



THE YEAR 11 CURRICULUM@ ALDERBROOK

2020 - 21



*'Education is the most powerful weapon which you can
use to change the world'.*

Nelson Mandela

AMBITION | BRAVERY | KINDNESS

Ambition for our Year 11 Curriculum:

Year 11 marks the final year of Key Stage 4. The emphasis throughout school life on a student's 'approach to learning', should come into fruition this year, as students continue to work towards their examination courses with established study habits.

There is an increasing emphasis on fine tuning revision techniques which have been nurtured from Year 7 and preparing for tests and final exams with a well-planned personal timetable. Mock examinations which Year 11s sit early in the year, provide one final opportunity for students to practise sitting formal examinations in a school hall environment before they take their examinations.

The **Personal, Social, Health, Citizenship and Economic Education** programme provides important balance for our Year 11s, with an age appropriate focus on aspects of 'Health and Well-Being', 'Relationships and Sex Education' and 'Living in the Wider World'. Part of their programme includes a motivational and goal setting sessions by external professionals.

Continuing to ensure that students understand the key vocabulary for their subjects is important, particularly paying attention to the command words in examination questions. Students should take time to make sure they learn and understand any new subject vocabulary.

Bravery:

Year 11 is a key age where mental and physical well-being are a focus, along with personal organisation and an awareness of personal strengths and characteristics. The programme of assemblies, Personal and Social lessons, and Life Ready Days in Year 11 encourage this growth, whilst supporting students to make the right decisions and stay safe. A full range of revision and after school support sessions is programmed for this year group, though students are encouraged to maintain their hobbies and activities to help them find balance and relaxation as they progress through the year.

Kindness:

Year 11s continue to have a form tutor and a Year 10 tutor group they will meet each day. This familiarity will be a support for students this year. The form tutor will be key in advising students how to manage their time and discuss any anxieties. **The Head of Year 11 is Miss Usefnia, and the Pastoral Manager for Year 11 is Mr Middleton.** These members of staff know this year group very well, having supported them through Year 10.

Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Coursework	Coursework	No exam so continued coursework for 20/21	No exam so continued coursework for 20/21		
Business	Finance Unit	Finance Unit/Marketing Unit	Marketing Unit	Revision	Revision	
Computer Science	Component 1 exam paper practice. 2.4 Computational logic	Component 1 revision. 2.5 facilities of languages	Component 1 revision. 2.6 Data representation	Revision	Revision	
CoPE	Improving own Learning and Performance	Improving own Learning and Performance	Communication	Beliefs and Values	Evidence Compilation	Evidence Compilation
Dance - GCSE	Performance: Duet/trio Appreciation: Study of fifth professional work	Performance: Duet/trio Choreography: Choreographic process Appreciation: critical appreciation of own work	Choreography: Choreographic process Appreciation: Study of sixth professional work	Choreography: Choreographic process and programme note Appreciation: Study of sixth professional work	Appreciation: reflection of moderated marks Full papers	Performance: Dance A-level Workshop
Dance – AQA Vocational	Unlocking Creativity: Pitch presentation & portfolio	Dance workshops & the performing arts experience	The performance & logbook	The performance & logbook The performing arts experience	The performing arts experience preparation for exam	A-level dance workshop
Design & Technology	Design Possibilities	Design Brief & Specification	Development	Realising ideas	Evaluation	
Drama - GCSE	Device from a stimulus	Complete written coursework	Scripted performance	Revision for component 1		
Drama - BTEC	Prep & Rehearse Scripted Performance	Perform Scripted Performance & complete log book	Familiarisation with written exam. Practice	Revision of key knowledge from year 10.		
Engineering Design	R106 Commercial production methods	Research existing products	Analyse existing products through disassembly	Disassembly of a chosen product	Coursework finalised. Paperwork signed off.	
English						
Food Preparation & Nutrition	Practical Work: Food preparation skills Theory: Food Investigation	Practical Work: Food preparation skills Theory: Food Investigation	Practical Work: Food preparation skills Theory: Food Preparation Assessment	Practical Work: Food preparation skills Theory: Food Preparation Assessment	Practical Work: Food preparation skills Theory: Food, nutrition and health. Food science, safety, safety, choice, provenance	Theory: Food, nutrition and health Food science, safety, choice, provenance
French	Social Issues 1	Social Issues 2	Revision Programme	Revision Programme	Final exam practice	GCSE exam
Geography	Revisiting The Challenge of Natural Hazards	Revisiting The Challenge of Natural Hazards	The changing economic World	The changing economic World	Preparation for Paper 3- Issue Evaluation	

Health & Social Care	Know the dietary needs in each life stage	Be able to create dietary plans for specific dietary needs	Practical Be able to produce a nutritional meal for chosen individual	Theory Analysis of meal and synopsis.		
History	Elizabethan England part 1	Elizabethan England part 2	Elizabethan England part 3	Revision	Revision	
IT	Developing technological solutions. Data collection, storage and use	R013 Project. Factors to be considered when collecting data.	R013 Project	Revision	Revision	
Mathematics	Further Graphical and Advanced Algebra (H)	Advanced Shape/Vectors(H) Further Shape (F)	Recapping key skills based on mock exam analysis	Exam prep/Revision	Exam prep/Revision	
Media	Revision of component 1 set texts, key areas of the framework + completion of coursework	Component 1 section B – Audience and Industry for Fortnite, The Sun, Spectre, The Archers	Component 2 section A: Crime drama – Luther and The Sweeney	Component 2 section B: Music videos – Taylor Swift, Pharrell Williams and TLC.	Revision	
Music	Solo Performance	The Music Industry exam preparation	Managing a Music Product Part 1	Managing a Music Product Part 2	Managing a Music Product Part 3	Coursework Recap
PE - Core	Review of groups	Theme of motivation	Theme of life-long participation	Theme of how can exercise increase performance in exams.		
PE - GCSE	Health and Fitness and Well-being	Non-Exam Assessment	Revisit topics (Paper 1) and exam technique.	Revisit topics (Paper 2) and exam technique.	Final Exams	
Photography						
PSHCE	Recovery, relationships, hope and wellbeing	Healthy and unhealthy sexual relationships	Employability – personal strengths.	Managing wellbeing during exams		
RE	Islamic Practices	Islamic Practices	Christian Practices	Christian Practices	Revision	
Science	Homeostasis & Response Inheritance, Variation & Evolution Quantitative Chemistry The Rate and Extent of Chemical Change	Ecology Organic Chemistry Chemical Analysis	Chemistry of the Atmosphere Using Resources Waves Magnetism and Electromagnetism	Year 10 Revision	Year 11 Revision	
Biology	Homeostasis & Response	Inheritance, Variation & Evolution	Ecology	Year 10 Revision	Year 11 Revision	
Chemistry	The Rate and Extent of Chemical Change Organic Chemistry	Chemical Analysis	Chemistry of the Atmosphere Using Resources	Year 10 Revision	Year 11 Revision	
Physics	Forces	Space Physics	Waves Magnetism Electromagnetism	Year 10 Revision	Year 11 Revision	
Spanish	Life at School, College and Post 16	Job, Careers Choices and Ambitions	GCSE Progression	GCSE Revision	GCSE Exam	
Sports Studies	The negative effects of media in sport.	Leadership in sport	The relationship between sport and the media	Evaluation of media coverage in sport		

Art

'All children are artists. The problem is how to remain an artist when one grows up' Picasso

