THE YEAR 11 CURRICULUM@ ALDERBROOK

'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 twice during the year, provide one final opportunity for students to practise sitting formal examinations in a school hall environment before they take their examinations.

The **PSHE** 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. All Year 11 students will participate in our reading initiative 'Uniquely Portable Magic' during form time

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, PSHE 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 11 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 L Usefnia and the Pastoral Manager for Year 11 is Mrs S Wedgbury.**

Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Coursework	Coursework	Exam prep	Exam		
Business	Unit 6: Finance Unit	Unit 6:Finance Unit/Marketing Unit	Unit 5: Marketing Unit	Revision	Revision	
Computer Science	Algorithms	Programming	Programming - Logic and languages	Logic and language	Component 1 & 2 Revision	
Creative iMedia	RO99 NEA Create digital games Review digital games	RO99 NEA	RO93 Exam Unit The media industry Factors influencing product design	RO93 Exam Unit Pre-production planning Distribution considerations	RO93 Revision	
CoPE (PSE)	Working with Others	Working with Others	Project	Project	Coursework Consolidation	
Dance - GCSE	Performance: Set phrase assessments. 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 – RSL	Dance Technique and Performance	Introduction to external brief	Planning and preparation for external live performance	Rehearsal for performance assessment	Reflection and evaluation	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	Experiencing different scripts in workshop. Rehearse Component 2- Scripted Performance	Rehearse then Perform Scripted Performance & complete log book	Component 3 Responding to a brief. 3 written tests.	Component 3 Responding to a Brief.	Component 3 Responding to a Brief. Coursework .	
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	Retrieval: Jekyll &Hyde/Macbeth Main Focus: Language Paper 1	Retrieval: Conflict Poetry/An Inspector Calls Main Focus: Language Paper 2	Retrieval: Language Papers 1+2 Main Focus: Literature Essay Skills – Writing for Conflict & Unseen Poetry	Retrieval: Language Papers 1+2 Main Focus: Literature Essay Skills – Writing for An Inspector Calls/Macbeth/Jekyll & Hyde	Revision of Paper 1 & Paper 2 in Language & Literature	
Food Preparation & Nutrition	Practical Work: Food preparation skills Theory: Food Investigation	Practical Work: Food preparation skills Theory: Food Investigation	Practical Work: Food preparation skills	Practical Work: Food preparation skills	Practical Work: Food preparation skills	Theory: Food, nutrition and health Food

			Theory: Food Preparation Assessment	Theory: Food Preparation Assessment	Theory: Food, nutrition and health. Food science, safety, safety, choice, provenance	science, safety, choice, provenance
French	EXAMPRO – Customs & Festivals/Home & Town	Theme 2 – Environment	Healthy and Unhealthy Living	Charity and voluntary work, Poverty and Homelessness	Revision Programme	Revision Programme
Geography	The Challenge of Natural Hazards	The Challenge of Natural Hazards and mock preparation	The changing economic World	The changing economic World	Preparation for external exams and Paper 3- Issue Evaluation	
Health & Social Care	RO35 - NEA Topic 3 Plan and create a health promotion campaign Topic 4 Deliver and evaluate a health promotion campaign RO32 – Exam Unit The rights of service users in health and social care settings	RO32 – Exam Unit The rights of service users in health and social care settings Person-centred values	RO32 – Exam Unit Effective communication in health and social care settings Protecting service users and service providers in health and social care settings	RO32 – Exam Unit Revision	RO32 – Exam Unit Revision	
History	Public Health in Britain and Elizabethan England part 1	Elizabethan England part 2	Elizabethan England part 3	Revision	Revision	
IT	LO2 2.3 – Planning documentation LO7 2.1 Word Processing Skills LO7 2.1 Desktop Publishing Skills LO7 2.2 Presentation Skills	LO2 2.1 Project requirements LO5 1.1 Spreadsheet skills LO5 1.2 Database skills	R012 EXAM JANUARY RESIT NEA R013 - Developing technological solutions	R013 NEA completion, moderation and submission.	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	Newspapers- The Guardian and The Sun set texts (Brexit editions) for Media Language, Representation and Media Industries and Audiences.	Film- The Man with The Golden Gun film poster and Spectre for Representation and Industry	Television- Crime drama – Luther and The Sweeney for Media Language, Representation, Industry and Audience.	Music Videos- Bad Blood, Intentions and Waterfalls (for Context Q) Media Language and Representation	Music websites (Taylor Swift for Media Industries and Audience/ Revision of set texts for Component 1 and 2	Revision
Music BTEC	Component 2 preparation: Music Skills Development	Component 2: Music Skills Development completion	Component 3 preparation: Responding to a brief	Component 3: Responding to a brief completion	Component 3: Responding to a brief completion	
Music GCSE	World Music and Ensemble performance coursework	Recording of composition 1 and Film Music	Recording of composition 2 and Concerto revision	Solo performance recording and Conventions of Pop	Exam preparation	
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	Coursework	Coursework	Exam prep	Exam		
PSHE	ABK Learner Mental Health Conditions Coping Strategies	Consent Contraception Victim Blaming	Personal branding Post 18 Job opportunities	Fertility Pregnancy & miscarriage	County Lines Resilience	

