

Key Stage 4 Year 11 curriculum map 2025/2026



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

English	Geography	Engineering design	Performing Arts	ICT Technical Award
Maths	History	GCSE P.E.	Photography	BTEC Sport
Science	MFL (French & German)	Hospitality & Catering	Psychology	
Personal Development	Art & Design	Media Studies	Sociology	
Computer Science	Business Studies	Music (No group fro 25/26)	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • English Literature Paper 2 (modern text, 'Worlds and 'Lives' poetry and unseen poetry) • English Language Paper 2 	<p>Importance of culture and cultural heritage</p> <p>The impact of humans on the natural world</p> <p>The importance of identity</p>

			<ul style="list-style-type: none"> • use varied punctuation in their own writing 		
Spring	<p>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.</p> <p>Once completed, students begin revision of all texts in preparation for their GCSE which begin in May.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • 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 	<p>Students can:</p> <ul style="list-style-type: none"> • 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 	<p>Mock examinations:</p> <p>English Literature Paper 1 ('Macbeth' and 'A Christmas Carol')</p> <p>English Language Paper 1</p>	<p>Revision of all key themes and issues explored across all texts studied</p>

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	<p>Gradients and lines</p> <p>Non-linear graphs</p>	<p>Higher Tier knowledge in bold</p> <ul style="list-style-type: none"> • 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. 	<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</p>	<p>HT2: Full series of mock exams (will be an unseen paper.</p>	<ul style="list-style-type: none"> • 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

	<p>Using graphs</p> <p>Expanding and factorising</p>	<ul style="list-style-type: none"> • 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. 	<p>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</p>		<p>scenarios as part of cultural capital awareness</p>
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	<p>Changing the subject</p> <p>Functions</p>	<ul style="list-style-type: none"> • 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. 	<p>Students should be able to:</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 		
Spring	Multiplicative reasoning	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evaluate solutions to identify how they may have been affected by assumptions made. 	Full series of mock exams, using an unseen set of papers.	

	<p>Geometric reasoning</p> <p>Algebraic reasoning</p> <p>Transforming and constructing</p>	<p>ratios, in working with geometry and measures, and in working with proportional relations graphically and algebraically.</p> <ul style="list-style-type: none"> 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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	<p>Listing and describing</p> <p>Show that</p>	<ul style="list-style-type: none"> • 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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		<ul style="list-style-type: none"> • 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	<p><u>Triple science</u></p> <p><u>Physics</u> P7.1 Work done P7.2 Power and efficiency P8.1 Physics on the move P8.3 Beyond Earth</p> <p><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</p>	<p><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</p> <p><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</p>	<ul style="list-style-type: none"> 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. 	<p>End of unit tests in lessons.</p> <p>November Mock exams.</p>	

		<p>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</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p><u>Triple science</u></p> <p><u>Biology</u></p> <p>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.</p>	<p><u>Biology</u></p> <p>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)</p>		<p>End of unit tests in lessons.</p> <p>March mock exams</p>	

		6.3.14 Modern advances in medicine (2)	<ul style="list-style-type: none"> • 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	

			<p>paper-based and electronic reports and presentations.</p> <ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Using a variety of concepts and models to develop scientific 		

	<p>P5.2 Power and efficiency P6.1 Physics on the move.</p> <p><u>Chemistry</u> C5.1 Controlling reactions C5.2 Equilibria C6.1 Improving processes and products.</p> <p><u>Biology</u> B4.1 Ecosystems B5.1 Inheritance B5.2 Natural selection.</p>		<p>explanations and understanding</p> <ul style="list-style-type: none"> 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	<p><u>Combined science</u></p> <p><u>Biology</u> B6.1 & 6.2 Monitoring and maintaining the environment B6.3 Monitoring and maintaining health.</p>		<ul style="list-style-type: none"> 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			<ul style="list-style-type: none"> 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 		

			<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• Presenting observations and other data using appropriate methods• Translating data from one form to another		
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			<ul style="list-style-type: none">• 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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			<ul style="list-style-type: none">• 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	<p>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?</p> <p>Health & Wellbeing</p>	<p>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. .</p> <p>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.</p> <p>This learning is crucial for helping young people grow into</p>	<p>1. Life and Independence Skills</p> <ul style="list-style-type: none"> • 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) <p>2. Career and Employability Skills</p> <ul style="list-style-type: none"> • CV writing and interview skills • Communication and self-presentation • Understanding workplace expectations and respect • Goal setting and future planning • Teamwork and collaboration <p>3. Critical Thinking and Digital Literacy</p>	N/A	<p>PD understanding of diverse cultures and values</p> <p>Promotes moral and ethical reflection</p> <p>Strengthens social awareness and life readiness</p> <p>Adds to students' cultural capital by giving them essential real-world knowledge</p> <p>British values and legal protections</p> <p>Mental and physical wellbeing</p> <p>Spiritual</p> <ul style="list-style-type: none"> • Grief & loss

	<p>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?</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 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 <p>4. Emotional and Mental Health Skills</p> <ul style="list-style-type: none"> ● 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 <p>5. Relationship and Social Awareness</p> <ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● Wellbeing and happiness ● Mindset and reflection ● Preparing for life's challenges (e.g. stress, emergencies) <p>Moral</p> <ul style="list-style-type: none"> ● Consent and healthy relationships ● Harassment, stalking, trolling ● Online safety and sexual image sharing ● Ethics around pornography and manipulation ● Vaping, energy drinks, and personal responsibility <p>Social</p> <ul style="list-style-type: none"> ● Post-16 options and employability skills ● Communication and interview preparation ● Respect in the workplace and school ● Teamwork and collaboration
Spring	<p>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?</p> <p>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?</p>				

