

Year 11 Curriculum map 2020/2021

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>READING</p> <p>AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>WRITING</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>SPEAKING AND LISTENING</p> <p>AO7 Demonstrate presentation skills in a formal setting</p> <p>AO8 Listen and respond appropriately to spoken</p>	<p>REVISITING TEXTS, MOCK EXAM AND SKILLS PREP</p> <p>English Language Paper 1 revisiting key skills and practicing on unseen texts</p> <p>Literature Romeo and Juliet Revision - either revisited in full or detailed revision focusing on plot, characters, settings and themes, exploring Shakespeare’s use of language and structure.</p> <p>Unseen poetry - revisiting skills and practice in advance of November mock</p> <p>Dr Jekyll and Mr Hyde or A Christmas Carol detailed revision focusing on plot, characters, settings and themes, exploring the writers’ use of language and structure.</p> <p>Assessments November Mock exams English Language Paper 1 (1 hour 45 Minutes)</p>	<p>REVISITING TEXTS, MOCK EXAM AND SKILLS PREP</p> <p>English Language Paper 2 - revisiting key skills and practicing on unseen texts</p> <p>Literature An Inspector Calls or Animal farm detailed revision focusing on plot, characters, settings and themes, exploring the writers’ use of language and structure.</p> <p>Unseen poetry - building analysis and comparison skills</p> <p>Assessments - February Mock Exams English Language Paper 2 (1 hour 45 minutes)</p> <p>Literature Paper 1 (Optional Units - 1B and 1C) (1 hour 45 Minutes) (Nineteenth century text - either Jekyll and Hyde or A Christmas Carol) and</p>	<p>EXAM PREP</p> <p>Language and Literature revision and skill gap closure based on class and student needs</p> <p>MAIN EXAMS IN SUMMER 2021 (DATES TBC)</p>

	<p>language, including to questions and feedback to presentations</p> <p>AO9 Use spoken Standard English effectively in speeches and presentations.</p>	<p>Literature Paper 2 (2021 variant) (1 hour 45 minutes)</p> <p>(Romeo and Juliet and Unseen Poetry)</p> <p>Non-Examined Element Speaking and Listening</p>	<p>Twentieth Century text (An Inspector Calls or Animal Farm)</p>	
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • 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. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p>	<p><u>Foundation students:</u></p> <p>Inequalities</p> <p>Angle facts and bearings</p> <p>Properties of polygons</p> <p>Number recap</p> <p>Measures and converting units</p> <p>Basic algebra review/solving equations</p> <p>Statistics review</p> <p>Probability review</p> <p>Vectors</p> <p>Real life graphs</p>	<p><u>Foundation students</u></p> <p>Pythagoras and trigonometry review</p> <p>Linear and quadratic graphs</p> <p>Geometry and measures review</p> <p>Standard form</p> <p>Ratio and proportion</p> <p>Percentages</p> <p><u>Higher students</u></p> <p>Trigonometry</p> <p>Sine and Cosine rule</p>	<p>Revision, gap closing and exam preparation</p>

	<ul style="list-style-type: none"> • 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 • Evaluate solutions to identify how they may have been affected by the assumptions made. 	<p>Higher students:</p> <p>Inequalities</p> <p>Angle facts and bearings</p> <p>Properties of polygons</p> <p>Number recap</p> <p>Numerical methods</p> <p>Circle theorems</p> <p>Algebra review</p> <p>Gradients and rates of change</p> <p>Statistics review</p> <p>Pre- calculus and area under a curve</p> <p>Vectors</p> <p>Further sketching graphs</p>	<p>Surds</p> <p>Transforming graphs</p> <p>Algebraic fractions</p> <p>Direct and inverse proportion</p> <p>Growth and decay</p>	
Science	AO1 Demonstrate knowledge and understanding of: scientific ideas and scientific techniques and procedures	<p>Autumn 1</p> <p>B3 - Living together, food and ecosystems</p> <p>C6 - Chemical analysis</p>	<p>Spring 1</p> <p>B6 - Life on Earth, Past, present and future</p> <p>B5 - The Human Body. Recap from work set during lockdown.</p>	Examination - GCSE combined paper OCR 21st Century Science B.