	Healthy Relationships		Self- examination		Healthy approach to 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	Forces	Waves Magnetism Electromagnetism	Year 10 Revision & Space	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	

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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** A past Exam paper theme is usually given to extend students work. Alternatively students will extend their existing work and plan another A04 outcome with supporting work.	**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 and assessment criteria	with 1-1 feedback and discussion through tasks.	Coursework assessment mark Breakdown December by deadline.	Pupils aware of coursework marks pre moderation. Exam prep guidance.	EXAM marked and all marks submitted to OCR.		
Important literacy and numeracy developed this year	Worksheets and resources- handouts for key terminologies. Knowledge planner overview. GCSE handbook					
Wider skills and enrichment	Note the headlines of skills for success developed particularly this year, extra-curricular, artist visits/trips, and employer led learning. Capture the 'cultural capital' here (likely to be SMSC related). Must truly reflect practice and intent.					

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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
Component 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	
Assessments and End Points	Embedding tasks during half term: MCQ, quizzes, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions **Assessment Point 1:** Mock Paper 1	Embedding tasks during half term: MCQ, quizzes, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions	Embedding tasks during half term: MCQ, quizzes, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions **Assessment Point 2**: Mock Paper 2	Embedding tasks during half term: MCQ, quizzes, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions **Summative assessment** Topic Assessments	Embedding tasks during half term: MCQ, quizzes, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions **Summative assessment** Mock Paper 2	
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.					

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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	Algorithms Computational thinking Searching algorithms Sorting algorithms Developing algorithms using flowcharts Developing algorithms using pseudocode Interpret correct and complete algorithms	Programming Programming fundamentals Sequence and selection Iteration Arrays Procedures and functions Records and files	Programming - Logic and languages Introduction to SQL Logic diagrams and truth tables Defensive design	Logic and language Errors and testing Translators and facilities of languages IDEs	Component 1 & 2 Revision	
Key Assessments	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources. **Assessment Point 1:** Component 1 paper	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources. **Assessment Point 2:** Adapted mock paper	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.	Walking Talking Mocks Mocks P1&2	
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.					

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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	Download Python and encourage your child to practise their programming skills at home, by using video resources and supportive texts provided in lessonRegularly 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.

