

Key Stage 4 Year 11 curriculum map 2026/2027



Click a subject title to view the detailed Curriculum information for that subject.

English	Geography	Engineering design	Performing Arts	ICT Technical Award
Maths	History	BTEC Sport	Photography	
Science	MFL (French & German)	Hospitality & Catering	Psychology	
Personal Development	Art & Design	Media Studies	Sociology	
Computer Science	Business Studies	Music	BTEC Health & Social Care	

English Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	During the Autumn term, students will complete their study of both the GCSE Language and Literature courses, having covered all of the content for the first time in preparation for the mock exams held in November. Having studied a range of text written by socially and politically active writers, the students will end with a study of Language Paper 2, a paper that requires them to engage with writers' viewpoints and perspectives and encourages them to use their own voice when writing a non-fiction style response to their Question 5 task.	Students will know: • key themes and ideas in the 'Worlds and Lives' poems • how to respond to each question on the Language Paper 2 exam • how to respond to a range of writing tasks, ensuring their writing suits the demands of the task set	Students can: • make inferences from 2 texts and show differences • analyse language and methods using subject terminology • explore the effects of writer's methods • show an understanding of different ideas and perspectives • use an effective structure linked to the form given in their own writing • use a range of rhetorical devices in their own writing	Mock examinations: • English Literature Paper 2 (modern text, 'Worlds and 'Lives' poetry and unseen poetry) • English Language Paper 2	Importance of culture and cultural heritage The impact of humans on the natural world The importance of identity

			• use varied punctuation in their own writing		
Spring	During the Spring term, students will revise all elements of the Language Paper 1 exam, and the Literature Paper 1 exam, in preparation for their February mock exams. Once completed, students begin revision of all texts in preparation for their GCSE which begin in May.	Students will know: • the plot of of all Literature texts • key themes and motifs seen in all Literature texts • how characters develop throughout all Literature texts • key contextual concepts, including historical for all Literature texts • the importance of the structure in all Literature texts • how to respond to all relevant AQA exam tasks in Literature and Language	Students can: • recall relevant quotations from all Literature texts • analyse language and methods using subject terminology • explore the effects of writer's methods • consider the importance of contextual factors • make links between poems and non-fiction texts in Language Paper 2 • respond to creative writing tasks across both Language papers, with responses that consider: form, structure, language devices, punctuation	Mock examinations: English Literature Paper 1 ('Macbeth' and 'A Christmas Carol') English Language Paper 1	Revision of all key themes and issues explored across all texts studied

Summer	In the final term, students will revise based on skills gap closure depending on the needs of each class.	See Above	See Above	Formal GCSE exams: Language Paper 1 Language Paper 2 Literature Paper 1 Literature Paper 2	See Above
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Mathematics Yr11

<u>Term</u>	<u>Topic title(s) and overview</u> <u>Foundation and Higher Tier</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	Gradients and lines Non-linear graphs	Higher Tier knowledge in bold • Move freely between numerical, algebraic, graphical and diagrammatic representations. • Plot and interpret graphs. • Interpret the gradient of a straight line as a rate of change. • Use the form $y=mx + c$ to identify parallel and perpendicular lines; find the equation of the line through two given points, or through one point when the gradient is given. • Find approximate solutions to two simultaneous equations in two variables linear/linear and linear/quadratic using a graph. • Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and reciprocal functions (exponential function $y = k^x$ for positive values of k. • Find approximate solutions using a graph. • Identify and interpret roots, intercepts of quadratic functions graphically.	AO1: Use and apply standard techniques Students should be able to: - Accurately recall facts, terminology and definitions - Use and interpret notation correctly - Accurately carry out routine procedures or set tasks requiring multi-step solutions. AO2: Reason, interpret and communicate mathematically	HT2: Full series of mock exams (will be an unseen paper).	- Development of speaking and listening - Sharing ideas through question and answering sessions - Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process - Clear links to careers for each objective - Using and applying the concepts taught to real life

	Using graphs Expanding and factorising	• Recognise and use the equation of a circle with centre at the origin. • Plot and interpret graphs of non standard function in real contexts, to find approximate solutions to problems such as simple kinematic problems involving speed, distance, time and acceleration. • Interpret the gradient at a point on a curve as the instantaneous rate of change; apply the concepts of instantaneous and average rate of change. • Find gradients of tangents and chords in numerical, algebraic and graphical contexts. • Calculate or estimate gradients of graphs and areas under graphs, including quadratics and other non-linear graphs. Interpret results in cases such as distance-time graphs, velocity- time graphs and graphs in financial context. • Know the difference between an equation and an identity. • Simplify and manipulate algebraic expressions by; factorising quadratics of the form $x^2 + bx + c$, including the difference of two squares; factorising quadratic expressions of the form $ax^2 + bx + c$ • Solve quadratic equations, including those that require rearrangement algebraically by factorising, by completing the square and by using the quadratic formula. • Identify and interpret roots algebraically and turning points by completing the square.	Students should be able to: • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. AO3: Solve problems within mathematics and in other contexts		scenarios as part of cultural capital awareness
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	Changing the subject Functions	• Solve two simultaneous equations in two variables, linear/linear and linear/quadratic algebraically and find approximate solutions using a graph. • Solve linear inequalities in one variable. • Rearrange formulae. • Translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution. • Find approximate solutions to equations numerically using iteration. • Interpret simple expressions as functions with inputs and outputs; interpret the reverse process as the inverse function; interpret the succession of two functions as a composite function. • Solve linear inequalities in one or two variables and quadratic inequalities in one variable; represent the solution set on a number line using the set notation and on a graph.	Students should be able to: • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained		
Spring	Multiplicative reasoning	• Compare lengths, areas and volumes using ratio notation and/or scale factors; making links to similarity. • Understand that X is inversely proportional to Y is equivalent to X is proportional to 1/Y • Construct and interpret equations describe direct and inverse proportion. • Extend and formalise their knowledge of ratio and proportion, including trigonometric	• Evaluate solutions to identify how they may have been affected by assumptions made.	Full series of mock exams, using an unseen set of papers.	

	Geometric reasoning Algebraic reasoning Transforming and constructing	ratios, in working with geometry and measures, and in working with proportional relations graphically and algebraically. - Reason deductively in geometry, number and algebra, using geometrical constructions and all angle rules. Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results. - Interpret and use bearings. - Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors; use vectors to construct geometric arguments and proof. - Make and test conjectures about the generalisations and underline patterns and relationships; look for proofs and counterexamples; begin to use algebra to support and construct arguments and proofs. - Deduce expressions to calculate the nth term of linear and quadratic sequences. - Solve two simultaneous equations in two variables linear/linear or linear/quadratic algebraically; find approximate solutions using a graph. - Solve linear inequalities in one or two variables; and quadratic inequalities in one variable; represent the solution set on a number line, using set notation and on a graph. - Describe translations of 2D vectors.			
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	Listing and describing Show that	• Reason deductively in geometry, including constructions, number and algebra. • Interpret and use fractional and negative scale factors of enlargement. • Describe the changes and invariance achieved by combinations of rotations, reflections and translations. • Recognise, sketch and interpret graphs of the trigonometric functions with arguments in degrees, for angles of any size. • Sketch translations and reflections of the graph of a given function. • Explore what can and cannot be inferred in statistics and probabilistic settings, and express their arguments formally. • Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations. • Calculate and interpret conditional probabilities through representations using expected frequencies with Venn diagrams, two-way tables and tree diagrams. • Apply systematic listing strategies, including the use of the product rule for counting. • Construct and interpret plans and elevations of 3D shapes. • Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs. • Apply the concept of congruence and similarity.			
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		• Make and use different parts of mathematics to solve problems. • Change recurring decimals into their corresponding fractions and vice versa. • Apply addition and subtraction of vectors, multiplication of vectors as a scalar, and diagrammatic and column representations of vectors. • Use vectors to construct geometric arguments and proofs.			
Summer	Revision lessons derived from the gap analysis identified in the recent mock examinations			Final GCSE examination series.	

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Science Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Triple science</u> <u>Physics</u> P7.1 Work done P7.2 Power and efficiency P8.1 Physics on the move P8.3 Beyond Earth <u>Chemistry</u> C5.1 Monitoring chemical reactions C5.2 Controlling reactions C5.3 Equilibria C6.1 Improving processes and products. C6.2 Organic chemistry	<u>Physics</u> 7.2.1 Energy, power, and paying of electricity 7.2.2 Energy analysis - Electric current 7.2.3 Energy analysis - Heating 7.2.4 Walls and insulation 7.2.5 Efficiency 8.1.1 Everyday motion 8.1.2 Reaction time & thinking distance 8.1.3 Braking distances & stopping distance 8.1.4 Forces in collisions 8.2.1 Energy sources 8.2.2 Using resources 8.2.3 The National Grid 8.2.4 Mains Electricity <u>Chemistry</u> 5.1.1 Theoretical yield 5.1.2 Percentage yield and atom economy 5.1.3 Choosing a reaction pathway 5.1.4 Concentration of solution 5.1.5 Titrations	- Using a variety of concepts and models to develop scientific explanations and understanding - Evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments - Evaluating risks both in practical science and the wider societal context, including perception of risk.	End of unit tests in lessons. November Mock exams.	