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Coursework Theme For 2020 sept we are continuing with Missed and Lost tasks from lock down and the Summer term. We have to extend the coursework this year as it will be 100% of the final mark.	Coursework theme A past Exam paper theme is usually given to extend students work. This benefits them in relating to exam paper themes with planning and linking work to themes as well as encouraging even more independence at this point in their coursework. The coursework becomes personalised with 1-1 feedback and discussion through tasks.	Exam Paper January Exam papers are handed out. 10 weeks of preparatory time for students to independently gather resources and evidence for A01,A02,A03 Art Trip to support A01.	Exam Paper Exam dates usually before or after Easter break. Exam 10 hours A04		
Key Assessments	1-1 feedback and discussion through tasks.	Coursework assessment mark Breakdown December by deadline Extension to coursework for 2021	Students aware of coursework marks pre moderation. Exam prep guidance	EXAM marked and all marks submitted to OCR.		
Literacy & Numeracy	Worksheets and resources- handouts for key terminologies. Knowledge planner overview. GCSE handbook					
How you can help your child at home	Support your son/daughter with accessing resources for research and critical analysis for A01 component. Having art materials for independent learning. We offer a school Art pack. OCR: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/ Pinterest: https://www.pinterest.co.uk/ for inspiration and examples. Youtube: for extra tutorials					

Business

‘Success usually comes to those who are too busy to be looking for it.’ Henry David Thoreau

Business in Year 11 seeks to revisit knowledge taught in Year 9&10 and build on this, whilst also developing essential skills of application, analysis, and evaluation to support preparation for the exams. Students are also encouraged to link their learning to what is going on in the economy and business world. By examining and thinking critically about the real-life business situations students will gain an insight into different context which will help them to develop their employability skills for the future

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Finance Unit: Sources of finance Cash flow Financial Terms and Calculations Analysing the financial performance of a business	Finance Unit: Analysing the financial performance of a business Marketing Unit: Segmentation Market Research Methods Marketing Mix : Product	Marketing Unit: Marketing Mix : Price Marketing Mix : Promotion Marketing Mix: Place	Revision across all units	Revision across all units	
Key Assessments	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 1 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 2 (mock paper 1) Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 3 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 4 (mock paper 2) Knowledge recall, applying analysing & evaluating in relation to a business context	Embedding tasks during half term: quizzes, maths moments and key term tests. Topic Assessments Knowledge recall, applying analysing & evaluating in relation to a business context.	
Important literacy and numeracy developed this year	Literacy – key terminology relating to Business. These are reinforced via students utilising knowledge organisers for each topic of work and key terms tests. Terminology such as: Trade credit, Overdraft, Income statement, Assets, Liabilities, Segmentation, Pricing strategies. Extended writing – Students are given writing frames and use model answers to support the analysis skills required for 6-mark questions, the 9-mark evaluative questions and the introduction of the 12 mark question. Numeracy – Students will use basic numeracy skills required to conduct business such as: percentages & percentage changes, averages & revenue, costs & profit. Interpret and use quantitative data in business contexts to support, inform and justify business decisions, including information from graphs and charts.					
Wider skills and enrichment	Transferable skills which are developed through this subject are: Problem solving, calculated risk taking & Reflectiveness. Students could take part in business-based challenges at the end of the year. Throughout the year students are encouraged to view what is going on in Business by using newspaper-based articles, case studies based on different business contexts and set research tasks.					
How you can help your child at home	Use the knowledge organisers in student’s exercise books and revision guides to support them in learning key terminology related to each topic covered throughout the year. Discuss current business issues raised in the news and how it relates to what they have been learning in classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom. Suitable sources for wider reading and research into business can be found on the following websites: BBC Bitesize & Seneca Learning.					

Computer Science

‘The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.’ Stephen Hawking

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Component 1 Systems architecture, memory, storage, wired and wireless networks, network topologies and protocols, systems security, software and ethical, legal, cultural and environmental concerns. Component 2.4 Computational Logic Binary, logic diagrams, truth tables and applying computing related mathematics.	Component 1 Systems architecture, memory, storage, wired and wireless networks, network topologies and protocols, systems security, software and ethical, legal, cultural and environmental concerns. Component 2.5 Translators and languages Different levels of programming languages, assembler, compiler, interpreter and common tools used in an IDE.	Component 1 Systems architecture, memory, storage, wired and wireless networks, network topologies and protocols, systems security, software and ethical, legal, cultural and environmental concerns. Component 2.6 Data Representation How computer represent units, numbers, characters, images, sound and compress files.	Component 1 Systems architecture, memory, storage, wired and wireless networks, network topologies and protocols, systems security, software and ethical, legal, cultural and environmental concerns. Component 2 computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation	Revision on all components	
Key Assessments	Summative assessment Application of knowledge on component 1 and 2.4 Computational Logic. Including structuring a 6-mark programming answer.	Summative assessment Application of knowledge on component 1 and 2.5 Translators and languages. Including structuring a 6-mark programming answer.	Summative assessment Application of knowledge on component 1 and 2.6 Data Representation. Including structuring a 6-mark programming answer.	Summative assessment Application of knowledge on component 1 and component 2. Including structuring a 6-mark programming answer.		
	Embedding tasks during half term: Quizzes, key terms tests and supportive resources.					
Important literacy and numeracy developed this year	Literacy – key terminology. These are reinforced with students cover sheets with the definition and the correct spelling of key words: Boolean, Encryption, SQL, protocols, TCP/IP, Network layers, Ethical, Environmental, Cultural, licenses, arrays, iterative testing and error diagnostics. Extended writing – developing a 6 mark answer including demonstration, application of knowledge and a detailed evaluation through use of a template. Numeracy: The ability to apply various mathematical skills such as tracing, problem solving and producing a graphical design to solve a given problem. Various calculations for determining file sizes and storage requirements.					
Wider skills and enrichment	Problem solving, calculated risk taking & Reflectiveness. Looking into the Ethical, Legal, Cultural, Environmental and Privacy issues surrounding computer science. Students are encouraged to be researching through media latest news stories surrounding Computer Science. Opportunities to take part in programming competitions to further develop skills.					
How you can help your child at home	Downloading Python and encourage your child to practise their programming skills at home, by using video resources and supportive texts provided in lessons. Through regularly discussing technology developments and issues surrounding tech at home can develop answers in the classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning. For additional activities go to https://www.thenational.academy/ or BBC Bitesize.					

CoPE

‘When words are both true and kind, they can change the world.’ Buddha

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Improving own learning and performance- Health and Fitness: Undertake a recognised first aid qualification.	Improving own learning and performance- Create a first aid booklet detailing all of the skills that have been gained from completing a first aid course.	Communicating through discussion- Visit a local park and present a report. Evaluate two products that are environmentally friendly and explain why you would recommend them, Survey and evaluate the school environment and consider environmental issues.	Beliefs and Values- Interview a member of one religion about their beliefs, festivals, celebrations, key figures and moral codes. Visit a place of worship and produce an illustrated report on visible symbols, holy books, the building and its use. Research someone whose religious faith inspired them to care for others. Explore a charity.	Compile all evidence needed for portfolio and complete the relevant paperwork.	
Key Assessments	Attention to detail in learning and carrying out first aid.	Reviewing acquired knowledge to effectively create a well-structured booklet.	Gaining knowledge on the environment around us by observing and listening.	Planning effective questions and interview technique whilst improving confidence in speaking.	Organisation skills.	
Important literacy and numeracy developed this year	New subject terminology surrounding our first aid qualification, environmental issues and beliefs and values.					
Wider skills and enrichment	A valuable chance to gain a further qualification from St Johns Ambulance and the opportunity to visit religious places of worship.					
How you can help your child at home	You can support your child at home by looking at the environment locally and worldwide and discussing environmental issues relevant in the news.					