Creative iMedia

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

Creative iMedia in Year 10 builds upon the theory and skills developed in Year 9. Students will learn how to plan, create, edit and evaluate graphical products and digital games. They will work from a client brief to create a visual identity that meets the user's requirements, gaining industry-standard software skills along the way.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge **R093 (NEA)** – Media Industry **R094 (NEA)** – Visual Identity and Digital Graphics **R099 (NEA)** – Digital Games	RO99 NEA Create digital games Review digital games 2.2 Technical skills to create and/or edit and manage assets for use within digital games 2.3 Technical skills to create digital games 3.1 Techniques to test/check and review digital games 3.2 Improvements and further developments	RO99 NEA	RO93 Exam Unit The media industry Factors influencing product design 1.1 Media industry sectors and products 1.2 Job roles in the media industry 2.1 How style, content and layout are linked to the purpose 2.2 Client requirements and how they are defined 2.3 Audience demographics and segmentation 2.4 Research methods, sources and types of data 2.5 Media codes used to convey meaning, create impact and/or engage audiences	RO93 Exam Unit Pre-production planning Distribution considerations 3.1 Work planning 3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products 3.4 The legal issues that affect media 4.1 Distribution platforms and media to reach audiences 4.2 Properties and formats of media files	RO93 Revision 4.2 Properties and formats of media files	
Assessments and End Points	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Quizizz Assessment Point 2: RO93 content taught so far.	**Quizizz** **Exam paper questions**		
Literacy & Numeracy	**Literacy** — Writing for Purpose, formal/informal language, tone of language **Terminology such as** – Interactive media, Digital publishing, Typography, resolution and dimension. **Numeracy** – Basic to moderate numeracy skills such as, properties of 2D and 3D shapes, tessellations and patterns, dimensions of graphics, resolution and file size calculations, arithmetic operations when creating score and time variables, logical operations.					
Wider skills and enrichment	Students will build a host of soft skills upon completion of this course. Through context and scenario-based project this course will naturally develop students' creativity and imagination as well as their time management skills. Through familiarity with industry standard software, students will be able to explore solutions to problems, critically analysing their approaches and making iterative improvements.					
How you can help	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.					

CoPE (PSE)
'When words are both true and kind, they can change the world.' Budha

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	WW1/Te/C3 **Plan and Carry out a Fieldtrip** Working in a team, plan and fulfil everything necessary to run a successful trip into Solihull for a litter survey.	WW1/Te/C3 **Plan and Carry out a Fieldtrip** Working in a team, plan and fulfil everything necessary to run a successful trip into Solihull for a litter survey.	PS1/EA/C3 **Create a story for children** Write and illustrate a story to help children with a particular problem (eg moving to live in the UK, being new to the area, starting at a new school) and give suitable suggestions. Make sure that the book is suitable for the age range and reading ability of the children.	PS1/EA/C3 **Create a story for children** Write and illustrate a story to help children with a particular problem (eg moving to live in the UK, being new to the area, starting at a new school) and give suitable suggestions. Make sure that the book is suitable for the age range and reading ability of the children.	Compile all evidence needed for portfolio and complete the relevant paperwork. Additional time will be devoted to revision skills and supporting core subjects.	
Assessments and End Points	Students complete the necessary coursework components throughout the course. Staff ensure they are at the necessary standard prior to submission.	Students complete the necessary coursework components throughout the course. Staff ensure they are at the necessary standard prior to submission.	Students complete the necessary coursework components throughout the course. Staff ensure they are at the necessary standard prior to submission.	Students complete the necessary coursework components throughout the course. Staff ensure they are at the necessary standard prior to submission.	Organisation skills.	
Important literacy and numeracy developed this year	Students are always revisiting key literacy skills through this course, embedding core knowledge and exploring their skills. Numeracy is picked up through elements of problem solving.					

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Wider skills and enrichment	Students are exposed to life skills and real life situations, enhancing their ability to take their academic knowledge and apply it in the real world.
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
Component Knowledge	**Performance:** Know how to use mental skills in preparation for set phrase performance. Performance skills applied to learning duet/trio. **Appreciation:** analyse fifth professional work and compare and contrast to previous works. *Subscribe to an excellent resource called Artspool https://www.artspool-e-learning.com/artspool/*	**Performance:** Know rehearsal methods (mental skills in preparation for duet/trio). **Choreography:** Apply choreographic process knowledge to solo. **Appreciation:** critically engage with own work.	**Performance:** Know rehearsal methods (mental skills in preparation for duet/trio). **Choreography:** select and develop movement content and structure work. **Appreciation:** analyse sixth professional work and use skills in connecting to the previous works. *Check out the choreography criteria online (AQA GCSE Dance Choreography)*	**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. *Take a look at the A-level specification online (AQA A-level Dance)*
Assessments and End Points	Solo set phrase performance assessment 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 – RSL