	<p>What are the choices when pregnant?</p> <p>How does watching porn distort people's ideas of normal sexual behaviours?</p> <p>What is forced marriage?</p> <p>What can I do to prepare myself for revising?</p>		<p>6. Health Awareness</p> <ul style="list-style-type: none"> • Risks of vaping and energy drinks • Sexual health and STI awareness • Knowing when you're "ready" for sex • Physical health habits and self-care 		<p>Cultural</p> <ul style="list-style-type: none"> • 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

<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	<ul style="list-style-type: none"> Relational databases: <ul style="list-style-type: none"> What is a database Structured query language (SQL) Coding project 	<p>Students will know what a database is.</p> <p>Students will be able to run basic SQL's to retrieve data.</p>	<p>Students will be able to run complex SQL extracting multiple pieces of data, inserting, deleting and updating data.</p>	<p>In class assessment</p> <p>Mock exam</p>	
Spring	<p>Revision on Paper 1 topics:</p> <ul style="list-style-type: none"> Algorithms & Programming <ul style="list-style-type: none"> Sequence, Selection, Iteration Trace Tables Pseudocode algorithm design Data Representation <ul style="list-style-type: none"> Binary Hexadecimal Images & Sound Compression Boolean Logic <p>Revision on Paper 2 topics:</p> <ul style="list-style-type: none"> Computer Systems <ul style="list-style-type: none"> Hardware Software Computer Networks <ul style="list-style-type: none"> LANs WANS & PANS Network Hardware 	<p>Students have already completed these topics and therefore will be reviewing weaker areas of understanding.</p>	<p>Students will be able to answer exam style questions confidently and ensure they understand how to reach the higher bands of the mark scheme.</p>	<p>In class assessment.</p>	<p>Understand laws and ethical issues surrounding computers.</p>

	<ul style="list-style-type: none"> ○ 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	<p>Section C: The challenges of resource management</p> <p>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.</p> <p>Section B: The changing economic world.</p> <p>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.</p> <p>This term will also focus on revision for mock exams.</p>	<p>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</p> <p>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</p>	<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>A04: Select, adapt and use a variety of skills and techniques to investigate</p>	<p>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p> <p>Year 11 Mock Exams</p>	<p>Geopolitics</p> <p>Current Affairs and Issues</p> <p>Equality and Diversity</p> <p>Sustainability</p> <p>Global Issues and challenges</p> <p>Global Development</p>

			questions and issues and communicate findings.		
Spring	<p>Section B: Unseen fieldwork & geographical skills</p> <p>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.</p> <p>Exam revision and exam technique.</p>	<p>Hypothesis writing Risk Assessments Primary data collection methods Location justification Data presentation Data analysis Conclusion Evaluation</p>	<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p>	<p>Primary Data collection</p> <p>Data Analysis</p>

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	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>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.</p> <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>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p>	Global Issues
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History Yr11

<u>Term</u>	<u>Topic title(s) and overview</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	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Paper 1 - medicine through time</p> <p>c1250–c1500: Medicine in medieval England</p> <p>c1500–c1700: The Medical Renaissance in England</p> <p>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</p> <p>c1900–present: Medicine in modern Britain</p>	<ul style="list-style-type: none"> • 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 	<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>Exam skills practise in yellow exam books</p> <p>Year 11 mock exams</p>	<p>Role of government</p>

Spring	<p>Completion of medicine paper</p> <p>Paper 3: Weimar and Nazi Germany</p> <p>The Weimar Republic 1918–29</p> <p>Hitler's rise to power, 1919–33</p> <p>Nazi control and dictatorship, 1933–39</p> <p>Life in Nazi Germany, 1933–39</p>	<ul style="list-style-type: none"> • The Weimar Republic, • Hitler's rise to power, • Nazi control and dictatorship, • life in Nazi Germany 	<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>Exam skills practise in yellow exam books</p>	<p>Role of government</p> <p>Importance of democracy</p> <p>Tolerance and anti racism</p>
Summer	<p>Completion of any outstanding content and focus on revision and exam skills</p>	<p>See above</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,</p>	<p>Exam skills practise in yellow exam books</p> <p>Formal GCSE examinations</p>	

			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

<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 1	<p>International and global dimension: Bringing the world together;</p> <p>Environmental issues: Un oeil sur le monde</p> <ul style="list-style-type: none"> • Talking about what makes you tick • Discussing problems facing the world • Making connections between word types • Talking about protecting the environment • Using the modal verbs pouvoir and devoir in the conditional • Discussing ethical shopping • Using the passive • Talking about volunteering • Using indirect object pronouns • Discussing big events • Giving arguments for and against 	<p>Key grammar point:</p> <ul style="list-style-type: none"> -using modal verbs pouvoir and devoir in the conditional -The passive -Indirect object pronouns <p>-Key verbs:</p> <ul style="list-style-type: none"> -pouvoir -devoir -sensibiliser -prendre conscience de -soigner -accueillir -afronter -soutenir 	<p>Listen to and read longer, more detailed texts for a range of purposes</p> <p>Speak with accurate pronunciation and intonation</p> <p>Ask and answer questions - formulating questions and answers</p> <p>Apply and adapt previously learned language</p> <p>Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past)</p> <p>Read aloud</p> <p>Write/talk about ourselves and others</p> <ul style="list-style-type: none"> -describe a photo <p>Translation from and into French</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> -listening -reading -writing -vocab test <p>Summative assessment:</p> <ul style="list-style-type: none"> -Writing -Speaking -Vocab test 	Discuss environmental issues