		5.1.6 Titration calculations 5.1.7 Gas calculations Titration PAG 5.2.1 Rate of reaction 5.2.2 Temperature & reaction rate 5.2.3 Concentration, Pressure & rate 5.2.4 Particle size & rate 5.2.5 Catalysts and reaction rates Measuring rates of reaction PAG 5.3.1 Reversible reactions 5.3.2 Equilibrium positions 5.3.3 Choosing reaction conditions 6.1.1 Fertilisers 6.1.2 Making fertilisers 6.1.3 The Haber process 6.1.4 The contact process "6.1.5 Making ethanol 6.1.6 Extracting metals 6.1.7 Extracting iron 6.1.8 Extracting aluminium 6.1.9 Biological metal extraction 6.1.10 Alloys 6.1.11 Corrosion 6.1.12 Reducing corrosion 6.1.13 Different materials HW 6.1.14 Composite materials HW 6.1.15 Choosing materials HW 6.1.16 Recycling materials HW 6.2.5 Alkanes from crude oil 6.2.6 Cracking oil fractions 6.2.7 Addition polymers 6.2.8 Biological polymers 6.2.9 Condensation polymers	• Recognising the importance of peer review of results and of communication of results to a range of audiences. • Using scientific theories and explanations to develop hypotheses • Planning experiments to make observations, test hypotheses or explore phenomena • Applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments • Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations		
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		6.2.10 Producing electricity using chemistry	• Recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative • Making and recording observations and measurements using a range of apparatus and methods • Evaluating methods and suggesting possible improvements and further investigations. • Applying the cycle of collecting, presenting and analysing data, including: • Presenting observations and other data using appropriate methods • Translating data from one form to another • Carrying out and representing mathematical and statistical analysis		
Spring	<u>Triple science</u> <u>Biology</u> B3.3 Maintaining internal environments B4.1 Ecosystems B5.1 Inheritance B5.2 Natural selection B6.1 & 6.2 Monitoring and maintaining the environment B6.3 Monitoring and maintaining health.	<u>Biology</u> 6.2.1 Food security 6.2.2 Feeding the world 6.2.3 Selective breeding 6.2.4 Genetic engineering 6.2.5 Producing genetically engineered organisms 6.2.6 Use of biotechnology 6.3.1 Health and disease 6.3.2 Spread of communicable diseases 6.3.4 Human infections 6.3.5 Plant diseases 6.3.6 Plant defences 6.3.7 Identification of plant disease 6.3.8 Blood and body defence mechanisms 6.3.9 Monoclonal antibodies 6.3.10 Vaccinations 6.3.11 Prevention and treatment of disease 6.3.12 Aseptic technique (PAG) 6.3.13 New medicine 6.3.10 Non communicable diseases (1) 6.3.11 Non communicable diseases (2) 6.3.12 Treating cardiovascular disease 6.3.13 Modern advances in medicine (1)		End of unit tests in lessons. March mock exams	

		6.3.14 Modern advances in medicine (2)	• Representing distributions of results and making estimations of uncertainty • Interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions • Presenting reasoned explanations, including relating data to hypotheses • Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error • Communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using		
Summer				GCSE Exams	

			paper-based and electronic reports and presentations. • Using SI units and IUPAC chemical nomenclature unless inappropriate • Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) • Interconverting units • Using an appropriate number of significant figures in calculations		
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<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Combined science</u> <u>Physics</u> P4.3 Radioactive emissions P5.1 Work done		• Using a variety of concepts and models to develop scientific		

	P5.2 Power and efficiency P6.1 Physics on the move. <u>Chemistry</u> C5.1 Controlling reactions C5.2 Equilibria C6.1 Improving processes and products. <u>Biology</u> B4.1 Ecosystems B5.1 Inheritance B5.2 Natural selection.		explanations and understanding - Evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments - Evaluating risks both in practical science and the wider societal context, including perception of risk.		
Spring	<u>Combined science</u> <u>Biology</u> B6.1 & 6.2 Monitoring and maintaining the environment B6.3 Monitoring and maintaining health.		- Recognising the importance of peer review of results and of communication of results to a range of audiences. - Using scientific theories and explanations to develop hypotheses		
Summer			- Planning experiments to make observations, test hypotheses or explore phenomena - Applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments		

			• Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations • Recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative • Making and recording observations and measurements using a range of apparatus and methods • Evaluating methods and suggesting possible improvements and further investigations. • Applying the cycle of collecting, presenting and analysing data, including: • Presenting observations and other data using appropriate methods • Translating data from one form to another		
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			• Carrying out and representing mathematical and statistical analysis • Representing distributions of results and making estimations of uncertainty • Interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions • Presenting reasoned explanations, including relating data to hypotheses • Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error • Communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations.		
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			• Using SI units and IUPAC chemical nomenclature unless inappropriate • Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) • Interconverting units • Using an appropriate number of significant figures in calculations		
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Personal Development Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Wider world What are my post 16 options? What are employability skills? How do I present myself well in person and in job interviews? How can I make the most of my post 16 interviews? What are apprenticeships? How can we prepare for adult life? What are the physical and emotional effects of stress? Why do I need to be respectful to the people who work in school? What are British values? How does social media shape the way we see the world—and what might we be missing? What does the term radicalisation mean? What can I do to help someone who has been radicalised? How can I be exploited? What might the consequences be of sharing personal information online? Health & Wellbeing	Through exploring topics like those listed, students gain essential knowledge about the wider world, personal wellbeing, and healthy relationships. These subjects help them understand their post-16 options, prepare for the working world, and learn how to navigate adult life safely and respectfully. . Learning about health, mindset, and relationships supports their emotional and physical wellbeing, equipping them with skills to manage challenges, make informed choices, and build positive, respectful connections with others. This learning is crucial for helping young people grow into	1. Life and Independence Skills • Decision-making • Time management • Financial awareness (e.g. post-16 options, apprenticeships) • Preparing for adult responsibilities (e.g. housing, parenting, grief and loss) • Emergency response (e.g. CPR/AED training) 2. Career and Employability Skills • CV writing and interview skills • Communication and self-presentation • Understanding workplace expectations and respect • Goal setting and future planning • Teamwork and collaboration 3. Critical Thinking and Digital Literacy	N/A	PD understanding of diverse cultures and values Promotes moral and ethical reflection Strengthens social awareness and life readiness Adds to students' cultural capital by giving them essential real-world knowledge British values and legal protections Mental and physical wellbeing Spiritual • Grief & loss

	Why is sleep so important? Why is it important to stop and breathe? What are energy drinks? Why is vaping bad for you? What is mindset and why is it important?	responsible, informed, and resilient adults. It supports their personal development, prepares them for independence, and encourages them to make safe, respectful, and healthy decisions in all areas of life—from education and work to relationships and wellbeing.	● Evaluating information (e.g. social media influence, porn myths) ● Awareness of online risks (e.g. sharing personal or sexual images, exploitation) ● Identifying harmful ideologies (e.g. radicalisation, incel subcultures) ● Recognising manipulation and coercion online and offline 4. Emotional and Mental Health Skills ● Stress management ● Coping with grief and loss ● Understanding emotional wellbeing (e.g. happiness, sleep, mindfulness) ● Building resilience and growth mindset ● Seeking help and supporting others 5. Relationship and Social Awareness ● Respect, consent, and healthy relationship boundaries ● Understanding family structures and pregnancy options ● Awareness of harassment, stalking, trolling ● Recognising signs of abuse or forced marriage ● Appreciating diversity and British values		● Wellbeing and happiness ● Mindset and reflection ● Preparing for life's challenges (e.g. stress, emergencies) Moral ● Consent and healthy relationships ● Harassment, stalking, trolling ● Online safety and sexual image sharing ● Ethics around pornography and manipulation ● Vaping, energy drinks, and personal responsibility Social ● Post-16 options and employability skills ● Communication and interview preparation ● Respect in the workplace and school ● Teamwork and collaboration
Spring	Relationships (RSE) Incel & sub culture Fertility & Family structures Teen pregnancy & Parenthood Health & Wellbeing Grief & loss CPR/ AED recap training <i>Well being - happiness</i> What is wrong with getting a buzz? What should I do in an emergency? Relationships (RSE) What does consent look like? What is stealthing? What is the difference between trolling, harassment and stalking? What does 'being ready for sex' mean? Should I think about STI's when in a relationship? What are the risks of sharing sexual images?				

	What are the choices when pregnant? How does watching porn distort people's ideas of normal sexual behaviours? What is forced marriage? What can I do to prepare myself for revising?		6. Health Awareness • Risks of vaping and energy drinks • Sexual health and STI awareness • Knowing when you're "ready" for sex • Physical health habits and self-care		Cultural • British values and cultural identity • Social media and the modern world • Fertility and family structures across cultures • Understanding radicalisation and extremism
Summer					

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Computer Science Yr11

Year 11 end of year goals:

- Students to be competent with python coding and be able to design problems to solve problems.
- Students will understand the fundamentals of data structures, look at data representation of sound, images and other sources.
- Students will understand how computer systems run, the networking infrastructure and architecture involved in making systems functional.

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	• Relational databases: ◦ What is a database ◦ Structured query language (SQL) • Coding project	Students will know what a database is. Students will be able to run basic SQL's to retrieve data.	Students will be able to run complex SQL extracting multiple pieces of data, inserting, deleting and updating data.	In class assessment Mock exam	
Spring	Revision on Paper 1 topics: • Algorithms & Programming ◦ Sequence, Selection, Iteration ◦ Trace Tables ◦ Pseudocode algorithm design • Data Representation ◦ Binary ◦ Hexadecimal ◦ Images & Sound ◦ Compression ◦ Boolean Logic Revision on Paper 2 topics: • Computer Systems	Students have already completed these topics and therefore will be reviewing weaker areas of understanding.	Students will be able to answer exam style questions confidently and ensure they understand how to reach the higher bands of the mark scheme.	In class assessment.	Understand laws and ethical issues surrounding computers.