	<p>AO2 Apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures</p> <p>AO3 Analyse information and ideas to: interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures</p> <p>resources <i>Link to OCR 21st century combined GCSE specification:</i> https://ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf</p> <p><i>Link to OCR 21st century GCSE Specs. Biology Specification</i> https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf</p> <p><i>Chemistry Specification</i> https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf</p> <p><i>Physics Specification</i> https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf</p>	<p>Autumn 2 Y11 Science Mock examinations w/b 9/11/20- x4 papers Biology 1hr 45 minutes Chemistry 1hr 45 minutes Physics 1hr 45 minutes Combined Science paper 1hr 45 minutes</p> <p>P5 - Radioactive Materials P6 - Matter, models and explanations</p> <p>Separate Sciences Pupils will recap topics C1-C6, B1-B6, P1-P6 to refresh knowledge and understanding.</p> <p>C1-3, B1-3, P1-3</p> <p>Y11 Science Triple Mock examinations w/b 9/11/20- x6 papers in total There will be a breadth and depth paper for each subject.</p>	<p>B4 - Using Food and controlling growth.</p> <p>Spring 2 This may vary depending on the need of the class (<i>through analysis of the mock examination papers</i>) Revision B1-3 Revision C1-2 Revision P1-2</p> <p>Separate Sciences Pupils will recap topics C1-C6, B1-B6, P1-P6 to refresh knowledge and understanding</p> <p>C4-6, B4-6, P4-6</p>	<p>Examination - GCSE triple papers OCR 21st Century Science B.</p>
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PSHCE	PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.	Personal Development (Form time): Health & wellbeing British values	Personal Development (Form time): Keeping safe Relationships & choices	Personal Development (Form time): Exam focus
Careers	Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life	Careers (Form time): Transition Planning ahead Skills & interests Qualifications Making applications CV writing Cover letters	Careers (Form time): Changing job market Personal learning Interview skills Money matters Choices now, choices later. Look ahead	Exam focus
Computer Science	AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science. AO2: Apply knowledge and understanding of key concepts and principles of computer science. AO3: Analyse problems in computational terms: <ul style="list-style-type: none"> to make reasoned judgements to design, program, evaluate and refine solutions. 	Paper 1: Algorithms & Programming Sequence, Selection, Iteration Trace Tables Pseudocode algorithm design Data Representation Binary Hexadecimal Images & Sound Compression Boolean Logic	Paper 2: Computer Systems Hardware Software Computer Networks LANs WANS & PANS Network Hardware Protocols Network Security Computer Security Ethics, Legal	Focused revision targeting areas highlighted by mock exams.
Geography	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.	Paper 2: Challenges in the human environment Section A: Urban Challenge Students study the global pattern of urban change and the reasons for it. They then look at urban challenges through two case	Paper 3: Geographical Application Section B: Unseen fieldwork & geographical skills Students will follow the sequence of enquiry and will recap upon Geographical Skills in preparation for the Paper 3 exam.	Paper 3: Geographical Application Section C: Pre-Release Exam revision and exam technique.

	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>studies: London and Rio de Janeiro. They then look at how we can make our urban areas more sustainable.</p> <p>uneven development: disparities in wealth and health, international migration.</p> <p>Section B: The changing economic world.</p> <p>Students study the economic development and quality of life. how to reduce the development gap and study two case studies Nigeria and the UK.</p>	Exam revision and exam technique.	
History	<p>Edexcel 9-1 History</p> <p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Autumn term</p> <p><u>Weimar and Nazi Germany - Paper 3</u></p> <p>Students will cover Paper 3 knowledge and exam skills</p> <p>Students will study:</p> <ul style="list-style-type: none"> • the Weimar Republic, • Hitler's rise to power, • Nazi control and dictatorship, • life in Nazi Germany 	<p>Spring term</p> <p>Completion of Germany unit</p> <p>Recap of all other papers</p>	<p>Summer term</p> <p>Revision and exam skills</p>