Coming together is a beginning; keeping together is progress; working together is success. Henry Ford

Year 10 provided dancers with the experience of dance technique and performance. This year, the dancers will utilise their skills from last year to produce a full performance piece in response to a performance brief. The brief will reflect the professional industry.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Physical, expressive, mental and technical skills needed for performance	Know and understand the requirements of the external brief	Collaborate to produce a full performance piece in response to a vocational context	Refining performance skills in preparation for the production.	Reflect on the learning experiences encountered throughout the process	Dance A-level workshop
Assessments and End Points	Self-assess	Personal aims statement, proposal of ideas.	Logbook of planning, process and progress	Evaluation	Evaluation	
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.					

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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
Component 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
Assessments and End Points	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.					

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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
Component 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.		
Assessments and End Points	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.		

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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
Component 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.	Responding to a Brief, 3 written tests in process, developing materials for performance, style, narrative choices, target audience. Making choices for design features. Performing final show.	Making choices for design features. Performing final show. Final evaluation.	
Assessments and End Points						

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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
Component Knowledge	Know how commercial production methods, quality legislation impact on the design of products and components. *Further information and activities on this topic visit: -* https://www.technologystudent.com/despro_flsh/boxlearning_systems1.html	Be able to research existing products *Further information and activities on this topic visit: -* https://www.technologystudent.com/pdf15/NEA_Student_version1.pdf	Be able to analyse existing products through disassembly. *Further information and activities on this topic visit: -* https://www.bbc.co.uk/bitesize/guides/zmshsrd/revision/3	Project - Disassembly of a chosen product. *Further information and activities on this topic visit: -* http://www.mydtwebsite.co.uk/pages/Disassembly.html	All coursework finalized Paper work completed Work submitted	

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Assessments and End Points	*First draft LO1 hand in.*	*Final hand in LO1* *First draft LO2 hand in.*	*Final hand in LO1* *First draft LO3 hand in.*	*Final hand in LO3*		
Literacy & umeracy	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
Component Knowledge **Retrieval of Literature texts & Language essay writing skills will be embedded throughout Year 11.**	**Main Focus: English Language – Paper 1 Section A+B** Identifying and interpret explicit and implicit information and ideas. Selecting and synthesising evidence from different texts. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence	**Main Focus: English Language - Paper 2 Section A+B** Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant	**Main Focus: Literature Essay writing for Conflict & Unseen Poetry** Read, understand and respond to texts. Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations.	**Main Focus: Literature Essay writing for An Inspector Calls, Jekyll & Hyde and Macbeth** Read, understand and respond to texts. Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations.	English Language Paper 1 and 2 English Literature Paper 1 and 2 **See previous skills from Autumn 1-Spring 2**	N/A

	readers, using relevant subject terminology to support their views.

Evaluating texts critically and support this with appropriate textual evidence.

Communicating ideas clearly and imaginatively.

Adapting writing so that it is suitable for a range of audiences, purposes and contexts. | subject terminology to support their views.

Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

Communicating ideas clearly and imaginatively.

Adapting writing so that it is suitable for a range of audiences, purposes and contexts. | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Show understanding of the relationships between texts and the contexts in which they were written. | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Show understanding of the relationships between texts and the contexts in which they were written. | | |
| Assessments and End Points | Content of Macbeth, Jekyll & Hyde, Conflict Poetry & An Inspector Calls will be assessed through retrieval practice booklets.

Main End Point: Language Papers 1 & 2 | | Knowledge of how to write for Language Paper 1 & 2 essay questions will be assessed through retrieval practice booklets.