	○ Hardware ○ Software ● Computer Networks ○ LANs WANS & PANS ○ Network Hardware ○ Protocols ○ Network Security ● Computer Security ● Ethics, Legal				
Summer	Focused revision targeting areas highlighted by mock exams and student feedback.		Students will be able to self reflect on topics they know and understand and highlight areas of weakness for improvement.	Formal exams	

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Geography Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Section C: The challenges of resource management Students study the distribution of food, water and energy resources within the UK. They consider challenges and solutions for future development. The topic then concentrates on global water supply in detail including water sustainability and water transfer schemes. Section B: The changing economic world. Students study economic development, quality of life and strategies to reduce the development gap. The topic focuses in detail on two case studies; Nigeria and the UK. This term will also focus on revision for mock exams.	Global distribution of resources Food, water and energy in the UK Water Insecurity Water Management Global Water Supply Lesotho Water Transfer Scheme Sustainable water management Wakel Basin Development indicators Causes of the development gap Consequences of the development gap Reducing the development gap Tourism in Jamaica Development of Nigeria UK Economic development Post Industrial Economy UK links to the wider world	A01: Demonstrate knowledge of locations, places, processes, environments and different scales. A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes. A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments. A04: Select, adapt and use a variety of skills and techniques to investigate	Exam question practice in green exam exercise book End of topic assessments. Year 11 Mock Exams	Geopolitics Current Affairs and Issues Equality and Diversity Sustainability Global Issues and challenges Global Development

			questions and issues and communicate findings.		
Spring	Section B: Unseen fieldwork & geographical skills Students will follow the sequence of enquiry and will recap upon Geographical Skills such as six figure grid references in preparation for the Paper 3 exam. Exam revision and exam technique.	Hypothesis writing Risk Assessments Primary data collection methods Location justification Data presentation Data analysis Conclusion Evaluation	A01: Demonstrate knowledge of locations, places, processes, environments and different scales. A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes. A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments. A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Exam question practice in green exam exercise book End of topic assessments.	Primary Data collection Data Analysis

Summer	Section C: Pre-Release Exam revision and exam technique.	Knowledge will vary each year depending on the content of the pre-release. This comes out 8 weeks before the Paper 3 exam	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Exam question practice in green exam exercise book End of topic assessments.	Global Issues
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History Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
	More specific detail in specification: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf				
Autumn	Paper 1 - medicine through time c1250–c1500: Medicine in medieval England c1500–c1700: The Medical Renaissance in England c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain c1900–present: Medicine in modern Britain	• Medieval beliefs and importance of the Church • The Black Death • Scientific Revolution of the Renaissance • The Great Plague • Industrial period and the development of public health. Creation of vaccines and germ theory. • Modern medical developments • Improvements in surgery	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Exam skills practise in yellow exam books Year 11 mock exams	Role of government

Spring	Completion of medicine paper Paper 3: Weimar and Nazi Germany The Weimar Republic 1918–29 Hitler’s rise to power, 1919–33 Nazi control and dictatorship, 1933–39 Life in Nazi Germany, 1933–39	• The Weimar Republic, • Hitler’s rise to power, • Nazi control and dictatorship, • life in Nazi Germany	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Exam skills practise in yellow exam books	Role of government Importance of democracy Tolerance and anti racism
Summer	Completion of any outstanding content and focus on revision and exam skills	See above	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements,	Exam skills practise in yellow exam books Formal GCSE examinations	

			in the context of historical events studied.		
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MFL (French) Yr11

- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Use a wide range of vocabulary and complex grammatical structures
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Role play
- Write a paragraph/paragraphs from memory using a range of tenses: present, past, future, imperfect and conditional tenses
- Use complex sentence structures in both writing and speaking
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work

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Autumn 1	Module 6 Notre planète Madagascar: miroir du monde? • Understanding infographics about the environment • Practising numbers and percentages	Key language: Quelles sont les plus grandes menaces pour l'environnement? Le *climat / Le monde naturel / L'environnement ... La planète / La population humaine ... Les animaux / poissons / fleurs / forêts / espèces ... La mer ... est/sont menacé(e)(s) par est/sont amélioré(e)(s) par est/sont protégé(e)(s) par est/sont touché(e)(s) par... la pollution / la circulation / la destruction des ... / le taux de / la protection de / les inondations / le changement climatique / la faim et la *guerre / le niveau de la mer / nos petits *gestes Il fera beau / chaud / froid / mauvais./Il y aura du soleil / du vent / du brouillard. Il pleuvra / neigera. <u>Grammar:</u> Passive voice in present tense followed by <i>par</i>	<u>Grammar:</u> <i>Regular superlative adjectival structures</i> <u>Skills:</u> <i>Recognising close cognates (ie / y, ique / ic)</i> <u>Pronunciation and phonics:</u> <i>-tion</i>	Formative assessment: Listening Reading Read aloud + follow on questions	To use language in a real context to discuss environmental issues.
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	Unit 1: Notre monde est beau - Talking about geography and the climate - Using comparatives and superlatives - Learning about francophone countries	Key language: Quelle est la chose la plus importante à faire pour protéger l'environnement? Il faut ... manifester pour des organisations vertes./ manifester contre ... participer aux *élections / *débats *politiques / manifestations ... développer la *coopération globale. être *bénévole pour des projets verts. arrêter de créer des produits en plastique./voter pour un gouvernement qui *finance la recherche en énergies vertes./organiser des manifestations pour la protection des espèces... <i>Introducing opinions in a variety of ways:</i> À mon avis, .../En ce qui me concerne, .../Je pense que .../Je crois que ... Je trouve que ... <i>Improving your text:</i> il trouve que / il croit que ... régulièrement / l'année dernière *en plus Grammar: Nous-form imperative (not reflexive): <i>sauvons, travaillons, faisons, *soyons</i> <i>Personne and rien as sentence subjects</i>	Skills Regular comparative and superlative adjectival structures		Discussing environmental issues.
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	Unit 2: Planète en danger - Talking about environmental problems - Understanding the present tense of the passive voice - Pronouncing the 'open o'	Key language: Qu'est-ce que tu fais pour protéger l'environnement? J'utilise du papier recyclé./Je *trie mes déchets. en allant au collège a vélo en séparant le plastique, le verre et le papier en étant végétarien en achetant du papier recyclé en réutilisant les sacs en plastiques en jouant/en finissant/en ayant Je choisis la marche à pied quand je peux. Ils prennent les transports en commun *au lieu de la voiture. Quand tu étais plus jeune, qu'est-ce que tu faisais pour protéger l'environnement? J'utilisais / Je faisais / Je prenais / J'allais ... Grammar: <i>en + present participle: en jouant, en finissant, en ayant, en étant</i> Using the perfect and imperfect tenses revisited	Pronunciation and phonics: Open o (notre, forêt)		
	Unit 3: Des grands gestes - Discussing how we can work together to protect the environment - Using the <i>nous</i>-form imperative	Key language: Qu'est-ce que vous faites comme métier? Quand vous étiez jeune, qu'est-ce que vous faisiez pour protéger l'environnement?	<u>Skills:</u> Introducing opinions in a variety of ways		

- Expressing opinions in a variety of ways

À votre avis, qu'est-ce qu'il faut faire pour lutter contre le *réchauffement de la planète?
 Qu'est-ce que vous avez fait pour *l'innovation verte?
 À l'avenir, qu'est-ce que vous ferez pour protéger l'environnement?
 À mon avis, il faut organiser des manifestations contre la pollution.

Grammar:

être en train de + infinitive

venir de + infinitive

Unit 4: Des petits gestes

- Talking about day-to-day actions to protect the environment
- Using *en* + the present participle
- Understanding when to use the imperfect and perfect tenses

Key language:

Pourquoi voudrais-tu voyager?
 Je voudrais / J'**aimerais** voyager pour ...
 me reposer / me faire de nouveaux amis /
découvrir une nouvelle culture / sortir de la
 *routine / apprendre une nouvelle langue /
 un nouveau sport.
 Ce **serait** (très) intéressant / agréable / amusant.
 Où voudrais-tu passer tes vacances?
 Je voudrais aller / passer mes vacances ...

Improving your text

Skills:

Comparing the perfect and imperfect tenses

	dans le village / la maison / le camping / à l'hôtel. C'est où? C'est ... dans la *Vienne / le *Maine-et-Loire / *l'Aude. en *Loire-Atlantique / à 5 minutes de la côte.* Grammar: <i>je voudrais / j'</i>aimerais + infinitive; <i>ce</i> serait + adjective			
	Unit 5: Innovation verte • Discussing new technologies • Using <i>être en train de</i> and <i>venir de</i> • Identifying correct statements about a text	Key language: Quel type de vacances aimerais-tu mieux? J'aimerais mieux ... des vacances *reposantes. des vacances *éco-responsables. des vacances culturelles. des vacances *d'aventures. Où passerais-tu tes vacances idéales? Je passerais mes vacances ... à la campagne / montagne./sur une île ou sur la côte./en ville. Comment voyagerais-tu? Je voyagerais ... en avion privé / bateau / train à grande *vitesse. à dos de *chameau. Où *logerais-tu? Je *logerais .../sous une tente.	Skills: Identifying whether a statement is correct	