Dance - GCSE

‘Make each day your masterpiece’ John Wooden

Year 10 provided dancers with the skills and knowledge of performing as a solo dancer. Year 11 requires students to apply their performance skills as part of a duet/trio. The main focus of the final year is to once more explore the choreographic process as an individual, to create masterpieces that belong to the intelligence and choreographic skill of the student. In appreciation, students will continue to compare and contrast the works of professionals, broadening their knowledge and understanding dances of different styles and cultural influences. They will also reflect on their own work and connect their practical experience with theoretical underpinning from research about a theme they feel passionate about. The scheme of assessment prepares students well for A-level dance due to the rigour of the practical work and the requirement to critically appraise professional work.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Performance skills: applied to learning a duet/trio Appreciation: analyse fifth professional work and use skills in connecting to the previous works. <i>Subscribe to an excellent resource called Artspool https://www.artspool-e-learning.com/artspool/</i>	Performance skills: Perform duet/trio Choreography: Apply choreographic process knowledge. Appreciation: critically engage with own work	Choreography: select and develop movement content and structure work. Appreciation: analyse sixth professional work and use skills in connecting to the previous works. <i>Check out the choreography criteria online (AQA GCSE Dance Choreography)</i>	Choreography: editing of material. Design choreography programme note. Appreciation: analyse sixth professional work- connect to the previous works.	Appreciation: choreographic process and performing skills, critical appreciation of own work and critical appreciation of professional works.	Performance: A-level Dance workshop. <i>Take a look at the A-level specification online (AQA A-level Dance)</i>
Key Assessments	Duet performance exam Self and peer- assessment	Mock exam & Self assess	Mock choreography assessment	Solo choreography exam & Practice papers	Practice papers	
Important literacy and numeracy developed this year	Literacy: Comparative essay questions require students to form well-structured contextual and analytical essays. Students must include the broad range of subject terminology within their responses. Numeracy: Choreographic process connects to variation, geometry in spatial design and addition, subtraction, repetition, accumulation, inversion and retrograde as part of developing a sequence of movement.					
Wider skills and enrichment	Social, political and cultural movements impacting on dance. Study of professional works allow for personal viewpoints and understanding the critical appreciation of others. Dancers show a willingness to reflect on their experiences. Use imagination and creativity in their choreography work.					
How you can help your child at home	Support them in the design of their revision schedules and encourage them to maintain a choreography journal.					

Dance – AQA Vocational

There are obviously two educations. One should teach us how to make a living and the other how to live'. -James Truslow Adams

Year 10 provided dancers with the experience of planning a dance performance including business planning and pitching. They produced a portfolio of research, planning and ideas to support their performance design. The preparation for the pitch is executed in year 11 to complete unit 1 of the course; dancers will be required to reflect on the entire experience as part of their written exam (unit 3). This year will challenge the dancers to build on the knowledge and specific skills areas developed in Unit 1, and to work as a member of an ensemble creating a performance suitable for an audience (unit 2).

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Presentation skills -Application of performance skills -Application of production skills -Communication of artistic/creative intent for production idea -Documenting process to performance Unit 1/3 	Training as a dancer in preparation for performance role: physical, mental and expressive skills. Analysing and evaluating for written paper. Unit 2/3	<ul style="list-style-type: none"> -Rehearsal methods -Application of performance skills -Documenting performer's experience in a logbook. Unit 2/3 	Refining performance skills in preparation for the production. <ul style="list-style-type: none"> -Documenting performer's experience in a logbook. Unit 2/3 	Reflect on the learning experiences encountered throughout Unit 1 and Unit 2. Analyse and evaluate approaches to production and simulated briefs. Unit 3/3	Dance A-level workshop
Key Assessments	Unit 1 exam pitch presentation and portfolio submitted AO2: practical activities AO3: Analyse and evaluate.	Self-reflection AO2: practical activities AO1 demonstrate knowledge and understanding of content. Analyse and evaluate (AO3): Mock written exam.	Self-reflection and mock performance exam. AO2: practical activities	AO2: practical activities Performance exam and submission of logbook.	AO1 & AO3: Demonstrate knowledge and understanding of the content. Written exam practice.	
Important literacy and numeracy developed this year	Literacy: broaden knowledge of subject terminology and apply this to written parts of the course and in discussion too. Research undertaken and used through paraphrasing, summarising and condensing to support clearly communicated viewpoints. Numeracy: connections can be made to: rhythm, sequencing, positioning, shape, form, canon, unison, and direct correlation between production features.					
Wider skills and enrichment	Ability to be reflective about own beliefs and perspective on life, reveal their creativity when developing ideas for a performance, self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving and a sense of enjoyment and fascination in learning about themselves, others and the world around them.					
How you can help your child at home	Provide opportunities for discussion surrounding working in industry. Allow them to practice their presentation speech to you to increase confidence. Your child could use the OneDance UK website to support their learning https://www.onedanceuk.org					

Design & Technology

“Many things difficult to design prove easy to performance” Samuel Johnson

Design and Technology in Year 11 seeks to revisit knowledge taught in Year 9 &10 and build upon this, to develop a product based around a given theme from the exam board. Students will have a clear target market, practical developments and analysis throughout their coursework resulting in an appropriate viable solution and evaluation. Students will also be preparing for their exam. Students are encouraged to link their learning to what is going on in the economy and real world. Students will be continuing developing skills that will help them to develop their employability skills for the future

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Develop a series of design ideas. Final design developed and modelled into a viable solution to suit the wants and needs of the client Teams link	Manufacture the product within the constraints of the school workshop/s. Production planning and specifications drawn up to advise production processes Teams link	Complete the manufacture of a quality product. Test and evaluate the product in line with the wants and needs of the client. Teams link	Complete the revision exercises to develop knowledge and understanding in readiness for the written paper. Core and specialist topics reinforced. Teams link	Complete revision exercises to develop your knowledge and understanding in readiness for the written paper. Core and specialist topics to be reinforced. Teams link	Core and specialist topics Teams link
Key Assessments	AO1 (A & B) First draft mock paper	AO1 (A & B) Final Submission AO2 First draft. Mock paper	AO2 (C & D) Final Submission Mock Paper	AO2 (E) Final Submission Making Mock Paper		
Important literacy and numeracy developed this year	Modelling, client, needs/wants/interests, product analysis, generating ideas, developing designs, iterative design, specification, prototyping, planning production, manufacturing, evaluating the product, adapt and improve designs, computer aided design, scale of production, template, jig, feedback and testing.					
Wider skills and enrichment	Resourcefulness – IT Skills and File Management Reflectiveness – Seeking and responding to feedback. Responsibility – Working to deadlines, enthusiasm, zest and confidence.					
How you can help your child at home	Ensure that your child is completing all homework and that they are sticking to the deadline					

Drama - GCSE

'What is drama but life with the dull bits cut out' Alfred Hitchcock

Explain how year 10 builds on prior learning, and prepares for study at Year 11. Links also to 'Drama for life'.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Devise an extended performance in response to a stimulus. Respond creatively to stimulus. Research ideas. Refine, shape and respond to feedback. Manage and organise final performance. Evaluate and review strengths and areas for improvement.	Develop the depth and clarity of written coursework. Embed and revise set text. Convert evaluation into well-structured writing. Listen to feedback-improve. Use existing structures to cohere writing. Use drafting processes to maximise written marks.	Develop the performance of two extended performances from one play. Read, interpret, delineate, experiment, keep or elect initial ideas. Polish, refine, learn text, develop range in skills presented.	Develop the performance of two extended performances from one play. Revise for Component 1. Manage and organise final performances. Make coherent design choices and liaise with tech. Revise and practice writing for set text and live theatre.		
Key Assessments	Perform a 'dress rehearsal of a devised performance and take notes.	Complete all 3 sections of the written coursework.	Perform a first draft of extract 1&2 of an extended scripted piece.	Perform extract 1&2 to an examiner. Complete revision live theatre essay.		
Important literacy and numeracy developed this year	Literacy: Interpretation of text, exploring textual meaning, developing evaluative writing skills, developing own language for performance, understanding how words become stage action, extended evaluative writing, using poetry, metre and rhythm, writing play texts, creative writing, learning about theatre writing structures. Numeracy- The structure of scenes and acts in a play texts, using patterns and rhythm in movement and improvisation, structuring a Q sheet and numbering lighting and sound Qs.					
Wider skills and enrichment	Team work, collaboration, communication skills, leading and being led, negotiation, creation, compromise. Understanding professional roles within the creative and cultural sector. Meeting deadlines, working to a schedule, organising an event, writing for presentation					
How you can help your child at home	Help with line learning, being a supportive audience for work in progress, help student negotiate and resolve problems with their peers. Help student deal with natural anxieties related to performing.					