Main End Point: Literature Papers 1 & 2 | | N/A – Revision of all Language & Literature skills/content | |
| Important literacy and numeracy developed this year | 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. | | | | | |
| Wider skills and enrichment | Understanding & discussion of social, emotional and cultural issues that pervade the fictional and non-fictional GCSE texts. | | | | | |
| How you can help your child at home | Seneca learning
GCSE Bitesize and GCSE revision websites – youtube websites such as Andrew Bruff.
Work uploaded on Microsoft Teams to support and aid learning at home. | | | | | |

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AMBITION | BRAVERY | KINDNESS

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
Component Knowledge	**NEA 1** The working characteristics, functional and chemical properties of ingredients. **Practical Work:** I 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
Assessments and End Points	**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					

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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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**EXAMPRO** – Past paper practice with a focus on the following key topics: Customs and festivals Home, town, neighbourhood and region.	**Theme 2 – Local, national, international and global areas of interest: Environment** Discussing local environmental issues and actions Exploring environmental problems and their solutions.	**Theme 2: Healthy and Unhealthy Living** Describing eating habits Comparing old and new health habits Discussing health goals and resolutions for the future.	**Theme 2: Charity and voluntary work** Talking about a range of charities Describing charity work **Poverty and homelessness** Discussing social issues and inequality.	**Revision programme** and exam practice across all four language skills and all three Themes.	**Revision programme** and exam practice across all four language skills and all three Themes.
Assessments and End Points	Mock Exams 1		Mock Exams 2			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	One-to-one revision and exam mentoring programme. Skills for Success – increasingly confident communicators, writing and talking about a wide range of issues that affect young people and themselves.					

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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. Pupils will also be directed to our very own French Department website that draws together all the best independent study resources.

Geography

''Geography holds the key to our future' Michael Palin

Students studying GSCE 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
Component Knowledge	Revisiting The Challenge of Natural Hazards- Paper 1 topic (as some of this was set whilst being off from school) · 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	The Challenge of Natural Hazards- Paper 1 topic (as some of this was set whilst being off from school) UK weather hazards. · 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	The Changing Economic World- Paper 2 Uneven global development Development indicators and their limitations - GNI, HDI etc. Link to DTM Causes and consequences of uneven development Strategies for reducing the development gap: investment, tourism, aid, intermediate technology, fair trade, debt relief etc. Tourism in Jamaica and how it aims to reduce the development gap Nigeria - NEEs experiencing rapid economic change, the impact of TNC's in Nigeria.	The Changing Economic World- Paper 2 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	Preparation for Paper 3- Study of the issue evaluation released by AQA 10m weeks before paper 3 exam. Strategies for revisiting and embedding the course content and geographical skills. How to use revision guide effectively Practise exam questions. Reflect on previous assessment and mock feedback Understanding the exam paper - options to choose within each question. Strategies for revisiting and embedding the course content. How to use revision guide effectively	N/A

				The north–south divide and strategies. The place of the UK in the wider world.	Practise exam questions. Reflect on previous assessment and mock feedback	
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	
Assessments and End Points	Mid topic assessment	End of topic assessment Mock exams – Paper 1 and 2	Mid topic assessment during lesson time	End of topic assessment	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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Component Knowledge	RO35 - NEA Topic 3 Plan and create a health promotion campaign Topic 4 Deliver and evaluate a health promotion campaign RO32 – Exam Unit The rights of service users in health and social care settings - Types of care settings - The rights of service users - The benefits to service users' health and wellbeing when their rights are maintained	RO32 – Exam Unit The rights of service users in health and social care settings - Types of care settings - The rights of service users - The benefits to service users' health and wellbeing when their rights are maintained Person-centred values - Person-centred values and how they are applied by service providers - Benefits of applying the person-centred values - Effects on service users' health and wellbeing if person-centred values are not applied	RO32 – Exam Unit Effective communication in health and social care settings - The importance of verbal communication skills in health and social care settings - The importance of non-verbal communication skills in health and social care settings - The importance of active listening in health and social care settings - The importance of special methods of communication in health and social care settings Protecting service users and service providers in health and social care settings - Safeguarding - Infection prevention - Safety procedures and measures - How security measures protect service users and staff	RO32 – Exam Unit Revision	
Assessments and End Points	RO35 NEA - Observations using witness assignments. Assessment Point 1 – RO32	Embedding tasks during half term: MCQ, quizzes, exam questions and key term tests. Summative Assessment – RO32	Embedding tasks during half term: MCQ, quizzes, exam questions and key term tests. Assessment Point 2 – RO32 Mock	Embedding tasks during half term: MCQ, quizzes, exam questions and key term tests. Summative Assessment – RO32	
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. Learning key terms for the exam unit RO32.				
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. Using Revision guide to support the learning of the content for the RO32 exam unit.				