			Transcribe spoken language Borrowing and adapting language Making connections between word types Learning verbs in the infinitive form. Using a variety of tenses		
Autumn 2	L'école chez nous, l'école chez vous <ul style="list-style-type: none"> Revising school subjects and talking about your timetable Talking about your school Using the pronouns <i>il</i> and <i>elle</i> <i>Comparing school in the UK and French-speaking countries</i> <i>Using the pronouns ils and elles</i> <i>Discussing school rules</i> <i>-Speaking Using il faut and il est interdit de</i> <i>Talking about getting the best out of school</i> <i>Using the imperative</i> <i>Talking about a school exchange</i> <i>Using past, present and future timeframes</i> 	Key verbs: <ul style="list-style-type: none"> -finir -apprendre -apprendre à... -commencer à... -consister à... -réussir à... -décider de... Essayer de... -rêver de.... Key grammar points: <ul style="list-style-type: none"> -Using the definite article 	Same as above	Formative assessment: <ul style="list-style-type: none"> -listening -reading -vocab test Summative assessment: <ul style="list-style-type: none"> -Speaking -Writing -vocab test 	Compare the French educational system to the British

		<ul style="list-style-type: none">-Comparisons-Present tense: the third person singular-Present tense: the third person plural-Using <i>il faut</i> and <i>il est interdit de</i>-<i>The imperative</i>-<i>The future tense</i>-<i>The pronoun on</i>			
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Spring	Bon travail <ul style="list-style-type: none"> • Discussing jobs and work preferences • Discussing career choices • Saying 'better/worse' and 'the best/worst thing' • Talking about plans, hopes and wishes • Understanding the subjunctive • Discussing the importance of languages • Using adverbs • Applying for jobs • Using direct object pronouns in the perfect tense • Understanding case studies • Using verbs followed by <i>à</i> or <i>de</i> • <i>Revision of module 2, 2, 3 and 8</i> • <i>Revision for the GCSE exam</i> 	Key verbs: <i>-s'amuser</i> <i>-quitter</i> <i>-être</i> <i>-améliorer</i> Key grammar points: -Verbs followed by <i>à</i> or <i>de</i> -Complex sentences in the future tense (<i>si, quand, lorsque</i>) -Job nouns -The conditional -Saying 'better/worse' and 'the best/worst thing'	Using sound-spelling links to work out meaning Inferring answers from a text. Listening to see if someone agrees or disagrees Making your translations sound natural Watching out for negatives Listen to and read longer, more detailed texts for a range of purposes Speak with accurate pronunciation and intonation	Formative assessment: Writing Speaking -vocab test Summative assessment: <ul style="list-style-type: none"> • Mock exams in Autumn Term in all 4 skills • Vocab test 	Discuss the importance of speaking another language Careers discussions about post 16 plans

		<p>-The perfect infinitive</p> <p>-The subjunctive</p> <p>-Adverbs</p> <p>-<i>en</i> + the present participle</p> <p>-Direct object pronouns in the perfect tense</p>	<p>Ask and answer questions - formulating questions and answers</p> <p>Apply and adapt previously learned language</p> <p>Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and</p> <p>time frames (present and past)</p> <p>Read aloud</p> <p>Write/talk about ourselves and others</p> <p>describe a photo</p> <p>Translation from and into French</p> <p>Transcribe spoken language</p> <p>Include opinions and reasons</p>		
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			Listening for synonyms Making your speaking more authentic Answering target language questions		
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<p>Summer</p>	<p>Le grand large...</p> <ul style="list-style-type: none"> • Talking about what you normally do on holiday • Talking about holidays (past, present and future) • Talking about an ideal holiday • Using the conditional • Booking and reviewing hotels • Using reflexive verbs in the perfect tense • Ordering in a restaurant • Using <i>en</i> + the present participle • Talking about travelling • Using <i>avant de</i> + the infinitive • Buying souvenirs • Using demonstrative adjectives and pronouns • Talking about holiday disasters • Using the pluperfect tense • Revision of module 1, 2, 3 & 4 • complete GCSE past papers 	<p>Key grammar points;</p> <ul style="list-style-type: none"> -Reflexive verbs -Using different time frames -Talking about the future -The conditional -Reflexive verbs in the perfect tense -<i>En</i> + the present participle -<i>Avant de</i> + the infinitive -Using demonstrative adjectives and pronouns -The pluperfect tense <p>Key verbs:</p> <ul style="list-style-type: none"> -se doucher -se coiffer -se lever -se reposer -Faire -visiter -aller -jouer 	<p>Same as above</p>	<p>:Summative assessment:</p> <ul style="list-style-type: none"> -Listening -Reading -writing -Speaking -vocab test - past papers 	<p>Learn more about “le souk”(page 108 higher book)</p>
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		-voir -prendre -regarder -arriver -partir -manger			
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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	<p>Willkommen bei mir!</p> <ul style="list-style-type: none"> • Describing your home • Using prepositions • Describing mealtimes • Talking about healthy living <p>Ich liebe Wien!</p> <ul style="list-style-type: none"> • 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 <p>Im Urlaub und zu Hause</p> <ul style="list-style-type: none"> • Discussing holiday destinations • Discussing the weather • Describing past holidays • Describing a future holiday 	<p>Types of house and locations vocab</p> <p>Rooms vocab</p> <p>Furniture vocab</p> <p>Dual case prepositions (an/auf, hinter, in, neben, über, unter, vor, zwischen)</p> <p>Food vocab</p> <p>Modal verbs</p> <p>Places in town vocab</p> <p>Directions vocab</p> <p>Transport vocab</p> <p><i>mit</i> + dative</p> <p>Comparative adjectives</p> <p>Superlative adjectives</p> <p>Tickets vocab</p> <p>Accommodation vocab</p> <p>Asking questions with du and Sie</p> <p>zu + dative case</p> <p>Imperatives</p> <p>Countries vocab</p> <p>Weather vocab</p> <p>Perfect tense</p> <p>Imperfect tense</p>	<p>Role play preparation</p> <p>Photo card preparation</p> <p>General conversation question preparation</p> <p>Using 3 tenses accurately</p> <p>Giving opinions in three tenses</p> <p>Using dative and accusative case appropriately</p> <p>Selecting the correct register</p> <p>Forming questions</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Speaking pronunciation feedback • Written work in books <p>Summative assessment:</p> <ul style="list-style-type: none"> • Mock exams in Autumn Term in all 4 skills • Ongoing vocab tests 	