Drama - BTEC

'What is drama but life with the dull bits cut out' Alfred Hitchcock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Skills audit and script orientation. Rehearsal and refining material. · Delineation and planning. · Rehearsal and shaping. · Responses to peer and teacher feedback.	Final rehearsals, managing the event, completing log. · Technical choices and design choices. · Tech and Dress show. Showcase. · Perform · Complete log books.	Exam orientation, familiarisation and exam practise. · Reading and understanding the exam structure · Practising the timing of shorter and longer answers · Revision and embedding key knowledge.	Final preparation, revision and practice timed essays in lesson. · Key areas of knowledge converted into simple answers. · Peer marking and feedback. · Responding to teacher feedback.		
Key Assessments						
Important literacy and numeracy developed this year	Literacy: Interpretation of text, exploring textual meaning, developing evaluative writing skills, developing their own language for performance, understanding how words become stage action, extended evaluative writing, using poetry, metre and rhythm, writing play texts, creative writing, learning about theatre writing structures. Numeracy- The structure of scenes and acts in a play texts, using patterns and rhythm in movement and improvisation, structuring a Q sheet and numbering lighting and sound Qs.					
Wider skills and enrichment	Team work, collaboration, communication skills, leading and being led, negotiation, creation, compromise. Understanding professional roles within the creative and cultural sector. Meeting deadlines, working to a schedule, organising an event, writing for presentation.					
How you can help your child at home	Help with line learning, being a supportive audience for work in progress, help student negotiate and resolve problems with their peers. Help student deal with natural anxieties related to performing.					

Engineering Design

'Math is my Passion. Engineering is my Profession.' Wilfred James Dolor

Engineering in Year 11 allows Students to use all the knowledge and skills they have acquired in years 9 and 10 to work to a given working drawing from the exam board. The final practical outcome will be manufactured using the engineering design process showing a high degree of accuracy and processes. Students will have developed skills in the use of objectives and criteria, synthesis, analysis, construction, testing and evaluation. Thus, the prime purpose of engineering design is to apply scientific knowledge to the solution of technical problems which will enable our students to be viably employed or move forward in their education.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Know how commercial production methods, quality legislation impact on the design of products and components. <i>Further information and activities on this topic visit:</i> - https://www.technologystudent.com/despro_flash/boxlearning_systems1.html	Be able to research existing products <i>Further information and activities on this topic visit:</i> - https://www.technologystudent.com/pdf15/NEA_Student_version1.pdf	Be able to analyse existing products through disassembly. <i>Further information and activities on this topic visit:</i> - https://www.bbc.co.uk/bitesize/guides/zmshsrd/revision/3	Project - Disassembly of a chosen product. <i>Further information and activities on this topic visit:</i> - http://www.mydtwebsite.co.uk/pages/Disassembly.html	All coursework finalized Paper work completed Work submitted	
Key Assessments	<i>First draft LO1 hand in.</i>	<i>Final hand in LO1</i> <i>First draft LO2 hand in.</i>	<i>Final hand in LO1</i> <i>First draft LO3 hand in.</i>	<i>Final hand in LO3</i>		
Literacy & Numeracy	Literacy – developing the understanding of new terms and vocabulary. Learning how to structure work in and drawings to industry standard. Numeracy – developing of an understanding of critical dimensions, scale and anthropometrics.					
Wider skills and enrichment	Resourcefulness – IT Skills and File Management Reflectiveness – Seeking and responding to feedback. Responsibility – Working to deadlines, enthusiasm, zest and confidence.					
How you can help your child at home	Encourage your child to attend an afterschool Technology coursework club Encourage organisation and time management to meet deadlines.					

English

'Today a reader tomorrow a leader' Margaret Fuller

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Two week SPAG course</p> <p>English Language – Paper 1 Section A+B</p> <p>Identifying and interpret explicit and implicit information and ideas.</p> <p>Selecting and synthesising evidence from different texts.</p> <p>Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology</p>	<p>English Language Paper 2 Section A</p> <p>Identifying and interpreting explicit and implicit information and ideas.</p> <p>Selecting and synthesising evidence from different texts.</p> <p>Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Comparing writers' ideas and</p>	<p>English Language Paper 1 – Section A+B</p> <p>Identifying and interpret explicit and implicit information and ideas.</p> <p>Selecting and synthesising evidence from different texts.</p> <p>Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Evaluating texts critically and support</p>	<p>English Language Paper 2 Section A</p> <p>Identifying and interpreting explicit and implicit information and ideas.</p> <p>Selecting and synthesising evidence from different texts.</p> <p>Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Comparing writers' ideas and</p>	<p>English Language Paper 1 and 2</p> <p>See previous skills in columns 2-5</p>	N/A

	<p>to support their views.</p> <p>Evaluating texts critically and support this with appropriate textual evidence.</p> <p>Communicating ideas clearly and imaginatively.</p> <p>Adapting writing so that it is suitable for a range of audiences, purposes and contexts.</p>	<p>perspectives, as well as how these are conveyed across two or more texts.</p> <p>Communicating ideas clearly and imaginatively.</p> <p>Adapting writing so that it is suitable for a range of audiences, purposes and contexts.</p>	<p>this with appropriate textual evidence.</p> <p>Communicating ideas clearly and imaginatively.</p> <p>Adapting writing so that it is suitable for a range of audiences, purposes and contexts.</p>	<p>perspectives, as well as how these are conveyed across two or more texts.</p> <p>Communicating ideas clearly and imaginatively.</p> <p>Adapting writing so that it is suitable for a range of audiences, purposes and contexts.</p>		
Key Assessments and assessment criteria	Paper 1 - Section A and B	Paper 2 – Section A and B	Paper 1 - Section A and B	Paper 2 – Section A and B		
Important literacy and numeracy developed this year	<p>An explicit focus on SPAG will be imminent for all units of work.</p> <p>The ability to build on the skills of reading and comprehension through practising the techniques of skimming and scanning, reading for meaning, note making and question posing when reading a text.</p>					
Wider skills and enrichment	<p>Understanding and discussion of issues around the issues that prevail within the texts.</p>					
How you can help your child at home	<p>Seneca learning</p> <p>GCSE Bitesize and GCSE revision websites – youtube websites such as Andrew Bruff.</p> <p>Work uploaded on Microsoft Teams to support and aid learning at home.</p>					