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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
Component Knowledge	- 20th Century public health - Elizabeth I and her court. - Parliament. - Marriage and the Succession. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement.	-Life in Elizabethan times. - The Golden Age. - Poverty. - Circumnavigation. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement.	- Religious matters. - Mary Queen of Scots. - Conflict with Spain. - Evaluation of interpretations. - Causation. - Change. - Consequence. - Sustained judgement.	-Revision. - Analysis and evaluation of sources. - Cause and consequence. - Historical judgement. - How and why interpretations differ.	-Revision. - Cause and consequence. - Evaluating sources. - Historical significance. - Historical similarity. - The role of factors over time.	
Assessments and End Points	**Assessment 1:** Source skills and essay writing.	**Assessment:** in class extended writing	**Assessment 2:** Source skills and essay writing.	**Assessment:** in class extended writing	**Assessment: in class extended writing**	
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	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. 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-St2l7TedKwG6 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.					

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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
Component Knowledge	**Higher** Further re-arranging and Algebraic proof Algebraic fractions Quadratic applications, Speed distance, time, Functions Further graphs, Transformation of functions **Foundation** Area of sectors Pythagoras Trigonometry Volume of shapes	**Higher** Density, mass, volume Further right angle Further trigonometry, Complex volume, Proof of Circle theorems, Arithmetic Proof. **Foundation** DMV Congruency Similar shapes	Vectors (F) Vector Geometry (H) Consolidation of year 10 content, identifying gaps in Student learning. This is teacher specific. This term is for (by using formative assessments) staff identifying their classes own areas of weakness and delivering additional support.	Exam preparation and revision. Mini-test Fridays – all sets complete mini-tests created by PAJ and COR which are designed to cover the entirety of the curriculum and aid in retrieval of all topics.	Exam preparation and revision. Mini-test Fridays – all sets complete mini-tests created by PAJ and COR which are designed to cover the entirety of the curriculum and aid in retrieval of all topics. Students to work on exam preparation booklets.	
Assessments and End Points		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 through "Do NOW" activities, Mini-tests, homework's and formal assessments.					
Wider skills and enrichment	Focus on revision techniques and KS5 Maths options. Set 1s will have an opportunity to study "Further Maths GCSE" this will be to bridge the gap between KS4 and KS5. They will also be given an optional FM Assessment (this will include set 2s) to ascertain their suitability for A-level maths and also inform students of areas of practice In preparation for A level Maths. Students to also be shown and encouraged to look at the Core Maths Curriculum.					
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. In particular encourage student to utilise the "Maths Dashboard" on Sharepoint. This has been designed for ABK students and is the single best resource for students to use in their preparation for exams.					