		(Autumn term 2 will be interrupted by mock exam period.)		
French	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand a range of material ● Understand spoken language at normal speed ● Understand unfamiliar language ● Initiate and develop conversations about topical and personal interests ● Use new vocabulary and structures found in reading texts ● Produce longer pieces of writing using at least three tenses ● Edit and redraft work ● Translate to and from the TL 	<p>Theme: School, to include:</p> <ul style="list-style-type: none"> ● Talking about your school ● Comparing schools in the UK and French-speaking countries ● Discussing school rules ● Talking about getting the best out of school ● Talking about a school exchange <p>Theme: Future aspirations, study and work, to include:</p> <ul style="list-style-type: none"> ● Discussing jobs and work preferences ● Discussing career choices ● Talking about plans, hopes and wishes ● Discussing the importance of languages ● Applying for jobs ● Understanding case studies 	<p>Theme: International and global dimension, to include:</p> <ul style="list-style-type: none"> ● Discussing priorities and well-being and what makes you tick ● Discussing problems facing the world ● Talking about protecting the environment ● Discussing ethical shopping ● Talking about volunteering ● Discussing big events, such as the Olympic Games 	Exam revision and technique
Spanish	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand a range of material ● Understand spoken language at normal speed 	<p>Theme: Local Area, Holiday and Travel/Identity and Culture to include:</p>	<p>Theme: Future aspirations, study and work to include:</p>	<p>Theme: International and global dimension, to include:</p>

	<ul style="list-style-type: none"> ● Understand unfamiliar language ● Initiate and develop conversations about topical and personal interests ● Use new vocabulary and structures found in reading texts ● Produce longer pieces of writing using at least three tenses ● Edit and redraft work ● Translate to and from the TL 	<ul style="list-style-type: none"> ● Talking about places in a town ● Asking for and understanding directions ● Talking about shops ● Shopping for souvenirs ● Describing the features of a region ● Planning what to do ● Understanding the geography of Spain ● Shopping for clothes and presents ● Explaining preferences ● Talking about problems in a town ● Describing a visit in the past ● Describing meal times ● Talking about daily routine ● Talking about illness and injury ● Asking for help at the pharmacy ● Talking about typical foods ● Comparing different festivals ● Describing a special day ● Ordering in a restaurant ● Talking about a music festival 	<ul style="list-style-type: none"> ● Discussing ways of earning money ● Talking about work experience ● Discussing the importance of learning languages ● Applying for a summer job ● Discussing gap years ● Discussing plans for the future and different ways to express them 	<ul style="list-style-type: none"> ● Discussing local issues and actions ● Discussing healthy lifestyles ● Talking about major international sporting events and their importance ● Discussing natural disasters <p>Exam revision and technique</p>
Art	Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.	C/W - Component 1 Students will continue their portraiture project.		C/W - Component 1 Students will spend a short time before the exam period refining

	<p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>They will explore the different sub themes of class, gender, selfies and groups making personal responses to each of these before selecting an area of focus.</p> <p>Students will then develop their ideas to convey a specific idea in their chosen materials. This will be independently led.</p> <p>Their final outcome will be a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen theme.</p>		<p>their two projects based on teacher feedback.</p>
<p>Business Studies</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate an understanding of business activity, make judgments and draw conclusions.</p>	<p>Revision of Human Resources and Business Operations in preparation for the mock (paper 1)</p> <p>Unit 5: Marketing Students will look at how to identify and understand customers, how businesses use segmentation to target customers. They will also understand why businesses conduct market research and the methods businesses use. They will learn about the elements of the marketing mix, price, product, promotion and place and be aware of how they work together. Students will also be able to analyse the importance of e-</p>	<p>Unit 6: Finance Students will consider sources of finance available to businesses. They will understand the importance of cash to a business and be able to prepare a cash flow forecast. They will learn a number of financial terms and carry out basic financial calculations. Students will be able to calculate the average rate of return for a business and interpret a break-even chart. They will also be able to understand the components of the income statement and balance sheet. Students should consider current performance, performance</p>	<p>Exam revision and technique.</p>