		Future tense			
Spring	Rund um die Arbeit <ul style="list-style-type: none"> Talking about post 16 plans Discussing careers Describing weekend jobs Talking about work experience Eine wunderbare Welt <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Speaking pronunciation feedback Written work in books Summative assessment: <ul style="list-style-type: none"> 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> (Equality and diversity, SMSC, cultural capital)

<p>Autumn</p>	<p><u>Exam specification:</u> https://www.educas.co.uk/media/ozvliit0g/eduqa-s-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>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.</p> <p>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).</p>	<p>Students are required to know and understand how sources inspire the development of ideas, for example, drawing on:</p> <ul style="list-style-type: none"> • 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 the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study. • The different purposes, 	<ul style="list-style-type: none"> • 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: media, materials, techniques, processes and technologies. • Use drawing skills for different needs and 	<p>Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term:</p> <p>Questioning during lesson Group critiques</p>	<p><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.</p> <p><u>Moral:</u> Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work.</p> <p><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 collaborative, cooperative and teamwork skills.</p>
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		<p>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.</p>	<p>purposes, appropriate to the context, for example, using drawing as part of the development process within each chosen area of study.</p> <ul style="list-style-type: none"> • Realise personal intentions through the sustained application of the creative process. 	<p>Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment Dec:</u> <u>10 hour mock exam-</u> producing A04 Final outcome, in exam conditions.</p> <p><u>Internally teacher assessed</u> and a final CWK grade given, marked against the mark scheme and grade boundaries. Standardised with other teachers.</p> <p>Feedback given and Christmas holidays given to action and improve work.</p>	<p><u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values.</p> <p>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.</p> <p>Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.</p>
Spring	<p><u>COMPONENT 2:</u> <u>EXTERNALLY SET ASSIGNMENT 40%:</u> https://www.edugas.co.uk/media/ozvliit0g/edugas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p><u>Consists of 2 parts:</u> <u>Part 1: Preparatory study period</u></p>	As above	As above	<p><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:</p>	<p><u>BRITISH VALUES</u> <u>Democracy:</u> Take into account the views and ideas of others personal projects.</p> <p><u>Cultural:</u> Develop ideas that are</p>

	<ul style="list-style-type: none"> 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. 			<p><u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher</p>	<p>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).</p> <p><u>Careers:</u> Creative futures fair. Building students' knowledge and understanding of the creative industries and where they can take you.</p>
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	<p><u>Part 2: 10 hour period of sustained focus work</u></p> <p>The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.</p>			<p>assessment WOWO board responses</p> <p><u>Summative assessment April/May:</u> <u>ESA 10 hour exam-</u> Supervised sustained focus time (2 days), invigilated in exam conditions.</p>	
Summer	<p>All work submitted by the end of May.</p>			<p><u>Summative assessment May:</u> Deadline for the submission of internally assessed marks to WJEC.</p> <p><u>June:</u> Work externally moderated by the exam board.</p>	<p><u>Social:</u> Students will help curate and present their work in an end of year exhibition.</p>