Autumn 2	Module 5: Numéro vacances Voudrais-tu voyager? - Talking about holidays and accommodation - Saying what you would like to do using <i>je voudrais</i> and <i>j'aimerais</i>	dans un hôtel de *luxe / une ferme / un château. <u>Grammar:</u> <i>Conditional in all persons for -er verbs</i> <i>Conditional with irregular verbs: vouloir, faire, avoir, aller, être</i> Key language: Il vaut la peine de/d'... Il vaut mieux ... Il faut ... On peut ... goûter les plats locaux. découvrir la culture *corse. faire une visite en bateau. pratiquer un sport extrême. prendre le soleil à la plage. acheter des souvenirs et des produits *typiques. traverser le pont du *Vecchio en train. aller au marché. louer une *trottinette électrique. monter jusqu'au *sommet d'une montagne. réserver toutes les activités. visiter le musée de *Bastia. <u>Grammar:</u> Giving advice by using <i>il vaut la peine de, il vaut mieux</i>	<u>Skills:</u> Understanding when to use reflexive pronouns <i>me, se</i> and possessive pronouns <i>mes, ses</i> Working out the meaning of a word from surrounding text or images <u>Culture box:</u> <i>Départements</i> in France <u>Pronunciation and phonics:</u> <i>au / eau / closed o / ô / h</i> <u>Skills:</u> <i>Watching out for words that change the meanings of phrases</i>	Summative assessment: Writing Translation Dictation Role play Photo card End of module assessment	Comparing holiday in France and in England
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	Unit 1: Des vacances de rêve - Talking about your ideal holiday - Using the conditional - Extending spoken and written responses	Forming different types of questions (<i>est-ce que</i>, inversion of subject and verb, rising intonation) Key language: La fête de la mer, qui se passe du 13 au 16 juillet, dure 4 jours. Il y a des visites en bateau / jeux pour les enfants / marchés avec produits de la mer. Pendant la *parade on voit des bateaux internationaux. C'est une fête amusante. plusieurs divers/diverses de nombreux/nombreuses je suis allé(e) à la fête / au *carnaval il y avait des bateaux *decorés / *colorés / des danseurs / de la musique j'ai goûté des plats locaux / dansé avec la *parade <u>Grammar:</u> In + country (<i>au Burkina Faso, en France, à la Réunion / Martinique</i>) Relative pronouns <i>qui, que</i> to extend sentences Present and imperfect tenses used together to describe what someone was doing when something happened	<i>Extending sentences with added detail (how, where, opinions and reasons)</i> <u>Pronunciation and phonics: gn</u>		
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	Unit 2: On part pour la Corse • Discussing what you can see and do on holiday • Forming different types of questions • Giving advice with <i>il vaut la peine de</i> and <i>il vaut mieux</i>	Key language: J'ai passé J'aime / Je n'aime pas l'hôtel car ... il est ... / il n'est pas ... / il y a ... / il n'y a pas de ... Il n'y avait aucun(e) ... Il n'y avait ni ... ni ... papier toilette / *sèche-cheveux ascenseur / salle de jeux / *wifi place dans le *parking / restaurant Il n'y avait qu'une petite fenêtre La *lampe / La carte d'accès ... ne marchait pas. J'ai dû ...me plaindre / aller en ville. Je n'ai pas pu ... faire de natation / prendre l'ascenseur. j'ai voulu jouer Grammar: Perfect tense of modal verbs (<i>j'ai voulu, j'ai dû, je n'ai pas pu</i>) Negatives (ne ... aucun(e), ne ... ni ... ni, ne ... que) revisited 'In' (à + town, <i>au centre-ville, en ville, dans ma chambre / l'hôtel</i>)	Pronunciation and phonics: <i>on, om (bon, comprendre)</i> Skills: Using a range of vocabulary and structures for variety		
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	Unit 3: Le monde en fête - Talking about festivals - Using the perfect and imperfect tenses together - Creating more complex sentences using relative pronouns	Key language: Ce sera bientôt les vacances! Qu'est-ce qu'on fera? S'il fait beau / chaud / mauvais / froid, S'il y a du soleil / du vent, ... j'enregistrerai une chanson. je louerai un vélo. j'organiserai un concert. j'irai à la plage /je ferai du camping / une *promenade. Que feras-tu ce week-end? Vendredi soir, / Samedi, / Samedi matin, Normalement, / D'habitude, Pendant les grandes vacances, je reste ... / je vais ... il/elle doit ... / il/elle veut ... L'été dernier, ... / L'année dernière, ... j'ai passé du temps / mes vacances ... j'ai décidé de ... / je suis allé(e) ... il/elle a loué ... / a fait ... / est allé(e) <u>Grammar:</u> <i>si</i> + present and simple future tenses ne ... pas encore + perfect tense Imperfect tense for descriptions and perfect tense for single, completed actions revisited	<u>Skills:</u> Identifying positive and negative opinions <u>Pronunciation and phonics:</u> <i>un</i> <i>en, an, em, am</i>		Discussing festivals and celebration in France and comparing them with the English celebrations.
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	Unit 4: Guide de voyage • Reviewing and booking holiday accommodation • Using the perfect tense of modal verbs • Identifying positive and negative opinions	Key language: Qu'est-ce que tu penses de cet appartement? Il y a combien de pièces? Est-ce qu'il y a un/une ...? À mon avis, c'est assez / très / trop / un peu ... Il y a ... Oui, il y a un/une... / Non, il n'y a pas de/d' ... un accès pour les personnes handicapées / un ascenseur / un Il n'y a pas de jardin / d'ascenseur. Qu'est-ce que tu vas acheter / porter pour aller à la fête / au *bal de fin d'année? Je pense que je vais acheter / porter ... J'aimerais (bien) acheter ... Grammar: Demonstrative adjectives (<i>ce, cet, cette, ces</i>)	Skills: Using ne ... pas encore to talk about something that hasn't happened yet Extending and developing written texts		
	Unit 5: Vive les vacances! • Talking about staycation activities • Using a range of tenses • Using si + the present tense + the simple future tense	Key language: dans ... le nord / le nord-est / l'est / le sud-est / le sud / le sud-ouest / l'ouest / le nord-ouest Est-ce que tu habites dans une ville ou un village? Où se trouve ta ville / ton village? Tu y habites depuis quand / combien de temps? Ta ville / Ton village est comment?	Skills: Understanding adverts		

Spring 1	Module 7: Mon boulot et moi À louer, à vendre • Understanding adverts • Using demonstrative adjectives (<i>ce, cet, cette, ces</i>)	Tu aimes y habiter? Pourquoi (pas)? J'habite dans ... un (petit) village / une grande ville / à *Rouen / à *Londres / près de la capitale. J'habite à / en ... depuis ... ans / mois / toujours. Nous vivons ici depuis ... J'y suis né(e). J'y habite avec ... Grammar: Use of pronoun <i>y</i> before the verb, e.g. <i>j'y habite, on y trouve, on peut y voir, j'y suis allé(e)</i> Depuis followed by present tense Key language: Pour aller à la bibliothèque, s'il vous plaît? Allez / Continuez tout droit. Tournez à gauche / à droite. Traversez la place / le pont / aux feux. Prenez la première / deuxième / troisième rue à gauche / à droite. C'est loin / près d'ici? C'est ... près de / loin de / à côté de / en face de / devant / derrière / entre ... Grammar: Prepositions with à and de:	Determining whether a noun is masculine or feminine Using adjectives of colour Pronunciation and phonics: <i>a</i>; nasal sounds (<i>salle, bains</i>) Skills: Using the correct preposition for 'in' (a country, region or town): <i>dans le sud-est, à Londres, en France, au Portugal</i>)	Formative assessment Listening Reading Role play	
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	Unit 1: Là où j'habite - Describing your town or village - Using the pronoun <i>y</i> - Translating phrases with <i>depuis</i>	à: <i>au, à la, à l', aux</i> de: <i>du, de la, de l', des</i> Prepositions of place with <i>de</i>, e.g. <i>près de, loin de, à côté de, en face de</i>, and prepositions on their own, e.g. <i>devant</i> Negatives including <i>ne ... plus, ne ... personne</i> revisited Key language: J'ai acheté ce / cette / ces ... pour la fête / l'anniversaire de ... J'ai trouvé / vu ça ... Il/Elle a coûté ... / Ils/Elles ont coûté ... Malheureusement, il/elle est ... / ils/elles sont ... La prochaine fois, j'achèterai / j'essayerai / je choisirai / j'irai ... le *tee-shirt / le pantalon / les chaussures / la jupe / la chemise / la cravate / trois *paires de chaussettes C'est pour moi. Elle coûte combien, s'il vous plaît? Je peux payer par carte? La caisse est là-bas. Je voudrais échanger ce *tee-shirt.	<u>Pronunciation and phonics:</u> <i>y</i> and <i>i</i> pronounced as 'ee' <u>Skills:</u> Transcribing unfamiliar words <u>Pronunciation and phonics:</u> <i>r / th</i>		
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	Unit 2: Sur la bonne route • Asking for and understanding directions • Using <i>à</i> and <i>de</i> with the definite article • Transcribing unfamiliar words	Malheureusement, il est trop petit. Avez-vous la même chose en (noir)? Je peux l'essayer, s'il vous plaît? <u>Grammar:</u> <i>De</i> to indicate possession Key language: Comment serait ta maison idéale? Si j'avais le choix, j'aimerais habiter dans un château ancien à la campagne. un petit *chalet en bois à la montagne. un bel appartement tout neuf. une maison *hantée, comme dans un film d'horreur! La chose la plus importante pour moi serait d'avoir ... une cuisine propre, moderne et bien *équipée. Le moins important pour moi serait d'avoir ... de nombreuses pièces, avec beaucoup d'espace. Si j'étais riche, mon rêve serait d'avoir chez moi ... <u>Grammar:</u>	<u>Skills:</u> Practising shopping role plays <u>Pronunciation and phonics:</u> Final consonant pronounced where <i>-e</i> / <i>-es</i> added	Summative assessment: End of module 7 assessment Past paper • Listening • Reading • Writing • speaking	
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	Unit 3: Tendances et shopping • Talking about shopping for clothes • Using <i>de</i> to indicate possession • Practising shopping role plays	Position of adjectives, including adjectives that go in front of the noun (<i>grand, *joli, beau, vieux</i>) Adjectives with different meanings before and after noun (<i>ancien, propre, cher</i>) <i>Si</i> followed by imperfect + conditional to express dreams and wishes, e.g. <i>si j'étais riche, j'habiterais ...</i> Key language: Quand est-ce que (tu iras à *Londres)? As-tu déjà (visité *Londres/Paris)? Pourquoi veux-tu (y aller)? Comment est-ce que (tu voyageras)? Quel (pays) / Quelle (ville) / Quels / Quelles ... (voudrais-tu visiter)? Qu'est-ce que (tu feras) pendant ta visite? un hôtel de *luxe un voyage aller-retour en avion première classe le tour de la ville en *bateau-mouche sur la *Seine / une visite *guidée / la tour Eiffel / le musée du *Louvre / un spectacle de son et lumière <u>Grammar:</u> Questions in different forms and in different tenses using <i>est-ce que</i> or inversion; question words with <i>est-ce</i>			
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Skills:

Placing adjectives before or after nouns

Working out compound/combined words, e.g. *salle + à + manger*

		que or inversion, e.g. Avec qui? Ou est-ce que tu es allé(e)? -			
	Unit 4: La maison de mes rêves • Describing your ideal home • Using <i>si</i> clauses • Working out the meaning of unfamiliar words	Key language: je télécharge / j'écoute / je parle / je partage / je cherche / j'achète / je joue (à) / je regarde / j'envoie. Je fais ça... Grammar: Regular -er verbs in the present tense. Verbs (otherwise regular) in which y changes to <i>ie</i>, e.g. <i>envoyer</i> Key language: Est-ce que tu as une vie active? Qu'est-ce que tu fais? Qu'est-ce que tu fais comme activités, le jour sans écrans je fais du vélo nous faisons de la cuisine je suis membre de l'équipe de handball.... Grammar: Present tense	Skills: Spotting tenses from verb endings/parts (future, conditional, perfect) Using information from texts on the page to write extended texts		

		Irregular verbs in present tense: <i>aller, avoir, être, faire</i> Irregular verbs in present tense: <i>boire, lire je bois, je lis</i> Using <i>on</i> to mean 'we' Key language: aujourd'hui / ce matin / cet après-midi / ce soir / demain / demain matin / demain après-midi / demain soir puis à ... neuf heures / neuf heures dix / neuf heures et quart / neuf heures vingt-cinq.... Grammar: Near future (aller + infinitive), including Ça va être			
	Unit 5: As-tu déjà visité Paris? • Talking about visiting another town or city • Translating questions in different tenses • Spotting different tenses from verb endings		Skills: Pronunciation and phonics: Pronouncing Est-ce que Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, e.g. chose, jeux; silent verb endings -e, -es and -ent Skills: Listening and transcribing in French Transcribing silent letters Predicting Faire translated as 'to go' in English, e.g. faire du vélo (to go cycling), faire de la natation (to go swimming)		

Spring 2 Summer 1 and 2	Revision Revision of modules 1, 2,3,4,5,6,7 and 8	Revisit key vocabulary for module 1, 2, 3,4, 5, 6, 7 and 8. Revisit the present , past and future tenses of verbs	More practice on speaking and writing from memory and reading and listening	Complete past papers on all 4 skills. And preparing students for their mock exams and GCSE exams.	
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(German) Yr11

- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Use a wide range of vocabulary and complex grammatical structures

- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Role play
- Write a paragraph/paragraphs from memory using a range of tenses: present, past, future, imperfect and conditional tenses
- Use complex sentence structures in both writing and speaking
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Willkommen bei mir! • Describing your home • Using prepositions • Describing mealtimes • Talking about healthy living Ich liebe Wien! • Describing what there is in town • Giving opinion about where you live • Giving directions • Talking about public transport • Buying train tickets • Booking accommodation • Ordering food in a restaurant • Complaining about problems when travelling	Types of house and locations vocab Rooms vocab Furniture vocab Dual case prepositions (an/auf, hinter, in, neben, über, unter, vor, zwischen) Food vocab Modal verbs Places in town vocab Directions vocab Transport vocab <i>mit</i> + dative Comparative adjectives Superlative adjectives	Role play preparation Photo card preparation General conversation question preparation Using 3 tenses accurately Giving opinions in three tenses Using dative and accusative case appropriately Selecting the correct register Forming questions	Formative assessment: • Speaking pronunciation feedback • Written work in books Summative assessment: • Mock exams in Autumn Term in all 4 skills • Ongoing vocab tests	

	Im Urlaub und zu Hause • Discussing holiday destinations • Discussing the weather • Describing past holidays • Describing a future holiday	Tickets vocab Accommodation vocab Asking questions with du and Sie zu + dative case Imperatives Countries vocab Weather vocab Perfect tense Imperfect tense Future tense			
Spring	Rund um die Arbeit • Talking about post 16 plans • Discussing careers • Describing weekend jobs • Talking about work experience Eine wunderbare Welt • Discussing environmental problems and solutions • Describing how to be a good citizen • Describing international events	Jobs vocab (masculine and feminine) Um...zu phrases Revision of the perfect tense Revision of the future tense Environment vocab Social issues vocab Using adverbs Comparative and superlative adjectives Using mehr and weniger	Using 3 tenses accurately Giving opinions in three tenses Selecting the correct register Forming questions Gaining confidence with larger numbers and dates	Formative assessment: • Speaking pronunciation feedback • Written work in books Summative assessment: • Past papers in all 4 skills • Ongoing vocab tests	Careers discussions about post 16 plans What environmental measures are in place in Germany
Summer	Preparation for exams in all 4 skills				

Art & Design Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	<u>Exam specification:</u> https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf COMPONENT 1: <u>PORTFOLIO 60%- Environments</u> Students will use this term to develop a sustained personal investigation based on the overall theme 'Environments' which will lead to them producing a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen area of study. Areas of study include: Drawing, Installation, Lens and light-based media, Mixed media, Land art, Printing, Painting, Sculpture (Work is not limited to one area of study).	Students are required to know and understand how sources inspire the development of ideas, for example, drawing on: • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • Other relevant sources researched by the student in the chosen qualification title and area(s) of study • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture. • The characteristics, properties and effects of using different media, materials, techniques and processes, and	• Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses. • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:	Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<u>SMSC:</u> <u>Spiritual:</u> Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art. <u>Moral:</u> Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work. <u>Social:</u> Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class during group critiques. Recognise the need to consider the views of others. Develop

		the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study. • The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. In this specification, visual language is defined as including formal elements, media, materials, tools, processes and technology, as well as the various methods of communication other than visual, such as tactile and sensory.	media, materials, techniques, processes and technologies. • Use drawing skills for different needs and purposes, appropriate to the context, for example, using drawing as part of the development process within each chosen area of study. • Realise personal intentions through the sustained application of the creative process.	<u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses <u>Summative assessment</u> <u>Dec:</u> <u>10 hour mock exam-</u> producing A04 Final outcome, in exam conditions. <u>Internally teacher assessed</u> and a final CWK grade given, marked against the mark scheme and grade boundaries. Standardised with other teachers. Feedback given and Christmas holidays given to action and improve work.	collaborative, cooperative and teamwork skills. <u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values. Through their personal investigations, they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.
Spring	<u>COMPONENT 2:</u> <u>EXTERNALLY SET ASSIGNMENT 40%:</u> https://www.eduqas.co.uk/media/ozvliit0g/eduqa	As above	As above	<u>Externally Set Assignment materials</u> set by WJEC are to be released to the students	<u>BRITISH VALUES</u> <u>Democracy:</u>

	s-gcse-art-and-design-spec-from-2016-27-01-2020.pdf <u>Consists of 2 parts:</u> <u>Part 1: Preparatory study period</u> - Externally Set Assignment materials set by WJEC are to be released to the students in January and consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. - One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. - Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.			no earlier than 2 January Both the preparatory work and sustained focus work will be assessed together using the assessment objectives: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Take into account the views and ideas of others personal projects. <u>Cultural:</u> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies (through gallery/exhibition visits, online resources, books, blogs, podcasts, films, magazines). <u>Careers:</u> Creative futures fair. Building students' knowledge and understanding of the creative industries and where they can take you.
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	<u>Part 2: 10 hour period of sustained focus work</u> The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.			<u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses <u>Summative assessment</u> <u>April/May:</u> <u>ESA 10 hour exam-</u> Supervised sustained focus time (2 days), invigilated in exam conditions.	
Summer	All work submitted by the end of May.			<u>Summative assessment</u> <u>May:</u> Deadline for the submission of internally assessed marks to WJEC. <u>June:</u> Work externally moderated by the exam board.	<u>Social:</u> Students will help curate and present their work in an end of year exhibition.