		commerce and m-commerce.	against previous years and performance against competitors.	
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.</p>	<p><u>Performance</u> Set Phrases-Shift and Breathe Finalise and refine Duo/Trio</p> <p><u>Choreography</u> Developing choreography through the AQA stimuli: exploring choreographic devices, approaches and intent.</p> <p><u>Theory</u> Section A/B (theory of safe practice and own/others work).</p> <p>Critical appreciation through theory and practical: Shadows</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p><u>Performance</u> Revisit all practical elements - Set phrases - Duo/Trio</p> <p><u>Choreography</u> Choreography to be finalized and refined</p> <p><u>Theory</u> Critical appreciation through theory and practical: A Linha Curva</p> <p>Critical appreciation through theory and practical: Artificial things</p> <p>Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Infra</p>	<p><u>Theory</u> Section A, B, C</p> <p>Exam question work and practice papers</p> <p>Critical appreciation through theory and practical: Comparisons of all anthologies</p> <p><u>Choreography/ Performance</u> Final exams</p>
Engineering (Cambridge national)	Yr11 Students will continue to work on and complete R105 R106, R107 and R108.	Yr11 Students will be working on and completing (R106 25%) & R107. This will include:	Students will continue with their substantial design task (R107 25%) and make task (R108 25%).	Term 3 will be solely revision with some focused practical tasks to support theory for their exam (R105).

	<p>R105: Design briefs, design specifications and user requirements.</p> <p>R106: Product analysis and research</p> <p>R107: Developing and presenting engineering designs</p> <p>R108: 3D design realisation</p>	<ul style="list-style-type: none"> - Stages of production - Methods of manufacture - Life cycle assessment - Dis assembly - Market research - Product Analysis - Design briefs - Specifications - Sketching and drawing - Rendering 	<p>They will identify and investigate design improvements and continue to prototype.</p> <p>After which they will begin to plan their manufacture of their prototype and begin making.</p> <p>This will be followed by an evaluation.</p> <p>Revision and theory tasks will be intermixed with practical to support their exam (R105 25%).</p>	
<p>Food Preparation and Nutrition</p>	<p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques, Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including, withdrawn due to COVID</p>	<p>Focusing on the food commodities: fruit and vegetables and milk, cheese and yoghurt.</p> <p>Both commodities topics will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment,</p>	<p>Focusing on the food commodities: cereals and meat, fish poultry and eggs.</p> <p>Both commodities topics will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment,</p>	<p>Focusing on the food commodity: butter, oils, margarine, sugar and syrup</p> <p>This topic will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment (NEA2) Students will prepare, cook and present a final menu of</p>

				<p>two dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. (70 marks)</p> <p>(NEA1) food investigation (30 marks) withdrawn due to COVID</p>
<p>Performing Arts BTEC (Production Pathway)</p>	<p><u>Component 2</u> Learning aim, A: Develop skills and techniques for performance.</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance.</p> <p>Learning aim C: Review own development and contribution to the performance.</p> <p><u>Component 3</u></p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p><u>Component 2 (30% of final assessment)</u></p> <p>PERFORMANCE OF MONOLOGUES FOR AN AUDITION</p> <p>This term, the focus is on rehearsal strategies for effective performance of monologues selected. STUDENTS CAN WORK AS AN ACTOR OR DESIGNER.</p> <p>They will record their work to camera.</p> <p>Students will focus on learning lines and also study how to record evidence during practical work.</p> <p>They will be on rehearsal strategies and students will be expected to produce a detailed portfolio on their rehearsal and production of their log book.</p>	<p><u>Component 3 (40% of final grade)</u></p> <p>RESPONDING TO SET BRIEF REHEARSALS AND PREP PERIOD</p> <p>Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus set by the exam board.</p> <p>For example, students may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message.</p>	<p><u>Component 3 (40% of final grade) Exam Performance</u></p> <p>RESPONDING TO SET BRIEF FINAL PERFORMANCE AND LOG BOOK EXTERNAL</p> <p>Students will perform their final exam performances to an invited audience for parents.</p> <p>They will also revisit their portfolio evidence and ensure that it is submitted to the exam board.</p> <ul style="list-style-type: none"> • Activity 1: an ideas log completed and saved as a PDF (up to 300 words). • Activity 2: a skills log completed and saved as a PDF (up to 300 words). • Activity 3: Performers must submit a digital recording of a workshop performance to an audience of between 3 and 7 minutes per group performance. Designers