Food Preparation & Nutrition

'Food is the place where you begin' Vandana Shiva

In Year 11 students will carry out their NEA tasks (50% of the GCSE) then follow a programme of revision for the written examination.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	NEA 1 The working characteristics, functional and chemical properties of ingredients. Practical Work: 1 recipe related to the NEA 1 task set. 3 x Food Experiments	NEA1 A02: Apply knowledge and understanding of nutrition, food, cooking and preparation A03: Plan, prepare, cook and present dishes, combining appropriate techniques. A04: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others	NEA 2 Student's knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Practical Work: 4 x dishes showing technical skills based on the task 3 x final dishes based on the task	NEA 2 A02: Apply knowledge and understanding of nutrition, food, cooking and preparation A03: Plan, prepare, cook and present dishes, combining appropriate techniques. A04: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.	Revision: Food, nutrition and health Food science Food safety Food choice Food provenance Practical Work: Beef burgers	Revision: Food, nutrition and health Food science Food safety Food choice Food provenance
Key Assessments	Summative Assessment Based on all topics covered in the AQA specification AO1,AO2,AO4 GCSE Grades1-	Non Exam Assessment (NEA) Task 1 Food Investigation AO2, AO3, AO4 GCSE Grades1-9	Non Exam Assessment (NEA) Task 2 Food Preparation Assessment AO2, AO3, AO4 GCSE Grades1-9	Non Exam Assessment (NEA) Task 2 Food Preparation Assessment AO2, AO3, AO4 GCSE Grades1-9	Mini Assessment Practice Exam Questions AO1. AO2, AO4 GCSE Grades1-9	GCSE Food Preparation and Nutrition Written Paper AO1. AO2, AO4 GCSE Grades1-9
Important literacy and numeracy developed this year	Literacy-using subject specific vocabulary in NEA tasks/using word processing and typing skills to structure information and factual text. Numeracy-embedding an understanding of time and timings in practical work/embedding accuracy in measuring and recording results in a practical context.					
Wider skills and enrichment	Resourcefulness-developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness-seeking and responding to feedback. Time management and personal organisation with NEA 1 and NEA 2. Reciprocity-Working as a team in a practical context. Resilience – perseverance, commitment and tenacity to complete the 2 non exam assessment tasks and revise for the written exam paper					
How you can help your child at home	Encourage organisation and time management to meet the deadlines for NEA 1 and NEA 2. Encourage a broad interest in any food issues in the news. Encourage a broad interest and understanding of a range of cookery techniques and chefs. Encourage your child to attend after school coursework sessions For revision activities and information can be found at www.foodafactoflife.org.uk , www.nutrition.org.uk , www.bbc.co.uk/bitesize , www.gcsepod.com					

French

‘For a valiant heart nothing is impossible’ Jacques Cœur

Explain how year 10 builds on prior learning, and prepares for study at Year 11. Links also to ‘French for life’.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Describing voluntary work, understanding the importance of charities. Dealing with longer texts.	Discussing poverty in the world and inequalities. Agreeing and disagreeing with arguments in a discussion.	Revision programme and exam practice across all 4 language skills Focus – Theme 1 and 3	Revision programme and exam practice across all 4 language skills Focus – Theme 2	Final exam practice – use of GCSEpod, Quizlet, Exampro, TeachVid, CGP Revision Guides. Focus on Speaking Exam.	
Key Assessments	Writing Translation Listening & Reading Speaking practise via one-to-one sessions	Mock exams as per Assessment Calendar Speaking practise via one-to-one sessions	Writing Translation Listening & Reading Speaking practise via one-to-one sessions	One-to-one revision and exam session programme in order to monitor and assess General Conversation	GCSE examinations	
Important literacy and numeracy developed this year	Revisiting, embedding and mastering grammatical concepts developed and introduced in Y10. Confidently using texts, glossaries and bilingual dictionary to adapt and extend ideas for personal use. Mastering a range of complex language structures.					
Wider skills and enrichment	AQA GCSE Student Conference. Onatti Theatre Visit. One-to-one revision and exam session programme. Skills for Success – increasingly confident communicators, writing and talking about issues that affect young people.					
How you can help your child at home	Every Student work booklet has an overview of the topic content and key grammar points that you and your child can refer to for support. Regular Quizlet study sets (Students should have registered in Y7) will be provided by the French Department in line with the scheme of work via Classcharts. Use of GCSEpod www.gcsepod.com (Students should have registered in Y9/10) and other revision websites and material as advised by the subject teacher and published on Classcharts. All students need a pocket size bilingual dictionary.					

Geography

‘Geography holds the key to our future’ Michael Palin

Students studying GCSE Geography in Year 11 will continue to build on all their geographical knowledge and skills developed in Year 9 and Year 10 to prepare themselves for their final GCSE exam. Students will continue to develop their exam technique in Year 11, to allow them to achieve maximum marks in the exam. The skills that students will learn whilst studying Geography will allow them to have a greater awareness of the world around them and how they can have a positive impact upon it.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Revisiting The Challenge of Natural Hazards- Paper 1 topic (as some of this was set whilst being off from school)</p> <ul style="list-style-type: none"> · Definition /types of natural hazards. · Earthquakes and volcanoes- processes/features · Effects and responses to earthquakes in Chile 2010 and Nepal 2015 · Management of them · Global atmospheric circulation on weather/climate. · Tropical storms (hurricanes, cyclones, typhoons) · Effects of Typhoon Haiyan 2013 · Assessment feedback and target setting 	<p>Revisiting The Challenge of Natural Hazards- Paper 1 topic (as some of this was set whilst being off from school)</p> <p>UK weather hazards.</p> <ul style="list-style-type: none"> · The Somerset floods 2014 - social, economic, environmental impacts · Management strategies · UK weather is becoming more extreme. · Climate change: natural factors – orbital changes, volcanic activity and solar output human factors –fossil fuels, agriculture and deforestation. · Managing climate change - mitigation and adaptation · Assessment feedback and target setting 	<p>The Changing Economic World- Paper 2</p> <p>Uneven global development</p> <p>Development indicators and their limitations - GNI, HDI etc.</p> <p>Link to DTM</p> <p>Causes and consequences of uneven development</p> <p>Strategies for reducing the development gap: investment, tourism, aid, intermediate technology, fair trade, debt relief etc.</p> <p>Tourism in Jamaica and how it aims to reduce the development gap</p> <p>Nigeria - NEEs experiencing rapid economic change, the impact of TNC's in Nigeria.</p>	<p>The Changing Economic World- Paper 2</p> <p>The changing UK economy- UK deindustrialisation globalisation and government policies UK's post-industrial economy development of I.T. service industries, finance, research, science and business parks. Impacts of industry on the environment. Developing sustainability changes in rural areas growth in South Cambridgeshire and decline in Outer Hebrides. developments in road, rail, port and airport capacity The north–south divide and strategies. The place of the UK in the wider world.</p>	<p>Preparation for Paper 3- Study of the issue evaluation released by AQA 10m weeks before paper 3 exam.</p> <p>Strategies for revisiting and embedding the course content and geographical skills.</p> <p>How to use revision guide effectively</p> <p>Practise exam questions. Reflect on previous assessment and mock feedback</p> <p>Understanding the exam paper - options to choose within each question. Strategies for revisiting and embedding the course content. How to use revision guide effectively</p> <p>Practise exam questions. Reflect on previous assessment and mock feedback</p>	N/A
Additional Websites	bbc bitesize bbc bitesize link2 oak academy - plates bbc bitesize link3	oak academy - tectonic plate bbc bitesize link4	bbc bitesize link5 oak academy link bbc bitesize link6 oak academy - growth	bbc bitesize link7	oak academy - statistics oak academy - geographical skills	

Key Assessments	Mid topic assessment during lesson time	End of topic assessment during lesson time Mock exams – Paper 1 and 2	Mid topic assessment during lesson time	End of topic assessment during lesson time	Fieldwork assessment and AQA pre-release 9-mark question Practise questions marked in preparation for external exams	N/A
Literacy & Numeracy	Literacy - A review of all key concepts, definitions to embed the learning of their meaning and being encouraged to use their developed geographical vocabulary in exam question responses. Numeracy – To review their fieldwork skills and select appropriate ways of processing and presenting data. Describe, analyse and explain data, reach valid conclusions from the data as well as evaluating the whole process.					
Wider skills	Preparation skills for exams. Fieldwork skills useful for any type of investigation. Time management and preparation tools.					
How you can help your child at home	Encourage to use revision guide purchased in year 9 to support any missed learning and to aid preparation for mocks and external exams. You can buy this through Amazon - Oxford University press AQA GCSE revision guide. Help students set time aside to prepare for exams way in advance, a revision timetable is useful for this. Geography teachers will have blank ones you can use.					