Media

'He who controls the media controls the minds of the public' Noam Chomsky

Students will begin in Year 11 by going through the final Component 1 set texts, before approaching the 5 set texts for Component 2. 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
Component Knowledge	**Newspapers for Component 1 sections A and B.** A study of the set texts (The Sun and The Guardian- Brexit editions),understanding how aspects of media language constructs representations of people and events. Understanding political bias and the difference between Broadsheets and Tabloids and audience demographics. Understanding how the newspaper industry is regulated and how it has diversified to meet falling print sales.	**Film- The Man with The Golden Gun film poster and Spectre** for Representation and Industry for Component 1 sections A and B. Understanding how language constructs representations of groups and events and how these can reflect the context in which they were produced. Understanding how the film industry is regulated and how ownership affects media products. Understanding the stages of film production and how films make money.	**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 (Media Language, Representation, Industry, Audience and Context)	**Music Videos- Bad Blood, Intentions and Waterfalls (for Context Q).** Students are to Understand the codes and conventions of Music video and how aspects of media language construct representations of groups and issues, and how these are historically and socially dynamic.	**Music websites (Taylor Swift)/ REVISION** Students are to Understand how artists use promotional tools to target specific demographics and generate revenue.	REVISION
Assessments and End Points	A comparison of one of the set editions with an unseen newspaper front cover in preparation for Component 1, section A (Representation) /25	A comparison of one of the set texts with an unseen for Component 1 section A and stepped Industry questions on Bond for Component 1 section B	Media Language, Context and Representation Q based on an extract for Component 2 section A and stepped Industry questions.	Media Language and Representation question, including a Context question for Component 2 section B.	Past paper practice.	

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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.

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BTEC 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 and confidence.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Component 2 preparation: Music Skills Development** Students will consider their Music skills development as a performer, composer or skills on Music Tech. -This unit will involve either performance or music technology skills on Sound trap.	**Component 2 Completion: Music Skills Development** -Students will complete their Music Skills Development Coursework within a strict timeframe. -This part of the course is worth 30% of the overall grade. -All work will be completed in lesson time on exam accounts.	**Component 3 Preparation: Responding to a Music Brief** -Students will look at the requirements for the final piece of coursework. -Students will focus on a particular area of strength whether that is a performer, composer or producer.	**Component 3 Preparation** Continuation of skills and work from last half. This is so students are fully prepared for their external assessment which takes place in May 2024.	**Component 3 Completion: Responding to a Music Brief** -Students will complete their controlled assessment in lesson where they will respond to a brief set by the exam board. They will use their knowledge from previous lessons to complete this component.	
Assessments and End Points	Internally assessed coursework	Externally assessed coursework.	Internally assessed coursework	Internally assessed coursework	Externally assessed coursework.	
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. Students will complete a series of PowerPoints for these lessons where literacy will be marked.					
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					

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GCSE 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
Component Knowledge	**World Music and Ensemble Performance** -Students will learn about World Music and complete practice questions on this. -Students will record for their ensemble piece for coursework.	**Composition 2 and Concerto through time** -Students will recap their knowledge about Film Music and complete practice questions on this. -Students will submit their composition for coursework.	**Film Music and Mock Prep** -Students will recap their knowledge about the Concerto through time and complete practice questions on this -Students will recap all units to date in order to prepare for the mock examination.	**Solo performance recording and Conventions of Pop** -Students will recap their learning on Conventions of Pop and complete practice questions on this. -Students will submit their solo performance as part of their coursework.	**Exam Prep** -Students will recap all of knowledge on the following topics in preparation for the exam 1-Film Music 2-Concerto Through Time 3-Rhythms of the World. 4-Conventions of Pop.	Study Leave
Assessments and End Points	Recording of their ensemble piece. World Music past paper questions.	Submission of composition 2. Concerto past paper questions.	Film Music past paper questions. Mock exam.	Recording of solo piece. Conventions of Pop past paper questions.	Completion of past paper questions.	
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. Students will complete a series of past papers. They will be assessed on their exam techniques and will learn how to answer exam questions effectively. These include listening questions as well as Music Theory questions.					
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.					

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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
Component 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.		
Assessments and End Points	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	Students develop leadership and coaching skills through supporting others to implement basic and advanced tactics to encourage both a physical and strategical approach to physical activity. Students are encouraged to participate in a broad extra-curricular programme to seek further challenge and encourage the ethos of a life-long participation in sport.					
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					

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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.