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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> <ul style="list-style-type: none"> • <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> <ul style="list-style-type: none"> • <i>gender</i> • <i>age</i> • <i>location</i> • <i>income</i> 	Formative assessment will include: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • <i>demand</i> • <i>competition</i> • <i>target market.</i> <i>Methods of market research to include primary and secondary:</i> <ul style="list-style-type: none"> • <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	<p><i>Use of market research: information that may help decision making</i></p> <p><i>Pricing methods, including:</i></p> <ul style="list-style-type: none"> • price skimming • price penetration • competitive pricing • loss leader • cost-plus <p><i>The factors that influence pricing decisions, including:</i></p> <ul style="list-style-type: none"> • costs • nature of the market • degree of competition • product life cycle. 	<p><i>customers and competitors.</i></p> <p><i>Students should understand the difference between qualitative and quantitative market research.</i></p> <p><i>Students should identify the benefits and drawbacks for various market research techniques and select the best method for a given business.</i></p> <p><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></p> <p><i>Students should be expected to manipulate and interpret data from tables and charts.</i> <i>Students should be</i></p>	<p>and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>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.</p> <p>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</p>
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		<p><i>Product</i></p> <p><i>Product differentiation:</i></p> <ul style="list-style-type: none"> • <i>unique selling point (USP)</i> • <i>brand image.</i> <p><i>The product life cycle:</i></p> <ul style="list-style-type: none"> • <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> <p><i>Product portfolio</i></p>	<p><i>able to identify market size and market share.</i></p> <p><i>Students should have an understanding of the main features of pricing methods and the impact they will have on a Business</i></p> <p><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></p> <p><i>Students should have an understanding of the basic relationship between price and demand ie as prices rise demand</i></p>		<p>rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>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</p>
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		<p><i>Promotional methods:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Factors influencing the selection of the promotional mix:</i></p> <ul style="list-style-type: none"> • finance available • competitor actions • the nature of the product or service • the nature of the market • target market. <p><i>Reasons for promotion:</i></p> <ul style="list-style-type: none"> • inform/remind customers about the product • create or increase sales • create or change the image of the product 	<p><i>is likely to fall.</i></p> <p><i>Students should understand the benefits and risks of developing new products.</i></p> <p><i>Students should understand the importance of product design, image and the needs of the target market when designing new products.</i></p> <p><i>Students should appreciate the significance of having a USP in a competitive market and the importance of a good brand image.</i></p> <p><i>Students should have an understanding of the product life cycle and demonstrate how demand for a product or service might change over</i></p>		
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		<ul style="list-style-type: none"> • persuade customers to buy the product <p>Place (the different channels of distribution used by businesses):</p> <ul style="list-style-type: none"> • retailers • wholesalers • telesales. <p>E-commerce and m-commerce</p> <ul style="list-style-type: none"> • Integrated nature of the marketing mix • Using the marketing mix to inform and implement business decisions 	<p>time.</p> <p>Students should be able to evaluate the effectiveness of extension strategies and when they would be Suitable.</p> <p>Students should understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix.</p> <p>Students should be able to identify and explain the four categories of the Boston Box.</p> <p>Students should be familiar with the promotional methods which are likely to be used by a given business.</p> <p>Students should appreciate the benefits and drawbacks of promotional</p>		
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			<p><i>methods used by businesses.</i></p> <p><i>Students should be able to analyse factors influencing the selection of the promotion mix to assess their suitability for a given business.</i></p> <p><i>Students should be familiar with the different channels of distribution used</i></p>		
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			<p><i>by businesses to gain access to potential customers.</i></p> <p><i>Students should be able to analyse the appropriateness of each distribution method for a given scenario.</i></p> <p><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></p> <p><i>Students should be able to identify the benefits and drawbacks of a business using e-commerce and mcommerce.</i></p> <p><i>Students should be aware of the importance of the four elements and how they work together.</i></p>		
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			<p><i>Students should be able to recommend appropriate marketing activities for a given business.</i></p> <p><i>Students should be able to recognise how the marketing mix evolves over time and evaluate how businesses may react to this.</i></p>		
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		<ul style="list-style-type: none"> • <i>Purpose of financial statements</i> • <i>Components of financial statements</i> • <i>Interpretation of data given on financial statements</i> 	<ul style="list-style-type: none"> • <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> <p><i>Students will not be expected to draw break-even charts or use the break-even formula.</i></p> <p><i>Students should be able to:</i></p>		<p>rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>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</p>
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			<ul style="list-style-type: none"> • <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> <p><i>Students will not be given formulae in an exam.</i></p>		
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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	Research & Modelling R040 Project: Research Diss assembly and component analysis 3D CAD Production Planning Physical Modelling Evaluation	<p>Pupils review theory and knowledge from Yr10.</p> <p>Focus is put on areas that through ongoing formative teacher assessment needs developing.</p> <p>These come under the 4 topic areas of:</p> <p>1) Design processes</p> <p>2) Design Requirements</p> <p>3) Communicating design outcomes</p> <p>4) Evaluating design ideas.</p>	Research methods CAD Block Modelling Workshop skills H&S Completing a production plan Evaluation	Exam board coursework mark sheets. Mock exam questions. Mock exam papers around half term & xmas.	H&S Working responsibly Users needs/UCD Inclusive design Sustainability Ergonomics & injury prevention

Spring	Research & Modelling a Speaker Dock Project: Research Diss assembly and component analysis 3D CAD Production Planning Physical Modelling Evaluation	-Spec criteria and user needs -Iterative design processes -Methods of evaluating designs -Types of Engineering Drawings	Research methods Block Modelling Workshop skills H&S CAD Electronics Heat Bending	Pupils are assessed on their coursework using exam board mark sheets. Pupils will sit a mock theory exam around half term & Easter.	Users needs/UCD Inclusive design Sustainability Ergonomics & injury prevention Making the world a better place through design
Summer	Focussed Practical tasks to support theory: CAD/CAM Various Focussed Practical Tasks depending on pupil assessment and needs.	-Modelling methods -Types of Engineering Drawings -Influences on product design	3D Printing Laser Cutting Completing a production plan Evaluation	Pupils self and peer assess based on individual tasks.	Developing new products and solving user problems Legislation and H&S law Quality and safety standards Ethics / planned obsolescence Circular economy

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GCSE P.E. 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	<p>Component 2 Topic 1.1- 1.3</p> <p>Component 2 Topic 2.1-2.4</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>Speaking and listening skills.</p> <p>Paired, group and class discussion. Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics. Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>	<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>Leading and coaching younger year groups</p> <p>Careers in sport</p> <p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>

		2.4 Mental preparation for performance			
Spring	<p>Component 2 Topic 3.1- 3.3</p> <p>Component 4 Coursework/PEP</p>	<p>Component 2: 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: 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>Speaking and listening skills.</p> <p>Paired, group and class discussion. Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics. Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>	<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>Leading and coaching younger year groups</p> <p>Careers in sport</p> <p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>
Summer	Synthesise and refine all Practical and Theory work	<p>Revision for the exams.</p> <p>Review practical performances.</p>	<p>Speaking and listening skills.</p> <p>Paired, group and class discussion.</p>	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p>	<p>Leading and coaching younger year groups</p>