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Business Studies Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
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Autumn	Marketing Identifying and understanding customers	<i>The importance of identifying and satisfying customer needs</i>	<i>Students should understand the importance of identifying and satisfying customer needs, in order to:</i> • <i>provide a product or service that customers will buy</i> • <i>increase sales</i> • <i>select the correct marketing mix</i> • <i>avoid costly mistakes</i> • <i>be competitive.</i>	Students will be assessed formatively and summatively throughout the term.	Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods: Case studies to include business leaders from different backgrounds Discussions on business decisions and how they affect minority groups and those with protected characteristics.
	Segmentation	<i>Types of segmentation</i>	<i>Students should understand how and why different businesses use segmentation to target customers, including:</i> • <i>gender</i> • <i>age</i> • <i>location</i> • <i>income</i>	Formative assessment will include: • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Short answer responses and definition tests. • Seneca learning Summative assessment will include: • Case study responses • Data response • Synoptic assessment • Mock exams	
	The purpose and methods of market research	<i>Purpose of market research</i> <i>Collect information about:</i> • <i>demand</i> • <i>competition</i> • <i>target market.</i> <i>Methods of market research to include primary and secondary:</i> • <i>questionnaires</i> • <i>surveys</i> • <i>interviews</i> • <i>focus groups</i> • <i>internet research</i> • <i>printed press eg newspapers.</i>	<i>Students should understand why businesses conduct market research, such as to identify market opportunities and to get a better insight into their</i>		<u>SMSC</u> Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive

	The elements of the marketing mix	<i>Use of market research: information that may help decision making</i> <i>Pricing methods, including:</i> • price skimming • price penetration • competitive pricing • loss leader • cost-plus <i>The factors that influence pricing decisions, including:</i> • costs • nature of the market • degree of competition • product life cycle.	<i>customers and competitors.</i> <i>Students should understand the difference between qualitative and quantitative market research.</i> <i>Students should identify the benefits and drawbacks for various market research techniques and select the best method for a given business.</i> <i>Students should be able to interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business.</i> <i>Students should be expected to manipulate and interpret data from tables and charts.</i> <i>Students should be</i>	and how that is promoted, students use their imagination to apply business theory to creative business ideas. Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news. Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the
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		<i>Product</i> <i>Product differentiation:</i> • <i>unique selling point (USP)</i> • <i>brand image.</i> <i>The product life cycle:</i> • <i>research and development</i> • <i>introduction</i> • <i>growth</i> • <i>maturity</i> • <i>decline</i> • <i>extension strategies:</i> • <i>updating packaging</i> • <i>adding more or different features</i> • <i>changing target market</i> • <i>advertising</i> • <i>price reduction.</i> <i>Product portfolio</i>	<i>able to identify market size and market share.</i> <i>Students should have an understanding of the main features of pricing methods and the impact they will have on a Business</i> <i>Students should be able to recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand. They should be able to evaluate the factors and use them to assess the suitability of pricing methods for a given business.</i> <i>Students should have an understanding of the basic relationship between price and demand ie as prices rise demand</i>		rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits
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		<i>Promotional methods:</i> • advertising, including: • newspapers • magazines • television • internet • billboards. • PR • sales promotion • point of sales displays • 2 for 1 offers • free gifts • samples • coupons • competitions. • sponsorship • social media. <i>Factors influencing the selection of the promotional mix:</i> • finance available • competitor actions • the nature of the product or service • the nature of the market • target market. <i>Reasons for promotion:</i> • inform/remind customers about the product • create or increase sales • create or change the image of the product	<i>is likely to fall.</i> <i>Students should understand the benefits and risks of developing new products.</i> <i>Students should understand the importance of product design, image and the needs of the target market when designing new products.</i> <i>Students should appreciate the significance of having a USP in a competitive market and the importance of a good brand image.</i> <i>Students should have an understanding of the product life cycle and demonstrate how demand for a product or service might change over</i>		
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		• persuade customers to buy the product Place (the different channels of distribution used by businesses): • retailers • wholesalers • telesales. E-commerce and m-commerce • Integrated nature of the marketing mix • Using the marketing mix to inform and implement business decisions	time. Students should be able to evaluate the effectiveness of extension strategies and when they would be Suitable. Students should understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix. Students should be able to identify and explain the four categories of the Boston Box. Students should be familiar with the promotional methods which are likely to be used by a given business. Students should appreciate the benefits and drawbacks of promotional		
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			<i>methods used by businesses.</i> <i>Students should be able to analyse factors influencing the selection of the promotion mix to assess their suitability for a given business.</i> <i>Students should be familiar with the different channels of distribution used</i>		
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			<i>by businesses to gain access to potential customers.</i> <i>Students should be able to analyse the appropriateness of each distribution method for a given scenario.</i> <i>Students should be able to analyse the growing importance of e-commerce and m-commerce and how it can extend the reach of businesses to include international markets.</i> <i>Students should be able to identify the benefits and drawbacks of a business using e-commerce and mcommerce.</i> <i>Students should be aware of the importance of the four elements and how they work together.</i>		
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			<i>Students should be able to recommend appropriate marketing activities for a given business.</i> <i>Students should be able to recognise how the marketing mix evolves over time and evaluate how businesses may react to this.</i>		
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		• <i>Purpose of financial statements</i> • <i>Components of financial statements</i> • <i>Interpretation of data given on financial statements</i>	• <i>understand the difference between variable costs, fixed costs and total costs</i> • <i>understand the concept of revenue, costs, profit and loss</i> • <i>understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the average rate of return for these projects</i> • <i>understand the meaning of the term break-even output and interpret break-even charts</i> • <i>identify the break-even level of output and margin of safety from a break-even chart</i> • <i>evaluate the value of using break-even analysis to a business.</i> <i>Students will not be expected to draw break-even charts or use the break-even formula.</i> <i>Students should be able to:</i>		rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits
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			• <i>understand the importance of financial statements for assessing business performance and helping make business decisions</i> • <i>identify the main components of the income statement and the statement of financial position</i> • <i>understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time</i> • <i>make judgements on the performance of a business through the interpretation of the information contained in income statements</i> • <i>consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders</i> • <i>calculate gross profit margin and net profit margin to help assess financial performance.</i> <i>Students will not be given formulae in an exam.</i>		
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Summer	Revision of Paper 2 Preparation for examinations				
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Engineering Design Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Design and CAD R039 Project; Understanding the design Brief Freehand drawing Oblique drawing Isometric drawing Orthographic Drawing 2D CAD 3D CAD Block modelling with card/ blue foam General subject knowledge and revision	-Design Strategies - Iterative design processes -Types of Engineering Drawings - Block Modelling - Workshop skills - General Subject knowledge and revision	Freehand Drawing Oblique Drawing Isometric Drawing Annotation Orthographic Drawing Cross sectional drawing Exploded drawings H&S CAD	Pupils are assessed on their coursework using exam board mark sheets. Pupils will sit a mock theory exam around half term & Xmas.	quality and Diversity: Uses anthropometric data to teach inclusive product design and universal ergonomics. SMSC: Evaluates product life cycles and electronic waste ethically, while building personal resilience through resolving workshop prototyping errors. Cultural Capital: Equips learners with industry-standard engineering competencies, including interpreting formal drawings (BS 8888) and configuring 3D

					parametric CAD software.
Spring	Design and CAD R039 Project; Understanding the design Brief Freehand drawing Oblique drawing Isometric drawing Orthographic Drawing 2D CAD 3D CAD Block modelling with card/ blue foam General subject knowledge and revision	-Design Strategies - Iterative design processes -Types of Engineering Drawings - Block Modelling - General Subject knowledge and revision - Workshop skills	Freehand Drawing Oblique Drawing Isometric Drawing Annotation Orthographic Drawing Cross sectional drawing Exploded drawings H&S CAD	Pupils are assessed on their coursework using exam board mark sheets. Pupils will sit a mock theory exam around half term & Xmas.	As above
Summer	General subject knowledge and revision	General subject knowledge and revision	Exam techniques	Assessment is based on exam mark schemes	As above

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Hospitality & Catering Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Unit 2 (60%) Hospitality and Catering in action coursework	2-1 understanding the importance of nutrition How cooking methods impact nutritional value	Preparation presentation Cooking techniques Basic /Medium/ High skill levels	Autumn mocks (y10 unit 1)	
Spring		2-2 menu planning How to plan a production, reviewing dishes/own performance		NEA Controlled assessment Practical Coursework	
Summer	Unit 1 The hospitality and Catering Industry	Revision recap unit 1	question/ answer skills	40% written exam	

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Media Studies Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Component 2 - Section A. Crime Drama OR TV Comedy Students will look at all key concepts in line with episode one of Trigger Point and The Sweeney. OR Man Like Mobeen & Friends There will be in depth analysis of historical context such as how the crime drama/TV comedy reflects the society and culture of the time. How genre has changed over time and also representations of gender, ethnicity and age, including stereotypes.	Further developing students understanding of representations of age, gender, ethnicity in society and how they have changed over time. Institutional issues such as promotion of media texts are also explored and analysis of social media platforms as marketing tools	A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes. A02: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.	End of unit tests Mock exam in November	How genres of television have changed over time How stereotypes in society have changed over time and the perceptions of gender, ethnicity and age in particular have changed over time
Spring	Component 2 - Section B. Music Video & Online promotion Students will focus on modern and historical music videos. They will explore Taylor Swift's The Man, Justin Bieber Intentions along with TLC "WaterFalls".	How music artists use promotional sites and material on their websites and social media platforms to attract and keep audiences.	A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.	End of units tests	<u>Exploration of issues such as Aids, drugs, representations of ethnicity and gender</u>

	Students will also look at the online promotion for the two modern music videos, looking at websites, blogs and use of social media to attract audiences. Students will look at all of the above whilst including opinions and analysis of Representation, Media Language, Audience and Industry.	Representations of ethnicity and gender in music videos. How music videos themselves are used as promotional tools to promote artists and their songs How the music industry operates financially How synergy and convergence are used in the music industry	AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and conclusions		
Summer	Revision for the exams in May. Both components all sections				

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Music Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	AO2 - <i>Compose and develop musical ideas with technical control and coherence.</i> Students will; • Evaluate the compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating. • Students will produce their set work compositions from week to week - this will be their main practical work for this first term. AO3 - <i>Demonstrate and apply musical knowledge.</i> Students will; • Take part in the analysis of specific set works and related repertoire. • Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. • Use ideas identified in analysis and apply them in a compositional setting. Students will be preparing for mocks at this time,	• Music writing Composition skills • Harmony • Melody • Texture • Music elements	• Evaluation • Music tech skills • Composition • Technical control • Use of texture • Listening skills • Music reading • Developing music ideas	Assessment will be set feedback from the teacher following Pearson guidelines. Mock papers will be marked and presented as previous years test papers.	Students will listen to set styles of music and have the opportunity to experience new cultures and styles of music.

