> <li>Writing personal statements and letters of intent</li> </ul> <p><u>Managing a budget</u></p> | <p><u>Revision and exam focus</u></p> <ul style="list-style-type: none"> <li>Each week, students will be given a task to do for a core subject</li> </ul>            |
| <b>RSHE Content covered in curriculum subjects</b> | <p><u>CSE</u></p> <p><u>Drugs and Alcohol</u></p> <p>Students will investigate the use of alcohol and drugs in modern Britain. They will look at the law and the possible dangers of these</p>  | <p><u>CSE</u></p> <p><u>Stress and Wellbeing</u></p> <p>Students discuss key issues related to stress and Wellbeing. Stress, anxiety, mental health, mindfulness, self-harm.</p>  | <p><u>CSE</u></p> <p><u>Stress and Wellbeing before the exams</u></p> <p>To help students to prepare for the exams in the summer with the most positive mindset.</p> |

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|  | <p>substances.</p> <p><u>Science</u><br/>Inherited disorders, IVF, abortion and the ethics of embryo screening</p> |  |  |
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