Health & Social Care

*‘In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.’
-Thurgood Marshall*

The year 11 Health and Social Care curriculum builds on knowledge from previous units and helps students learn the importance of health and well-being, prior knowledge from year 10 of body systems allows students to choose foods which will benefit the body.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	<p>The dietary needs of the different life stages.</p> <ul style="list-style-type: none">· Young people· Adults· Older adults <p>The importance of nutrients;</p> <ul style="list-style-type: none">· Macronutrients· Micronutrients· The function of each nutrient <p>Dietary requirements and guidelines</p> <p>Dietary reference values</p> <ul style="list-style-type: none">· Reference nutrient intake	<p>Current government dietary guidelines</p> <ul style="list-style-type: none">· The Eatwell Guide· Eight tips for eating well· 5 a'day <p>Factors that influence diet. To create dietary plans considering specific conditions.</p> <p>Sources of nutrients</p> <ul style="list-style-type: none">· Protein· Carbohydrate· Fats· Vitamins· Minerals	<p>Create profile of individual</p> <ul style="list-style-type: none">· Age· Gender· Lifestyle· Occupation· Explain the impact of their specific condition on diet. <p>To create a meal for specific dietary needs.</p> <ul style="list-style-type: none">· Ingredient· Combining nutrients in a meal· Portion size <p>Take pictures of workspace and of food preparation. Analysis of ingredients</p> <ul style="list-style-type: none">· Nutritional benefits of ingredients.	<p>Assessing meal choices in relation to government guidelines.</p> <ul style="list-style-type: none">· Health benefits· Number of calories in meal.· Link to government guidelines. <p>Explanation of hygienic and safe preparation of food;</p> <ul style="list-style-type: none">· Colour coded boards for food,· Preparing the environment and themselves <p>Synopsis- explain how knowledge from previous units help successfully complete the practical.</p>		
Key Assessments	Assignment submitted for feedback	Assignment submitted for feedback	assignment submitted for feedback	Observations using witness assignments.		
Important literacy and numeracy developed this year	Literacy: Reading text and summarising information. Listening skills when discussing meals choice with chosen individual. Numeracy: Weighing correct amount of ingredients for meals. Adding number of calories in meals. Interpreting data and including in coursework					
Wider skills and enrichment	Team working: Working with the individual to create a meal specific for their dietary needs. Responsibility: Confidence and Enthusiasm and zest. Workshops: Lunch time health and social care sessions for further support.					
How you can help your child at home	Encourage students to read food labels, cooking meals for family members with specific dietary conditions. Encourage organisation and time management to meet assignment deadlines.					

History

"The more you know about the past the better prepared you are for the future" Theodore Roosevelt.

Having explored European and world history in previous years, students cultivate and improve their historical skills through exploring English History in year 11.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Elizabeth I and her court. - Parliament. - Marriage and the Succession. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement. 	<ul style="list-style-type: none"> -Life in Elizabethan times. - The Golden Age. - Poverty. - Circumnavigation. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement. 	<ul style="list-style-type: none"> - Religious matters. - Mary Queen of Scots. - Conflict with Spain. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement. 	<ul style="list-style-type: none"> -Revision. - Analysis and evaluation of sources. - Cause and consequence. - Historical judgement. - How and why interpretations differ. 	<ul style="list-style-type: none"> -Revision. - Cause and consequence. - Evaluating sources. - Historical significance. - Historical similarity. - The role of factors over time. 	
Key Assessments	Summative Assessment 1: Source skills and essay writing.	Summative Assessment 2: Source skills and essay writing.	Summative Assessment 3: Source skills and essay writing.	Summative Assessment 4: Source skills and essay writing.	Formative assessment: In class AFL.	
Important literacy and numeracy developed this year	Literacy: Revising the literacy skills required for success at GCSE supports this. This includes structured answers on historical significance, historical similarity and the role of factors over time. This develops students' understanding of quality paragraph writing. This is further developed through written answers on causes, events and consequences.					
Wider skills and enrichment	Throughout the GCSE course transferable skills have been developed. This includes a greater sensitivity of global concerns, a respect of other peoples' cultures and the ability to make historical judgements in order to achieve this.					
How you can help your child at home	<p>Encourage students to read around the topics studied throughout the year and encourage them to take advantage of the various opportunities available such as dramas, documentaries and interactive media.</p> <p>Use this hyperlink for access to a series of brilliant BBC Teach revision clips which focus on life and times during the reign of Elizabeth I. https://www.youtube.com/watch?v=h3dQR2UfC2g&list=PLcvEcrsF_9zLTTFTWEPC-St2I7TedKwG6</p> <p>The films 'Elizabeth' and 'Elizabeth the Golden Age' are also good overviews (if a little dramatic in parts) to Elizabeth's reign and the challenges she faced.</p>					

IT

'Technology is anything that wasn't around when you were born.' Alan Kay

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	How data and information can be collected stored and used. Identify the difference between information and data. Evaluate how data is collected and stored in different sectors. How IT is used to support the collection of data.	Factors to be considered when processing and storing data. Identify the various types of threats and suggest prevention methods. Discuss the different types of laws associated with IT as well as moral and ethical issues. Developing technological solutions Create a technological solution that processes data and communicates information	Developing technological solutions Create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution	Hardware and software applications and the tools and techniques used to select, store, manipulate and present data. Risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues. Developing technological solutions Create a technological solution		
Key Assessments	Embedding tasks during half term: Quizzes, key terms tests and supportive resources Summative Assessments LO3 including 6 mark questions.	Embedding tasks during half term: Quizzes, key terms tests and supportive resources Summative Assessments LO4 & R012 including 6 mark questions.	Embedding tasks during half term: Quizzes, key terms tests and supportive resources Summative Assessments R013 handed in	Embedding tasks during half term: Quizzes, key terms tests and supportive resources Summative Assessments LO4 & R012 including 6 mark questions.		
Important literacy and numeracy developed this year	Literacy — key terminology relating to Information technology and software planning. Terminology such as – Gantt chart, intellectual property, data, spreadsheets, foreign keys, databases & legislation. Numeracy – Basic to moderate numeracy skills. Such as: formulas and functions using spreadsheets and databases					
Wider skills and enrichment	By end of the course students should be able to plan basic projects by identifying (initiating) the project requirements and plan their actions. They should be able to measure the project progress using different tools and evaluate the project outcomes (products). This will develop skills of creativity, problem solving and reflectiveness. Equipping students with transferable skills required by employers.					
How you can help your child at home	Revision Booklets, Revision materials available on School OneDrive including: Teaching slides, assessment practice materials, intervention resources. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom.					