Spring	AO1 - Perform <i>with technical control, expression and interpretation</i>. Students will; • Complete an assessed performance as a soloist. • Work as an ensemble to perform with classmates which will culminate in a public performance. AO3 - Demonstrate <i>and apply musical knowledge</i>. Students will; • Take part in the analysis of specific set works and related repertoire. • Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. • Use ideas identified in analysis and apply them in a compositional setting.	• Practical performance • Group Work • Ensemble skills • Music elements • Instrument forces	• Evaluation • Technical control • Accuracy • Fluency • Expression • Interpretation • Technique	Assessment will be set following Pearson guidelines.	Exposure to various styles of music through different decades and eras.
Summer	AO3 - Demonstrate <i>and apply musical knowledge</i>. Students will; • Take part in the analysis of specific set works and related repertoire. • Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. • Use ideas identified in analysis and apply them in a compositional setting. AO4 - Use <i>appraising skills to make evaluative and critical judgements about music</i>. Students will; • Listen to a wide variety of musical genres. • Identify the use of musical elements. • Be able to describe how the musical	• Evaluation • Knowledge of set works • Music elements • Set work forces	• Appraisal • Listening skills • Music writing • AO3/ AO4 writing skills	Final marks for coursework Mock preparation and marks	

	elements have been used. • Be able to discuss the context in which music has been created. Students will be focusing on preparation for their exams. Students will have covered all studies of work and will be working on exam appraisals for the remainder of this term.				
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Performing Arts Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Component 2 - Developing Skills and techniques in the Performing Arts brief.. Students will complete their second coursework worth 30% of their mark. Working as a performer or designer students apply skills, techniques and practices to produce and interpret a set text that they may select. Students Interpret existing script and perform for video either a performance or a design pitch. Review and record their development of skills, techniques and progress in a portfolio/log book. Finally students will review their own development and application of their performance or design skills in both the rehearsal process and the final performance. Respond to peer feedback. Explore themes, ideas, style and genres and interpret performance material as an actor or designer. Students will apply their skills and techniques for a final performance that will be recorded. Designers will need to complete a pitch on their chosen design pathway. Students can select their groupings with advice from the teacher. Students can work in pairs or small	A01 - Use rehearsal or production/design processes A02 Application of skills and techniques in/for performance A03- Review own development and application of performance or design skills	Learners will participate in rehearsal and production/design practices and focus on Health and safety, behaviours and attitudes when working with others such as cooperation, being supportive, listening, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.	Short videos demonstrating skills - x3 (beg, middle and end of process) 2 min videos each student. PERFORMANCE VIDEO/PITCH Evaluation log book portfolio.	Cultural capital - TRIP TO MK THEATRE AND BACKSTAGE TOUR

	groups ensuring that their set text links to the brief.				
Spring	Students will be given the opportunity to work as a group to contribute to a workshop performance as either a performer or a designer in response to a set brief set by Pearson exam board. Students will be given a brief that outlines the performance and design requirements and asks students to consider the target audience and use the stimulus included in the brief. In groups of a minimum of 3 and a maximum of 7 performers plus a maximum of 4 designers, learners will respond to the stimulus and create a performance that communicates the ideas and intentions to a target audience of their choice. Students will make a devised drama and perform to their target audience. Students complete an evaluation report of the development process and outcomes in response to the brief.	A01- How to respond to a brief A02 - Select and develop skills and techniques in response to brief. A03- Apply skills and techniques in a workshop performance in response to the brief. A04- Evaluate the development process and outcome in response to the brief.	Devising skills Performing skills Pitching skills Evaluation skills	Presentation of a brief to video. Performance to video 4 tasks - evaluating ideas, making, presenting and evaluating in a log book under controlled conditions.	<u>VISIT FROM THEATRE COMPANY - DEvised</u>
Summer	Students will complete their exam in April, after which students reflect on their work produced and apply what they have learnt and prepare a project for the community based on a set brief as arts leaders. This could include running workshops for younger years, visiting a care home as examples or creating street theatre.				

Photography Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Exam specification:</u> https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf <u>COMPONENT 1:</u> <u>PORTFOLIO 60%- Light, shadows and reflections</u> Students will use this term to continue to develop a sustained personal investigation based on the overall theme 'Light, shadows and reflections' which will lead to them producing a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen area of study. <u>Areas of study include:</u> Documentary photography, Photo-journalism, Studio photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation (work is not limited to one area of study).	Students are required to know and understand how sources inspire the development of ideas, for example, drawing on: • The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • Contemporary and/or historical environments, situations or issues • Other relevant sources researched by the student in the chosen qualification title and area(s) of study • The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture.	This specification requires students to demonstrate the ability to: • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work	Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and	<u>SMSC:</u> <u>Spiritual:</u> Use imagination and creativity, to explore ideas and feelings in works of photographers and express themselves through their own work. <u>Moral:</u> Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work. <u>Social:</u> Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class

		• The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study. • The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. In this specification, visual language is defined as including formal elements, media, materials, tools, processes and technology, as well as the various methods of communication other than visual, such as tactile and sensory.	progresses. • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes and technologies. • Use drawing skills for different needs and purposes, appropriate to the context, for example, using drawing as part of the development process within each chosen area of study. • Realise personal intentions through the sustained application of the creative process.	demonstrates understanding of visual language. <u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses <u>Summative assessment</u> <u>Dec:</u> <u>10 hour mock exam-</u> producing A04 Final outcome, in exam conditions. <u>Internally teacher assessed</u> and a final CWK grade given, marked against the mark scheme and grade boundaries. Standardised with other teachers. Feedback given and Christmas holidays given to action and improve work.	during group critiques. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. <u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values. Through their personal investigations, they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.
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Spring	<u>COMPONENT 2:</u> <u>EXTERNALLY SET ASSIGNMENT 40%:</u> https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf <u>Consists of 2 parts:</u> <u>Part 1: Preparatory study period</u> - Externally Set Assignment materials set by WJEC are to be released to the students in January and consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. - One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. - Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.	As above	As above	<u>Externally Set Assignment materials</u> set by WJEC are to be released to the students no earlier than 2 January Both the preparatory work and sustained focus work will be assessed together using the assessment objectives: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates	<u>BRITISH VALUES</u> <u>Democracy:</u> Take into account the views and ideas of others personal projects. <u>Cultural:</u> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies (through gallery/exhibition visits, online resources,books, blogs,podcasts,films, magazines).
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	<u>Part 2: 10 hour period of sustained focus work</u> The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.			understanding of visual language. <u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses <u>Summative assessment</u> <u>April/May:</u> <u>ESA 10 hour exam-</u> Supervised sustained focus time (2 days), invigilating in exam conditions.	
Summer	All work submitted by the end of May.			<u>Summative assessment</u> <u>May:</u> Deadline for the submission of internally assessed marks to WJEC. <u>June:</u> Work externally moderated by the exam board.	<u>Social:</u> Students will help curate and present their work in an end of year exhibition.

Psychology Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Social Influence Students will look at why the people around us can cause us to change the way we behave. They will also look at how our personality traits can influence how likely we are to be influenced by others. Mock exams and revision	- Situational factors that can affect conformity, obedience, pro-social and crowd behaviour. - Bickman's study into uniform and obedience - Dispositional factors that can affect conformity, obedience, pro-social and crowd behaviour. - The NatCen Study into the reasons for participation in the Tottenham riots - Using minority and majority influence to change stigma and discrimination into mental health issues	AO1: Knowledge & understanding of psychological ideas, processes and procedures AO2: Apply knowledge & understanding of psychological ideas, processes and procedures AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams. Mock exams and revision	Understanding of how others can influence us to behave in a way we otherwise might not; why people in the holocaust may have followed orders to kill others. An appreciation of collectivist v individualistic cultures Discussion of how disaffection and poverty can affect participation in riots Discussion of the different attitudes of men and women towards

					mental health, and why 'boys don't cry'.
Spring	Psychological Problems Students will look at the prevalence of mental health disorders; changes in historical attitudes and treatment, and the effects of stigma and discrimination. They will understand the causes, symptoms and treatment of schizophrenia and clinical depression. Revision for exams	• Rates and patterns of mental illness • Asylums and care in the community • Effects of stigma and discrimination • Schizophrenia - Social drift theory and the dopamine hypothesis • Daniel's study into dopamine and schizophrenia • Depression - social rank theory and the ABC model • Treatment of schizophrenia and depression with therapy and medication	AO1: Knowledge & understanding of psychological ideas, processes and procedures AO2: Apply knowledge & understanding of psychological ideas, processes and procedures AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.	Understanding of why certain groups in society (ethnic minorities, LGBTQ+) suffer higher rate of mental ill health Understanding of why people might suffer from stigma and discrimination and the effect this has on individuals and families Knowledge of how irrational beliefs can lead to mental ill health and how therapy can help retrain thinking
Summer	Revision and GCSE exams				