			<p>Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics. Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</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>Careers in sport</p> <p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>
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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		
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	<p>Component 2 - Section A. Crime Drama OR TV Comedy</p> <p>Students will look at all key concepts in line with episode one of Luther and The Sweeney. OR Man Like Mobeen & Friends</p> <p>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.</p>	<p>Further developing students understanding of representations of age, gender, ethnicity in society and how they have changed over time.</p> <p>Institutional issues such as promotion of media texts are also explored and analysis of social media platforms as marketing tools</p>	<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>End of unit tests</p> <p>Mock exam in November</p>	<p>How genres of television have changed over time</p> <p>How stereotypes in society have changed over time and the perceptions of gender, ethnicity and age in particular have changed over time</p>
Spring	<p>Component 2 - Section B. Music Video & Online promotion</p> <p>Students will focus on modern and historical music videos. They will explore Taylor Swift's "", Bruno Mars "UPTOWN FUNK" along with TLC "WaterFalls".</p>	<p>How music artists use promotional sites and material on their websites and social media platforms to attract and keep audiences.</p>	<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>End of units tests</p>	<p><u>Exploration of issues such as Aids, drugs, representations of ethnicity and gender</u></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 opinions and analysis of Representation, Media Language, Audience and Industry.</p>	<p>Representations of ethnicity and gender in music videos.</p> <p>How music videos themselves are used as promotional tools to promote artists and their songs</p> <p>How the music industry operates financially</p> <p>How synergy and convergence are used in the music industry</p>	<p>AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and conclusions</p>		
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	<p>AO2 - <i>Compose and develop musical ideas with technical control and coherence.</i> 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 produce their set work compositions from week to week - this will be their main practical work for this first term. <p>AO3 - <i>Demonstrate and apply musical knowledge.</i> 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>Students will be preparing for mocks at this time,</p>	<ul style="list-style-type: none"> Music writing Composition skills Harmony Melody Texture Music elements 	<ul style="list-style-type: none"> Evaluation Music tech skills Composition Technical control Use of texture Listening skills Music reading Developing music ideas 	<p>Assessment will be set feedback from the teacher following Pearson guidelines.</p> <p>Mock papers will be marked and presented as previous years test papers.</p>	<p>Students will listen to set styles of music and have the opportunity to experience new cultures and styles of music.</p>

Spring	<p>AO1 - Perform <i>with technical control, expression and interpretation</i>. Students will;</p> <ul style="list-style-type: none"> • Complete an assessed performance as a soloist. • Work as an ensemble to perform with classmates which will culminate in a public performance. <p>AO3 - Demonstrate <i>and apply musical knowledge</i>. 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. 	<ul style="list-style-type: none"> • Practical performance • Group Work • Ensemble skills • Music elements • Instrument forces 	<ul style="list-style-type: none"> • Evaluation • Technical control • Accuracy • Fluency • Expression • Interpretation • Technique 	<p>Assessment will be set following Pearson guidelines.</p>	<p>Exposure to various styles of music through different decades and eras.</p>
Summer	<p>AO3 - Demonstrate <i>and apply musical knowledge</i>. 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 <i>appraising skills to make evaluative and critical judgements about music</i>. Students will;</p> <ul style="list-style-type: none"> • Listen to a wide variety of musical genres. • Identify the use of musical elements. • Be able to describe how the musical 	<ul style="list-style-type: none"> • Evaluation • Knowledge of set works • Music elements • Set work forces 	<ul style="list-style-type: none"> • Appraisal • Listening skills • Music writing • AO3/ AO4 writing skills 	<p>Final marks for coursework</p> <p>Mock preparation and marks</p>	

	<p>elements have been used.</p> <ul style="list-style-type: none"> • Be able to discuss the context in which music has been created. <p>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.</p>				
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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	<p>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.</p> <p>Students Interpret existing script and perform for video either a performance or a design pitch.</p> <p>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.</p> <p>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</p>	<p>A01 - Use rehearsal or production/design processes</p> <p>A02 Application of skills and techniques in/for performance</p> <p>A03- Review own development and application of performance or design skills</p>	<p>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.</p>	<p>Short videos demonstrating skills - x3 (beg, middle and end of process) 2 min videos each student.</p> <p>Video pitch</p> <p>Video performance</p> <p>Evaluation log</p>	<p>Masterclass with professional puppeteer.</p>

	groups ensuring that their set text links to the brief.				
Spring	<p>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.</p> <p>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.</p> <p>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.</p>	<p>A01- How to respond to a brief</p> <p>A02 - Select and develop skills and techniques in response to brief.</p> <p>A03- Apply skills and techniques in a workshop performance in response to the brief.</p> <p>A04- Evaluate the development process and outcome in response to the brief.</p>	<p>Devising skills</p> <p>Performing skills</p> <p>Pitching skills</p> <p>Evaluation skills</p>	<p>Presentation of a brief to video.</p> <p>Performance to video</p> <p>4 tasks - evaluating ideas, making, presenting and evaluating in a log book under controlled conditions.</p>	
Summer	<p>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.</p>				Community Project

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	<p>Exam specification: https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>COMPONENT 1: <u>PORTFOLIO 60%- Light, shadows and reflections</u></p> <p>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.</p> <p>Areas of study include: 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).</p>	<p>Students are required to know and understand how sources inspire the development of ideas, for example, drawing on:</p> <ul style="list-style-type: none"> • 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. 	<p>This specification requires students to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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 	<p>Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and</p>	<p>SMSC: <u>Spiritual:</u> Use imagination and creativity, to explore ideas and feelings in works of photographers and express themselves through their own work.</p> <p><u>Moral:</u> Pupils projects often investigate and offer reasoned views about moral and ethical issues and how artists represent this through their work.</p> <p><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</p>