Mathematics

'Nature is written in mathematical language' Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Further re-arranging and Algebraic proof Algebraic fractions Quadratic applications, speed distance, time, rates of change, Functions, further graphs, transformation of functions	Density, mass, volume, further right angle trig problems Further trigonometry, Complex volume	Vectors Vector Geometry Consolidation of year 10 content, identifying gaps in Student learning	Exam preparation and revision	Exam preparation and revision	
Key Assessments		Formal mock exams, November		Second mock February, full papers, Easter revision	May half term revision	
Important literacy and numeracy developed this year	Extensive focus on question interpretation					
Wider skills and enrichment	Focus on revision techniques and KS5 Maths options					
How you can help your child at home	Ensure they complete all independent study, Hegarty Maths/Mathswatch and relevant exam preparation booklets exclusive to ABK					

Media

‘He who controls the media controls the minds of the public’ Noam Chomsky

Students will begin in Year 11 by consolidating their understanding of the 5 key Media frameworks: Media Language, Representation, Audience, Industry and Contexts. They will then go on to apply this understanding in their analysis of the component 2 texts. Each of the five texts will be considered more deeply, according to all areas of the framework this time. A number of other Media theorists will be introduced this year, whose ideas students will be expected to apply to the new products.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Revision of the 5 key Media frameworks: Media Language, Representations, Audience, Industry and contexts. Consideration of a wide range of topical, unseen material from present day Media	Component 1 section B – looking at Industry and Audiences in relation to Fortnite, The Sun, Spectre and The Archers	Component 2 section A: Crime drama – Luther and The Sweeney. Students will analyse key extracts from the set episodes in detail and consider the products from all 5 areas of the framework	Component 2 section B: Music videos – Luther and The Sweeney. Students will analyse key extracts from the music videos and artists’ websites in detail, considering the products from all 5 areas of the framework	Revision of all set products	
Key Assessments	Two in-class essays – one on Media Language in a print advert and the other on Representation in modern-day and historical film posters. Coursework submitted for marking	Full Component 1 mock – section A and B.	Component 2 section A past paper.	Full Component 2 mock paper	Past paper practice.	
Important literacy and numeracy developed this year	Literacy: The correct spelling and application of key media terminology. The ability to construct a coherent and well-substantiated argument. The ability to make intelligent inferences from text and image. Numeracy: Understanding of percentages, e.g. in terms of audience demographic. Understanding of measurement and ratio, e.g. when designing their NEA products					
Wider skills and enrichment	An understanding of how people of colour amongst other minority groups are often underrepresented or misrepresented by the media. An appreciation for the unfair beauty standards cultivated by the media, and the impact that this can have on the mental health of those consuming it. A greater awareness of the dangers of social media. Development of a more ‘critical’ eye when it comes to engaging with a variety of news sources; an understanding of what “fake news” is, the idea that some news sources are more reliable than others, as well as the idea that media institutions have their own particular agenda, and will mediate the information they transmit to that end.					
How you can help your child at home	Encourage your child to engage with a wide range of media platforms and products from the past and present. Encourage them to follow the news and to consider how different news outlets choose to portray different news stories. Follow the department youtube tutorials to help your child with the practical element of the course. Access Seneca Learning and ‘Mrs. Fisher’ youtube videos for comprehensive revision of all of the set products.					

Music

'Music awakens the soul' Lailah Gifty Akita

Students will build on their previous skills by using them to complete the topics below such as teamwork, collaboration, decision making, perseverance, managing others, confidence

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Develop instrumental skills. -Analyse performance techniques -Target setting -Perform to an audience -Peer assess other performances in the group. 	<ul style="list-style-type: none"> -Study job roles and responsibilities. -Learn about Health and Safety in the industry. -Complete past papers -Develop exam techniques 	<ul style="list-style-type: none"> -Consider what product the class should do. -Consider how the class will plan and arrange the product -Research how to successfully launch a music product. 	<ul style="list-style-type: none"> -Run the product as a class. -Consider how to adapt product professionally. -Ensure that everyone is playing their part effectively in the group. 	<ul style="list-style-type: none"> -Evaluate the product -Consider what improvements could have been made to create a better outcome for their product. 	<ul style="list-style-type: none"> -Consider how to improve coursework -Revision for those students completing the exam in June.
Key Assessments	End of unit performances. Assessment of coursework using Unit 5 Performance success criteria.	Past papers Completion of quizzes on Teams. Exam to be completed in January 2021.	Success criteria for Unit 2- Managing a Music Product Learning Aim A.	Success criteria for Unit 2- Managing a Music Product Learning Aim B.	Success criteria for Unit 2- Managing a Music Product Learning Aim C.	Success criteria from the specification and past papers. (if necessary)
Important literacy and numeracy developed this year	Students are assessed for the grammar and spelling. This is checked throughout their coursework to ensure that it is to a high standard.					
Wider skills and enrichment	Students are encouraged to perform both in and out of lessons. Ideally they are taking lessons on their instrument and/or are part of a group/band. This will help with their instrumental and musicianship skills. They are encouraged to take part in extra-curricular activities as well as attending the many trips the music department has on offer.					
How you can help your child at home	Students at home are encouraged to rehearse their instrument throughout the year, whether or not performance is being studied in lesson. Regular practice is beneficial and is proven to improve performance skills. Encouragement to hand work in on time is also vital					

P.E. Core

“The mind is the limit. As long as the mind can envision the fact that you can do something, you can do it, as long as you really believe 100 percent.”– Arnold Schwarzenegger

Students will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Student select a pathway that suits their interests. Varied 1 (orange) Varied 2 (green) Individual 1 (blue) Individual 2 (purple) Options will be based on weather and facilities available.	Pathway following Varied 1 (orange) Varied 2 (green) Individual 1 (blue) Individual 2 (purple)	Pathway following Varied 1 (orange) Varied 2 (green) Individual 1 (blue) Individual 2 (purple)	Pathway following Varied 1 (orange) Varied 2 (green) Individual 1 (blue) Individual 2 (purple) Any subject silent revision option for one lesson in the week only.		
Key Assessments	Review of groups	Theme of motivation	Theme of life-long participation	Theme of how can exercise increase performance in exams.		
Important literacy and numeracy developed this year	Literacy – Key terminology related to physical activity: Health and fitness, anatomy and physiology, preparation for exercise Numeracy – Scoring within activities, leadership tasks and problem solving					
Wider skills and enrichment						
How you can help your child at home	Ensure your child arrives fully prepared for PE on timetables days. Encourage exercise at home, support with extra-curricular clubs and be flexible and support participation with external clubs and organisations					

P.E. GCSE

‘You can’t put a limit on anything. The more you dream, the farther you get’- Michael Phelps

Students will develop Paper 2: Socio-cultural influences and well-being in physical activity and sport. Fine tune practical sports in preparation for external moderation and develop exam techniques.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Health and Fitness and Well-being · Physical · Mental and social Health and well-being · Lifestyles · Body types · Nutrition	Non examined assessment feedback and corrections · Analysis and evaluation of own performance Revisit topics · Applied anatomy and physiology · Movement analysis	Revisit topics Sports psychology Sociocultural influences Final practical grades submitted and practical moderation preparation	Revisit topics Training unit Exam preparations and timings.		
Key Assessments	End of unit test	Final submission of coursework first week of January)	Practice papers		Final exam (paper 1 and paper 2)	
Important literacy and numeracy developed this year	Literacy – Key terminology related all units of on the course, for writing in continuous prose for long answer questions (assessed) and essay format for NEA. Numeracy – Scoring systems, quantitative analysis of data					
Wider skills and enrichment						
How you can help your child at home	Support students with a revision timetable to complete at home, ensuring it covers the full content of the course. Monitor student’s revision.					