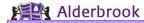|	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Health and Fitness and Well-being · Physical · Mental and social Health and well-being · Lifestyles · Body types · Nutrition	Non examined assessment feedback and corrections · Analysis and evaluation 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.		
Assessments and End Points	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	Students develop leadership and coaching skills through supporting others to implement basic and advanced tactics to encourage both a physical and strategical approach to physical activity. Students are encouraged to participate in a broad extra-curricular programme to seek further challenge and encourage the ethos of a life-long participation in sport.					
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	
Component Knowledge	**Coursework Theme** For 2022 Students will continue coursework relating to a past paper exam theme. Work becomes more personalised and they independently conclude coursework. 60% of final grade.	**Coursework Theme** Deadline December TBC	**Exam Paper** 40% of final grade **Possible Art Trip to support A01.**	**Exam Paper**		
Assessments and End Points	with 1-1 feedback and discussion through tasks.	Coursework assessment mark Breakdown December. **Future Plans post 16**	Students aware of coursework marks pre moderation. .	CWK and 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					

Alderbrook School
AMBITION | BRAVERY | KINDNESS

PSHE

'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
Component Knowledge	ABK Learner Mental Health Conditions Coping Strategies Healthy Relationships	Consent Contraception Victim Blaming	Personal branding Post 18 Job opportunities Self- examination	Fertility Pregnancy & miscarriage	County Lines Resilience Healthy approach to exams
Assessments and End Points	.Students understanding of the three areas of PSHE : Health & Wellbeing, Living in the Wider World and Relationships & Sex Education are assessed at the start, the midpoint an the end of the school year.				
Important literacy and numeracy developed this year	Key words associated with topic.				
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	Our lessons take place during once per fortnight. Please ask students what they have been learning about and encourage them to articulate their thoughts and opinions. 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	
Component 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		
Assessments and End Points	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.					

Science

'Theory helps us to bear our ignorance of facts' George Santayana

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	PAPER 1 REVISION Combined : B5 Homeostasis and Response Biology : B5 Homeostasis and Response Chemistry : C6 Rate of Chemical Change Physics : P5 Forces	Combined : P5 Forces P6 Waves C6 Rate of Chemical Change Biology : B5 Homeostasis and Response Chemistry : C7 Organic Chemistry C8 Chemical Analysis Physics : P5 Forces	Combined : B6 Inheritance, Variation & Selection C7 Organic Chemistry P7 Magnetism Biology : B6 Inheritance, Variation & Selection Chemistry : C9 Chemistry of the Atmosphere C10 Using Resources Physics : P6 Waves P7 Magnetism	Combined : B7 Ecology C8 Chemistry of the C9 Chemistry of the Atmosphere C10 Using Resources Biology : B7 Ecology Chemistry : C3 Quantitative Chemistry Physics : P8 Space PAPER 1 REVISION	PAPER 2 REVISION	
Assessments and End Points	PAPER 1 MOCK EXAMS	End of topic assessment	PAPER 2 MOCK EXAMS	End of topic assessments		
Literacy & Numeracy	• Correct use of key terminology, phrases and definitions • Substitute and manipulate equations • Use and determine units, conversions • Use standard form, decimal places and standard form			• Explain a scientific plan (variables, equipment, safety and accuracy, precision and resolution of equipment) • Construct, analyse data (including tables and graphs) to draw conclusions • Evaluate experimental technique		
Wider skills and enrichment	Students will: • Understand how scientific methods and theories develop over time. • Be aware of hazards associated with science-based technologies which have to be considered alongside the benefits. Appreciate the power and limitations of science and consider any ethical issues which may arise.			• Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. • Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences.		
How you can help your child at home	Use BBC bitesize for any further information on these topics. Your teacher will provide video links to the required practical skills – watch these to recap on the skills. Purchase the work book and revision guide to test your knowledge.					

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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	
Component 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.		
Assessments and End Points	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.					

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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	
Component 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		
Assessments and End Points	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					