		<p>Key masterclasses will be recorded during rehearsals to show progress. This will be recorded on video and used as a tool to analyse.</p> <p>Students will compile the following: audit of performance skills, a self-assessment and peer assessment review and a final evaluation of the performance and rehearsal process. This will be assessed as part of their coursework.</p> <p>At the end of the term students will be introduced to the Component 3 and the expectations.</p>	<p>In this component, students will have the opportunity to respond to a brief.</p> <p>They will be given a brief that outlines the performance and design requirements and that asks students to consider target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, students will develop ideas for a workshop performance and apply skills and techniques to communicate creative intentions to your audience.</p> <p>Students will also prepare for the written assessment. Activity 1: an ideas log completed and saved as a PDF (up to 600 words). • Activity 2: a skills log completed and saved as a PDF (up to 600 words). • Activity 3: Performers must submit a digital recording of a workshop performance to an audience of between 5 and 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 4-10 minutes. • Activity 4: an</p>	<p>must submit a digital recording of their pitch/presentation of between 3- 7 minutes. • Activity 4: an evaluation report completed (up to 300 words).</p> <p>Students will record their responses of their final performances to camera for external assessment.</p>
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			evaluation report completed and saved as a PDF (up to 600 words). These logs will be completed under controlled conditions in school.	
Media Studies	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>Component 2 - Section A. Crime Drama</p> <p>Students will look at all key concepts in line with episode one of Luther and The Sweeney.</p> <p>There will be in depth analysis of historical context such as how the crime drama reflects the society and culture of the time. How genre has changed over time and also representations of gender, ethnicity and age, including stereotypes.</p>	<p>Component 2 - Section B. Music Video & Online promotion</p> <p>Students will focus on modern and historical music videos. They will explore Katy Perry's "ROAR", Pharrell Williams "FREEDOM" along with Michael Jackson "BLACK OR WHITE".</p> <p>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.</p> <p>Students will look at all of the above whilst including opinion and analysis of Representation, Media Language, Audience and Industry.</p>	<p>Revision for the exams.</p> <p>Both Components, all sections.</p>
Music	<p>O1 - Perform with technical control, expression and interpretation. Students will;</p> <ul style="list-style-type: none"> Complete solo and ensemble performances 	Main Assessment - Coursework and Mock exam	Main Assessment - Coursework The coursework focus will continue in this term.	Exam prep Students will review all the areas of studies and set works in

	<p>for their assessed coursework.</p> <ul style="list-style-type: none"> • Work as an ensemble to perform with classmates which will culminate in a public performance. <p>AO2 - Compose and develop musical ideas with technical control and coherence. Students will;</p> <ul style="list-style-type: none"> • 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 complete two compositions which will be entered as coursework; <ul style="list-style-type: none"> ○ free composition ○ brief set composition <p>AO3 - Demonstrate and apply musical knowledge. Students will;</p> <ul style="list-style-type: none"> • 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. <p>AO4 - Use appraising skills to make evaluative and critical judgements about music. Students will;</p> <ul style="list-style-type: none"> • Listen to a wide variety of musical genres. • Identify the use of musical elements. 	<p>During term 1 and 2 students will complete 4 pieces of coursework outlined below.</p> <p>AO2 Composition; Students must submit two compositions*, of a combined duration of at least three minutes. One in response to a brief set by Pearson, of at least one minute in duration, and one free composition set by the student, of at least one minute in duration.</p> <p>AO3 Performance; Students must submit two performances*. Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces. OR Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces. The total performance time across both performances must be a minimum of four minutes of music.</p> <p>Alongside this students will look at A04 - Fusions. They will be</p>	<p>Alongside the coursework students will learn about the Bach and Beethoven set works, specifically applying the AO3 and AO4 skills. They will compare and contrast the use of the elements in these set works to the previous ones and explore how the different contexts the music was written in and for, alter the use of the devices.</p>	<p>preparation for the exam (40% of the final mark).</p> <p>We will focus on exam technique and writing style.</p>
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	<ul style="list-style-type: none"> ● Be able to describe how the musical elements have been used. ● Be able to discuss the context in which music has been created. 	<p>specifically applying the skills shown in AO3 and AO4.</p> <p>*Due to COVID, requirements have changed to 1 free composition and 1 performance.</p>		
GCSE P.E.	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Component 2:</p> <p>Topic 1: Health, fitness and well-being</p> <p>1.1 Physical, emotional and social health, fitness and well-being</p> <p>1.2 The consequences of a sedentary lifestyle</p> <p>1.3 Energy use, diet, nutrition and hydration</p> <p>Topic 2: Sport psychology</p> <p>2.1 Classification of skills (basic/complex, open/closed)</p> <p>2.2 The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>2.3 Guidance and feedback on performance</p>	<p>Component 2:</p> <p>Topic 3: Socio-cultural influences</p> <p>3.1 Engagement patterns of different social groups in physical activity and sport</p> <p>3.2 Commercialisation of physical activity and sport</p> <p>3.3 Ethical and socio-cultural issues in physical activity and sport</p> <p>Component 4:</p> <p>Revisit PEP's to make any amendments (catch-up sessions delivered for PEP due to Covid 19)</p> <p>Collect evidence and carry out practical assessments (now only 2 sports to be assessed)</p>	<p>Revision for the exams.</p> <p>Review practical performances.</p>