		<ul style="list-style-type: none"> • 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. 	<p>progresses.</p> <ul style="list-style-type: none"> • 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. 	<p>demonstrates understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term:</p> <p>Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment</u> <u>Dec:</u> <u>10 hour mock exam-</u> producing A04 Final outcome, in exam conditions.</p> <p><u>Internally teacher assessed</u> and a final CWK grade given, marked against the mark scheme and grade boundaries. Standardised with other teachers.</p> <p>Feedback given and Christmas holidays given to action and improve work.</p>	<p>during group critiques. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p> <p><u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values.</p> <p>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.</p> <p>Students are encouraged to independently go to galleries and exhibitions to develop their cultural capital and use their inspiration to influence their own work.</p>
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Spring	<p><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</p> <p><u>Consists of 2 parts:</u> <u>Part 1: Preparatory study period</u></p> <ul style="list-style-type: none"> • 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	<p><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:</p> <p><u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates</p>	<p><u>BRITISH VALUES</u> <u>Democracy:</u> Take into account the views and ideas of others personal projects.</p> <p><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).</p>
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	<p><u>Part 2: 10 hour period of sustained focus work</u></p> <p>The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.</p>			<p>understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment</u> <u>April/May:</u> <u>ESA 10 hour exam-</u> Supervised sustained focus time (2 days), invigilating in exam conditions.</p>	
Summer	All work submitted by the end of May.			<p><u>Summative assessment</u> <u>May:</u> Deadline for the submission of internally assessed marks to WJEC.</p> <p><u>June:</u> Work externally moderated by the exam board.</p>	<p><u>Social:</u> Students will help curate and present their work in an end of year exhibition.</p>

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	<p>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.</p> <p>Mock exams and revision</p>	<ul style="list-style-type: none"> • 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 	<p>AO1: Knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO2: Apply knowledge & 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>Regular revision quizzes for homework and set in class</p> <p>Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.</p> <p>Mock exams and revision</p>	<p>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.</p> <p>An appreciation of collectivist v individualistic cultures</p> <p>Discussion of how disaffection and poverty can affect participation in riots</p> <p>Discussion of the different attitudes of men and women towards</p>

					mental health, and why 'boys don't cry'.
Spring	<p>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.</p> <p>Revision for exams</p>	<ul style="list-style-type: none"> • 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 	<p>AO1: Knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO2: Apply knowledge & 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>Regular revision quizzes for homework and set in class</p> <p>Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.</p>	<p>Understanding of why certain groups in society (ethnic minorities, LGBTQ+) suffer higher rate of mental ill health</p> <p>Understanding of why people might suffer from stigma and discrimination and the effect this has on individuals and families</p> <p>Knowledge of how irrational beliefs can lead to mental ill health and how therapy can help retrain thinking</p>
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	<p>The social construction of crime and deviance</p> <p>Social control</p> <p>Criminal and deviant behaviour</p> <p>Data on crime</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	In class assessments	<p>Rule of law</p> <p>Politics</p> <p>Discrimination</p>
Summer	Complete crime and deviance revision		<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological</p>	Formal public examination	

			theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.		
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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	Component 3: Health and Wellbeing	Factors affecting health and wellbeing to include: <ul style="list-style-type: none"> • Physical factors, Lifestyle factors, Social factors, Cultural factors, Economic factors and Environmental factors. • The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event • Interpretation of physiological data according to published guidelines. • Interpretation of lifestyle data according to published guidelines 	AO1 Knowledge of health and wellbeing AO2 Understanding of health and wellbeing AO3 Apply knowledge and understanding of health and wellbeing AO4 Make connections between aspects of health and wellbeing	In class assessment Year 11 formal mock	The influence of culture on lifestyle choices The dangers of negative behaviours, ie alcohol and drug use The benefits of positive lifestyle choices, ie diet and exercise. An understanding of religion and the influence it may have on lifestyle choices
Spring	Component 3: Health and Wellbeing	<ul style="list-style-type: none"> • The ways in which a person-centred approach takes into account an individual's needs, wishes and circumstances. 	AO1 Knowledge of health and wellbeing AO2 Understanding of health and wellbeing	In class assessment In class mock.	Recognising diversity and promoting equality when meeting the needs of others. Recognising the challenges faced by

		<ul style="list-style-type: none"> • Established recommendations for helping to improve health and wellbeing • Support available when following recommendations to improve health and wellbeing • Potential barriers as appropriate to the individual and the recommendation • Potential obstacles as appropriate to the individual and the recommendation: 	<p>AO3 Apply knowledge and understanding of health and wellbeing</p> <p>AO4 Make connections between aspects of health and wellbeing</p>		others and understanding the importance of supporting to overcome these.
Summer	Revision for Component 3: Health and Wellbeing exam in May		<p>AO3 Apply knowledge and understanding of health and wellbeing</p> <p>AO4 Make connections between aspects of health and wellbeing</p>	Formal examination	

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ICT Technical Award 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>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	
	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	Jobs available within the IT sector
Spring	Services provided by IT Students will learn how a variety of services across a number of different business	Students will already have an understanding of how IT	Students will be able to describe how technology	In class assessment	Looking at future technologies and future proofing