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Sociology Yr11

<u>Term</u>	<u>Topic title(s) and overview</u> Link to specification for more specific detail https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity, SMSC, cultural capital)</u>
Autumn	Social stratification	Functionalist theory of stratification Socio-economic class Life chances Poverty as a social issue Power and authority Power relationships	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	Year 11 mock exams In class assessments	Rule of law Politics Discrimination

Spring	Crime and deviance	The social construction of crime and deviance Social control Criminal and deviant behaviour Data on crime	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	In class assessments	Rule of law Politics Discrimination
Summer	Complete crime and deviance revision		AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological	Formal public examination	

			theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.		
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BTEC Health and Social Care Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	RO34 - Creative and Therapeutic Activities (Continued from Yr 10) 3.1 Factors that affect the selection of a creative activity 3.2 How to plan a creative activity to meet individual abilities o Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting o Topic Area 4 Deliver a creative activity and evaluate your own performance	Factors affecting choice of activity, including; □ Individual abilities: Physical, Intellectual, Emotional and Social □ Gender □ Benefit of the activity to the individual □ Creating clear aims of the creative activity that is specific to an individual or group □ Designing Timescales appropriate to the aims of an activity □ Identifying a range of appropriate resources needed □ Conducting risk assessments to reduce hazards and minimise safety concerns □ Develop an awareness of verbal and non-verbal communication skills, and	Produces a comprehensive plan for a creative activity. Demonstrates a full understanding of each key element requested. Introduction to the activity is effective and demonstrates effective supervision in the following areas: ● encouraging participation ● intervening when necessary ● providing support ● maintaining safety ● keeping to timescales ● replenishing resources ● Demonstrates effective	This unit is assessed by a Set Assignment. Set Assignment to be submitted in January of year 11. The assignment tasks and success criteria are set by OCR on the June 2025 released set assignment.	The influence of culture and circumstance on lifestyle choices Developing empathy for others Recognising diversity and adapting to meet individuals needs Alternatives to traditional medical approaches to health promotion

		approaches to demonstrate active listening, which are adjusted to the appropriateness to individuals □ Consider appropriate methodology to be used in a demonstration that supports the individuality of the service user. □ Gather feedback from the service user to reflect and evaluate your own success.	communication skills. Comprehensive evaluation of strengths and weaknesses of all elements Detailed suggestions for improvement. Full use of feedback. Comprehensive explanation of the benefits of the therapies in relation to PIES for the individual or group		
Spring	RO32: Principles of care in HSC settings Topic Area 1 The rights of service users The benefits to service users' health and wellbeing when their rights are maintain Topic Area 2 Person-centred values Benefits of applying the person-centred values	The right to: Choice, Confidentiality, Consultation, Equal and fair treatment, Protection from abuse and harm, Empowerment, Encourages independence and being selfreliant , Feeling in control of their lives, Gives service users choice, control and independence; High self-esteem; Feeling valued and respected; Positive mental health □ Service users' needs are met Appropriate care or treatment	Application of knowledge to a range of settings and individual service users Understanding of policies and procedures that need legal constraints in the UK, explaining the importance of these Effective identification of a wide range of factors that change the needs of individuals and adapting approaches to meet these individual needs. Clear explanations, applying key elements of	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams. Mock exams and revision	Recognising diversity and promoting equality when meeting the rights of others. Recognising the challenges faced by others and understanding the importance of supporting to overcome these. Recognising vulnerability and the importance of effective policies and procedures in protecting everyone in our care.

	Topic Area 3: Effective communication in health and social care settings The importance of non-verbal communication skills in health and social care setting The importance of special methods of communication in health and social care settings	such as mobility aids provided, or dietary requirements met Reassured that service providers will not harm them Confident that service providers have service users best interests in mind Confident in the care they receive □ Person-centred values; Individuality; Choice; Rights; Independence; Privacy; Dignity; Respect □ Qualities of a service practitioner, the 6Cs; Care; Compassion; Competence; Communication; Courage; Commitment □ Adapting type/method of communicating to meet the needs of the service user or the situation Adaptations and support: Advocate; Braille; British Sign Language; Interpreters; Makaton; Voice activated software	assessment within responses to show empathy and understanding Evaluations of key elements of care, which considered the demands of strategies and the impact of not meeting individual care needs effectively.		Individual rights and the importance of promoting these Recognising diversity and adjusting approaches to ensure inclusion
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	Topic Area 4 Safeguarding Infection prevention Safety procedures and measures Protecting service users and service providers in health and social care setting	General cleanliness Personal hygiene measures Safety procedures for reducing risk/danger and promoting good practice Safety measures implemented to reduce risks			
Summer	Revision and preparation for exam		AO3 Apply knowledge and understanding of individual rights and how these are implemented in HSC settings AO4 Make connections between aspects of health and wellbeing, and the effective and ineffective application of strategies to promote individual service users rights.	This unit is assessed by an exam. Due to the Terminal Assessment requirement, the exam must be taken in the students' final assessment series. The exam is 1 hour and 15 minutes and has 70 marks in total. The exam will have 6 compulsory questions. Question types include: • short and medium answer • extended response. These allow us to assess the following Performance Objectives: o PO1 – Recall knowledge and show understanding o PO2 – Apply knowledge and understanding o PO3	

				– Analyse and evaluate knowledge, understanding and performance.	
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ICT Technical Award Yr11

Year 11 end of year goals:

- Students have completed their coursework..
- Students will understand the fundamentals of service provided by it..
- Students will understand the legal and ethical issues associated with it.

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Coursework completion</u>	Students will know the core basic skills of spreadsheets, automated docs, databases and photoshop.	Students will be able to complete all the requirements to meet the coursework brief. They will be able to extend their knowledge and skills by completing the higher marked tasks.	Coursework	Jobs available within the IT sector
	Functionality of hardware and software devices Students explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.	Students will know the basics of input and output, hardware and software.	Students will be able to name niche products i.e. laser printer, 3D printer and explain the input and output elements of the device.	Mock exam	

Spring	Services provided by IT Students will learn how a variety of services across a number of different business environments helps improve the industry. Students will also look at how technology has changed and continues to change in order to improve our personal lives. Why data must be fit for purpose Students will look at raw data, how it is collected and how it is processed. Students will then look at validating data to ensure that it is accurate. Data transfers Students will look at the different types of network topologies and protocols used to transfer data. Students will also look at the different types of wired and wireless connections.	Students will already have an understanding of how IT services support our daily lives.	Students will be able to describe how technology informs and supports our daily lives across a number of different areas including a work, home and social environment. Students will be able to understand what raw data is and how it can be used.	In class assessment	Looking at future technologies and future proofing
Summer	Legal, ethical, moral impact of computers Students will investigate the potential problems with storing data on computers and the impact of data loss and breaches to GDPR.	Students will have knowledge of some cyber attacks, they will understand that there are laws in place to prevent cyber attacks and protective measures that can be in place to protect computers.	Students will understand the different types of malware and social engineering attacks. They will be able to explain how to prevent the attacks happening.	Formal Public Examination	Online safety and protection Environmental impact of computers

	Students look at what cyber attacks are and the prevention methods. Environmental impact and our digital footprint Students look at the environmental impact of computers. They will also investigate the impact on society of people working from home more often and what impact that has on emerging technologies and people's mental health. They will also look at our digital footprint and the potential effects of social media posts and identity theft.	Students will know what environment impacts are and what a digital footprint is.	Students will be able to see the impact computers have on the environment, see the impact technology is having on our mental health and how that is linked to working from home.		Effects of social media on mental health Understanding GDPR laws
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BTEC Sport Yr11

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Component 2</u>	Component 2: Adapting a warm-up for different categories of participants and different types of physical activities Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity. - Adapting warm-ups for different categories of participants: - o vary intensity of activities - o low impact and high impact options - o vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus - o types of stretch used – simple stretches for beginners, compound stretch	Evaluate data Improve Fitness Plan sessions for younger students at Etonbury Deliver sessions for younger students at Etonbury	Assessment Objectives - Component 2: Adapting a warm-up for different categories of participants and different types of physical activities Coursework based	Improving fitness and nutrition Delivering and reviewing sessions for target groups (Younger students at Etonbury Academy Examine groups of people e.g. less able, gender, religion and how sport has its differences within this Careers in sport Students develop social aspects by assisting one

		for moderate to advanced participants. • Adapting the warm-up to make it specific to a physical activity: - o introduction of equipment in the warm-up that is specific to the physical activity - o using movements and activities from the physical activity in the warm-up - o stretching the main muscles required for the specific physical activity			another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers
Spring	<u>Component 3</u>	C3 Delivering a warm-up to prepare participants for physical activity Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity. • Organisation and demonstration of the warm-up activities: - o space – areas used - o equipment - o organisation of participants - o timing - o demonstrations - o positioning. • Supporting participants as they take part in the warm-up: - o observing participants - o providing instructions - o providing teaching points	Evaluate data Sports Psychology Plan sessions for students at Etonbury Deliver sessions for students at Etonbury	C3 Delivering a warm-up to prepare participants for physical activity End of unit assessments	Plan sessions for students at Etonbury Deliver sessions for students at Etonbury Careers in sport Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers

		providing feedback to participants.			
Summer	Component 3	C3 Delivering a warm-up to prepare participants for physical activity Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity. • Organisation and demonstration of the warm-up activities: - o space – areas used - o equipment o organisation of participants - o timing o demonstrations o positioning. • Supporting participants as they take part in the warm-up: - o observing participants - o providing instructions - o providing teaching points - o providing feedback to participants.		C3 Delivering a warm-up to prepare participants for physical activity End of unit assessments	Plan and teach a session to peers Examine groups of people e.g. less able, gender, religion and how sport has its differences within this Careers in sport Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers

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