		2.4 Mental preparation for performance		
Photography	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>C/W - Component 1 Portrait 'Where is my mind'</p> <p>Students will spend the first half term refining their portraiture project.</p> <p>They will select a specific line from a spoken word performance to relate their current and future imagery to.</p> <p>Their final outcomes will be presented in a collaborative projection piece.</p>	<p>C/W - Component 1 Landscape</p> <p>This term students will be exploring landscape photography and developing their skills in a new field.</p> <p>They will develop their understanding on how to capture images on location before moving back to the photography suite to edit their photographs.</p>	<p>C/W - Component 1</p> <p>Students will spend a short time before the exam period refining their three portfolio projects based on teacher feedback.</p>
Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Psychological problems – effects on individual and society; schizophrenia and depression – biological and psychological explanations for; treatments and therapies</p> <p>Exam technique, Mock exams</p>	<p>Memory & forgetting; encoding, storage, retrieval. Types of memory; Reconstructive memory, effect of brain damage on memory. Application of memory to advertising.</p> <p>Sleep and dreaming: functions of sleep, insomnia and treatments; Freud, unconscious mind and dreaming; brain function during dreaming.</p>	<p>GCSE prep/revision.</p>

BTEC Animal Care	<p>Unit 1: Examined unit - January</p> <p>Unit 2: Animal Handling</p>	<p>Unit 1: Examined unit - January</p> <p>LAA Understand the essential signs of good and ill health in animals</p> <p>LAB Understand common diseases, their causes, transmission and treatment</p> <p>LAC Understand the signs, symptoms, prevention and treatment of common parasites</p>	<p>Unit 2: Animal Handling</p> <p>LAA Understand safe handling and restraint techniques</p> <p>LAB Demonstrate safe handling and restraint techniques used with animals.</p>	<p>There will be an opportunity to make improvements and revisit past units.</p>
BTEC Childcare	<p>Unit 1: Patterns of Child Development (externally examined - 1-hour exam)</p> <p>Learning Aim A: Understand growth and development in children</p> <p>Learning Aim B: Understand the characteristics of children's development from birth up to eight years</p> <p>Learning Aim C: Understand how adults in early years settings can support children's development.</p> <p>Unit 2: Promoting children's development through play (coursework - 25% of final grade)</p> <p>Learning Aim A: Understand how play promotes children's development in early years settings</p> <p>Learning Aim B: Understand how different play opportunities promote children's development</p> <p>Learning Aim C: Understand how play is structured in early years settings to promote children's development</p>	<p>Unit 1: Examined unit - January of Year 11</p> <p>Students will know the key aspects of children's growth and how growth is measured. They will know the factors that determine children's growth: heredity, hormones, nutrition, sleep, illness and emotional influences.</p> <p>Students will look at the expected development norms for children and know that development should be viewed holistically</p> <p>Students will also understand the links between areas of development and how each area may complement each other.</p>	<p>Unit 2: Promoting children's development through play - internally assessed portfolio</p> <p>Students are expected to describe how children play at each range and how adults can support children through play.</p> <p>They will be able to assess the value of play opportunities on all aspects of a child's development.</p>	<p>The course will be completed by May half term</p> <p>Students will be able to describe how early years settings structure play in different ways to promote children's development. They will be able to give examples of adult-led, adult-initiated and child-initiated play.</p>

		Students will also understand how adults in early years settings can support children's development in each of the areas.		
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