	<p>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.</p> <p>Why data must be fit for purpose</p> <p>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.</p> <p>Data transfers</p> <p>Students will look at the different types of network topologies and protocols used to transfer data.</p> <p>Students will also look at the different types of wired and wireless connections.</p>	<p>services support our daily lives.</p>	<p>informs and supports our daily lives across a number of different areas including a work, home and social environment.</p> <p>Students will be able to understand what raw data is and how it can be used.</p>		
Summer	<p>Legal, ethical, moral impact of computers</p> <p>Students will investigate the potential problems with storing data on computers and the impact of data loss and breaches to GDPR.</p> <p>Students look at what cyber attacks are and the prevention methods.</p> <p>Environmental impact and our digital footprint</p>	<p>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.</p>	<p>Students will understand the different types of malware and social engineering attacks. They will be able to explain how to prevent the attacks happening.</p>	<p>Formal Public Examination</p>	<p>Online safety and protection</p> <p>Environmental impact of computers</p> <p>Effects of social media on mental health</p>

	<p>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.</p> <p>They will also look at our digital footprint and the potential effects of social media posts and identity theft.</p>	<p>Students will know what environment impacts are and what a digital footprint is.</p>	<p>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.</p>		<p>Understanding GDPR laws</p>
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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	Component 2 A1 A2 A3 A4 B1 B2 B3 B4	<p>Component 2 -</p> <p>A1 - Learners will understand how to interpret fitness test scores and compare them to normative data. They will understand how a participant's fitness test score impacts their ability to take part in sport and activity.</p> <p>A2 - Learners will understand how to interpret current fitness information to choose the most appropriate methods of training to improve components of fitness. They will develop knowledge and understanding of the different methods of training for participants for sport and activity.</p> <p>A3 - Learners will explore the FITT principles and the principles of training. The focus will be on understanding how these</p>	<p>Evaluate data</p> <p>Improve Fitness</p> <p>Plan sessions for younger students at Etonbury</p> <p>Deliver sessions for younger students at Etonbury</p>	<p>Assessment Objectives -</p> <p>Component 2 - The principles of training, nutrition and psychology for sport and activity</p> <p>AO1 - Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences</p> <p>AO2 - Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity</p> <p>AO3 - Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences</p>	<p>Improving fitness and nutrition</p> <p>Delivering and reviewing sessions for target groups (Younger students at Etonbury Academy</p> <p>Examine groups of people e.g. less able, gender, religion and how sport has its differences within this</p> <p>Careers in sport</p> <p>Students develop social aspects by assisting one</p>

		<p>principles can be used to improve the fitness of participants and positively affect their participation in sport or activity.</p> <p>A4 - Learners will understand the structure of a fitness programme in order to recommend fitness improvement for sport and activity participants</p> <p>B1 - Learners will develop an understanding of a healthy diet, the macronutrients and their effect on the body's ability to function sport and activity. They will then explore the benefits of different macronutrients to sport and activity.</p> <p>B2 - Learners will explore a healthy diet and the main vitamins, minerals and how they can be beneficial during sport and activity.</p> <p>B3 - Learners will understand how to review fluid intake to maintain hydration during sport and activity. They will develop knowledge and understanding</p>		<p>when applying to sport and activity.</p>	<p>another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>
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		<p>of hydration and its impact on participant engagement in sport and activity.</p> <p>B4 - Learners will explore how to recognise the features of a healthy diet. They will review nutritional habits that require improvements and suggest methods to help participants enhance their participation through these changes to their diet.</p>			
Spring	<p><u>Component 1</u></p> <p><u>Component 2</u></p> <p><u>Component 3</u></p> <p>A1 A2 A3</p>	<p>C1 - Learners are given an introduction to sports psychology to understand how psychological factors affect participants taking part in sport and activity. Understanding the mind and its impact when studying sport and activity. Learners explore how a participant's motivation can affect the amount of sport and activity they do.</p> <p>C2 - Learners will investigate how a participant's self-confidence levels can impact on their sport and activity. They will focus on the benefits of increased self-confidence and the ways that a sport and activity leader can increase participant</p>	<p>Evaluate data</p> <p>Sports Psychology</p> <p>Plan sessions for students at Etonbury</p> <p>Deliver sessions for students at Etonbury</p>	<p>Component 3 - Applying the principles of sport and activity</p> <p>AO1 - Understand the fundamentals of sport and activity leadership</p> <p>AO2 - planning sessions for target groups</p> <p>AO3 - Delivering and reviewing sessions for target groups</p>	<p>Plan sessions for students at Etonbury</p> <p>Deliver sessions for students at Etonbury</p> <p>Careers in sport</p> <p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>

		<p>self-confidence to positively affect participation levels.</p> <p>C3 - Learners will understand how anxiety can affect participation levels. They will investigate the types of anxiety and the negative effects they can have on participants. Learners will then develop an understanding of the ways we control anxiety to promote increased participation</p> <p>Component 3 -</p> <p>A1 - Learners will explore the attributes of successful leadership by exploring different leadership skills and qualities.</p> <p>A2 - Learners will explore why it is important to provide sport and activity sessions. They will develop an understanding of the benefits that participants can gain from taking part in sport and activity sessions</p>			
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Summer	B1	B1 - Learners need to examine the different groups of peoples that take part in sport and physical activities		AO1 - Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences	Plan and teach a session to peers
	B2				
	B3				
	C1	B2 - Learners will explore why the target groups require different types of sessions to engage them in repeat activity.		AO2 - Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity	Examine groups of people e.g. less able, gender, religion and how sport has its differences within this
	C2	B3 - Learners should plan a session that meets the needs of a chosen target group and which gives them psychological and physiological benefits. C1 - Learners explore and develop their skills for safely delivering the main components of sport and activity sessions with consideration to health and safety. C2 - Learners will gain an understanding of the review of the methods to include, when and where it would be appropriate to use each method and the appropriateness of each method to allow reflection on their session and future practice.		AO3 - Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity.	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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