Photography

‘Photography takes an instant out of time, altering life by holding it still.’ Dorothea Lange

Explain how year 10 builds on prior learning, and prepares for study at Year 11. Links also to ‘Photography for life’

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	Coursework Theme For 2020 sept we are continuing with Missed and Lost tasks from lock down and the Summer term. We have to extend the coursework this year as it will be 100% of the final mark.	Coursework Theme A past Exam paper theme is usually given to extend students work. This benefits them in relating to exam paper themes with planning and linking work to themes as well as encouraging even more independence at this point in their coursework. The coursework becomes personalised with 1-1 feedback and discussion through tasks. All Assessment objectives	Exam Paper 100 coursework this year! January Exam papers are handed out. 10 weeks of preparatory time for students to independently gather resources and evidence for A01,A02,A03 Art Trip to support A01.	Exam Paper 100 coursework this year! Exam dates usually before or after Easter break. Exam 10 hours A04		
Key Assessments	with 1-1 feedback and discussion through tasks.	Coursework assessment mark Breakdown December. Extended deadline for 2021.	Students aware of coursework marks pre moderation. Exam prep guidance.	EXAM marked and all marks submitted to OCR.		
Literacy & Numeracy	Worksheets and resources- handouts for key terminologies. Knowledge planner overview. GCSE handbook.					
Wider skills	Independence, creativity resourcefulness, organisation and motivation.					
How you can help your child at home	Support your son/daughter with accessing resources for research and critical analysis for A01 component. Having art materials for independent learning. We offer a school Art pack. OCR: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/ Pinterest: https://www.pinterest.co.uk/ for inspiration and examples. Youtube: for extra tutorials including Photoshop. Download app for Free Adobe Photoshop for devices. Use SharePoint and Teams to access the powerpoints and add evidence to. https://www.creativeblog.com/ and Photoshop CS5 Tutorial - Layers for Beginners search you tube but say Adobe Cs5					

PSHCE

‘A man is but a product of his thoughts, what he thinks is what he becomes’. Ghandi

Year 11s are supported through their examination year by focusing on positive relationships, looking after themselves when under pressure developing a sense of their strengths and personal brand as they prepare for their next steps.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	Coursework Theme For 2020 sept we are continuing with Missed and Lost tasks from lock down and the Summer term. We have to extend the coursework this year as it will be 100% of the final mark.	Coursework Theme A past Exam paper theme is usually given to extend students work. This benefits them in relating to exam paper themes with planning and linking work to themes as well as encouraging even more independence at this point in their coursework. The coursework becomes personalised with 1-1 feedback and discussion through tasks. All Assessment objectives	Exam Paper 100 coursework this year! January Exam papers are handed out. 10 weeks of preparatory time for students to independently gather resources and evidence for A01,A02,A03 Art Trip to support A01.	Exam Paper 100 coursework this year! Exam dates usually before or after Easter break. Exam 10 hours A04		
Key Assessments	with 1-1 feedback and discussion through tasks.	Coursework assessment mark Breakdown December. Extended deadline for 2021.	Students aware of coursework marks pre moderation. Exam prep guidance.	EXAM marked and all marks submitted to OCR.		
Important literacy and numeracy developed this year	Key words associated with topics including persuasion, manipulation, coercion, personal branding, natural high.					
Wider skills	Students are encouraged to reflect on personal experiences and consider how the content of learning will support their overall wellbeing and happiness					
How you can help your child at home	Encourage your child to discuss topics with you at home, sharing solutions and upholding positive behaviours.					

R.E.

Just as a candle cannot burn without fire, men cannot live without a spiritual life' Buddha

Year 11 is an important year that prepares students for their GCSE with lots of exam style questions.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	Islamic Practices The Five Pillars, The Ten Obligatory Acts and Shahadah: Why is this important to Muslims? How does it affect their lives? Salah: Why is this important to Muslims? How does it affect their lives? Sawm: Why is this important to Muslims? How does it affect their lives? Zakah: Why is this important to Muslims? How does it affect their lives?	Islamic Practices Hajj: Why is this important to Muslims? How does it affect their lives? Jihad The Festivals of Id-ul Fitr and Id-ul-Adha The Festival of Ashura	Christian Practices Worship: Why is this important to Christians? How does it affect their lives? Prayer: Why is this important to Christians? How does it affect their lives? The Sacraments: Why is this important to Christians? How does it affect their lives? Pilgrimage: Why is this important to Christians? How does it affect their lives? Festivals: Why is this important to Christians? How does it affect their lives?	Christian Practices The Role of the Church in the Local Community The Place of Mission and Evangelism Church Growth The Importance of the Worldwide Church Christian Persecution The Church's Response to World Poverty		
Key Assessments	Exam style assessment on Islamic beliefs.	Exam style assessment on Islamic beliefs.	Exam style assessment on Christian beliefs.	Exam style assessment on Christian beliefs.	Previous exam papers.	
Literacy & Numeracy	Students will be introduced to key words. They will also have the opportunity to practice writing many exam style questions.					
Wider skills	Students will become more aware of the world around them. They will have the opportunity to take part in extra curricula revision sessions.					
How you can help your child at home	It is important that students complete all homework as this is usually exam style questions, which will prepare them for the exam. Where possible, students should purchase a revision guide. Extra help can be found at BBC Bitesize.					

Spanish

'When one door closes, another one opens' Miguel de Cervantes

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	Describing school and college life, explaining and forecasting future study choices.	Naming, discussing and analysing career choices and ambitions in order to forecast and imagine future lives.	Recalling, analysing and practising vocabulary, knowledge and skills needed to perform successfully in the GCSE exams	Outlining and analysing individual strengths and weaknesses in order to improve and apply to their GCSE exams		
Key Assessments	Writing Translation Listening & Reading Preparation of AQA GCSE General Conversation Questions, Theme 3	Mock Exams, all 4 skills.	Writing Translation Listening & Reading Speaking practise via one-to-one sessions	One-to-one revision and exam session programme in order to recall General Conversation answers.		
Literacy & Numeracy	Revisiting and embedding grammatical concepts developed and introduced in Y10. Confidently using glossaries and bilingual dictionary to adapt and extend ideas for personal use. Mastering a range of complex language structures.					
Wider skills	AQA GCSE Student Conference. Onatti Theatre Visit. One-to-one revision and exam session programme. Skills for Success – increasingly confident communicators, writing and talking about issues that affect young people.					
How you can help your child at home	Every Student work booklet has an overview of the topic content and key grammar points that you and your child can refer to for support. Retention of vocabulary through Quizlet study. Use of GCSEpod (Students should have registered in Y9/10) and other revision websites and material as advised by the subject teacher and published on Classcharts. All students need a pocket size bilingual dictionary.					

Sports Studies

‘It’s hard to beat a person who never gives up.’ Babe Ruth

Year 11 builds on the final term initially to build knowledge of sport and the media, then students revisit the externally examined unit to prepare for their retake in June, before returning to complete the Sport and Media unit in the January.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term	
Skills and knowledge	Understand negative effects that the media can have on sport · decline in live spectatorship · loss of traditional sporting values · media coverage of inappropriate behaviour of athletes · increased pressure on officials · newspapers are dominated by a few sports · saturation	Revision Learning Outcome 1: Understand the issues which affect participation in sport Learning Outcome 2: Know about the role of sport in promoting values Learning Outcome 3: Understand the importance of hosting major sporting events Learning Outcome 4: Know about the role of national governing bodies in sport	Understand the relationship between sport and the media · how media uses sport to promote itself · how sport uses the media to promote itself sport as a commodity sponsorship and advertising · adoption and rejection of sporting heroes by the media how scrutiny/criticism through the media has · the impact of pay-per-view	Be able to evaluate media coverage of sport · type/ ‘brand’ of media outlet · competition with other media · target · timing of the event/story/item popularity, notoriety or size of the individual/club/organisation being features of the coverage · potential bias · extent of the coverage		
Key Assessments	RO54: LO3 – Written Assignment – internally assessed	RO51: External Examination – Resit in January	RO54: LO4 – Written Assignment – internally assessed	RO54: LO5 – Written Assignment – internally assessed		
Important literacy and numeracy developed this year	Writing Skills – drafting and redrafting work/ use of resources to create factual content/ writing to explain and persuade Reading Skills – interpreting exam questions/ researching materials from the media Numeracy – Interpreting data in external examination					
Wider skills	Planning and time management Meeting deadlines Questioning and curiosity – reasoning.					
How you can help your child at home	Modifying revision techniques based on experiences from Year 10 to lead up to January retake of RO51 Helping to time manage and meet deadlines – organisational skills Encourage students to take advantage of support from school					