

Year 11 Curriculum Map 2021/2022

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>ENGLISH LANGUAGE READING</p> <p>AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>ENGLISH LANGUAGE WRITING</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SPEAKING AND LISTENING</p> <p>AO7 Demonstrate presentation skills in a formal setting</p> <p>AO8 Listen and respond appropriately to spoken language, including to questions</p>	<p>AQA English Language and Literature</p> <p>Revising texts, mock exam and skills preparation.</p> <p>Language English Language Paper 1 revision English Language Paper 2 revision Spoken language endorsement</p> <p>Literature 'Macbeth' by William Shakespeare</p> <p>Assessments</p> <p>Autumn 1 'Macbeth' full exam question</p> <p>November mock exams English Language Paper 1 (1 hour 45 Minutes) Literature Paper 2 (2022 variant) (1 hour 45 minutes) Shakespeare and unseen poetry</p>	<p>AQA English Language and Literature</p> <p>Revising texts, mock exam and skills preparation.</p> <p>Language English Language Paper 1 revision English Language Paper 2 revision</p> <p>Literature 'Macbeth' by William Shakespeare Unseen poetry 'An Inspector Calls' by J.B. Priestley 'A Christmas Carol' by Charles Dickens</p> <p>Assessments</p> <p>February mock exams English Language Paper 2 (1 hour 45 minutes) Literature Paper 1 1M and 1N (1 hour 40 Minutes) 'An Inspector Calls' and 'A Christmas Carol'</p>	<p>AQA English Language and Literature</p> <p>Exam Prep: revision and skill gap closure based on class and student needs.</p> <p>Language English Language Paper 1 revision English Language Paper 2 revision</p> <p>Literature 'Macbeth' by William Shakespeare Unseen poetry 'An Inspector Calls' by J.B. Priestley 'A Christmas Carol' by Charles Dickens</p> <p>Summer exams (provisional dates): Wednesday 18th May: English Language Paper 1 Wednesday 25th May: English Literature Paper 1M ('An Inspector Calls' & 1N ('A Christmas Carol'))</p>

	<p>and feedback to presentations</p> <p>AO9 Use spoken Standard English effectively in speeches and presentations.</p> <p>ENGLISH LITERATURE</p> <p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Non-Examined Element</p> <p>Spoken Language endorsement</p>		<p>Wednesday 8th June: English Literature Paper 2 ('Macbeth' and unseen poetry)</p> <p>Friday 10th June: English Language Paper 2</p>
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately 	<p><u>Foundation students:</u></p> <p>Inequalities</p> <p>Angle facts and bearings</p> <p>Properties of polygons</p> <p>Number recap</p> <p>Measures and converting units</p> <p>Basic algebra review/solving equations</p>	<p><u>Foundation students</u></p> <p>Pythagoras and trigonometry review</p> <p>Linear and quadratic graphs</p> <p>Geometry and measures review</p> <p>Standard form</p> <p>Ratio and proportion</p> <p>Percentages</p>	<p>Revision, gap closing and exam preparation</p>

	<ul style="list-style-type: none"> • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained • Evaluate solutions to identify how they may have been affected by the assumptions made. 	<p>Statistics review</p> <p>Probability review</p> <p>Vectors</p> <p>Real life graphs</p> <p><u>Higher students:</u></p> <p>Inequalities</p> <p>Angle facts and bearings</p> <p>Properties of polygons</p> <p>Number recap</p> <p>Numerical methods</p> <p>Circle theorems</p> <p>Algebra review</p> <p>Gradients and rates of change</p> <p>Statistics review</p> <p>Pre- calculus and area under a curve</p> <p>Vectors</p>	<p><u>Higher students</u></p> <p>Trigonometry</p> <p>Sine and Cosine rule</p> <p>Surds</p> <p>Transforming graphs</p> <p>Algebraic fractions</p> <p>Direct and inverse proportion</p> <p>Growth and decay</p>	
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		Further sketching graphs		
Science	<p>AO1 Demonstrate knowledge and understanding of: scientific ideas and scientific techniques and procedures</p> <p>AO2 Apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures</p> <p>AO3 Analyse information and ideas to: interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures</p> <p>resources Link to OCR 21st century combined GCSE specification: https://ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf</p> <p>Link to OCR 21st century GCSE Specs. Biology Specification https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf</p> <p>Chemistry Specification https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf</p>	<p>Autumn 1. Pupils will complete these modules in the order listed if studying combined or separate sciences. They will be tested in an end of topic assessment, after each module studied, to track their progress.</p> <p>C4 - Material choices Pupils will learn about alloys, testing material properties, polymers, structure and bonding in materials, diamond, graphite, ionic compounds, simple molecules, nanoparticles to include their benefits and risks, fullerenes, graphene, corrosion, oxidation and reduction equations, the life cycle of a product and recycling.</p> <p>B5 – The Human Body: staying alive. Pupils will learn about the nervous system, brain, hormones and their different roles in the body, homeostasis, ADH and the kidney, circulatory system and the heart, arteries, veins, capillaries, and the exchange system (surface area: volume ratio).</p>	<p>Spring 1. Pupils will complete these modules in the order listed if studying combined or separate sciences. They will be tested in an end of topic assessment after each module studied to track their progress.</p> <p>C5 continued from autumn term 2.</p> <p>P6 – Matter, models and explanations. Pupils will learn about the states of matter, how to measure density, understand floating and sinking, pressure, volume, specific heat capacity, latent heat of vapourisation, cooling curves, Hooke’s Law</p> <p>B6 – Life on Earth. In this topic pupils will learn about variation in a population, evolution and natural selection, selective breeding, fossils, antibiotic resistance, asexual and sexual reproduction, classification, human impact on biodiversity, maintaining local and global biodiversity, biodiversity and</p>	<p>Examination - GCSE combined paper OCR 21st Century Science B.</p> <p>Examination - GCSE triple papers OCR 21st Century Science B.</p>

	<p><i>Physics Specification</i> https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf</p>	<p>Autumn 2 Y11 Science Mock examinations w/b Combined Science: 8/11/21- x4 papers Biology 1hr 45 minutes Chemistry 1hr 45 minutes Physics 1hr 45 minutes Combined Science paper 1hr 45 minutes</p> <p>Separate Sciences: 8/11/21- x4 papers Biology Breadth 1hr 45 minutes Chemistry Breadth 1hr 45 minutes Physics Breadth 1hr 45 minutes</p> <p>C5 – Chemical Analysis. In this module pupils will learn about the process of chromatography, identifying ion species, understand what moles are and to calculate them including concentration, titrations, acids and alkalis, neutralisation, properties of acids and how to make a soluble salt.</p>	<p>sustainability, modern classification and systems</p> <p>Spring 2 B6 – Life on Earth module continued.</p> <p>C6 – Chemical synthesis. Pupils will learn about acid reactions, the difference between a strong and weak acid, the effect of surface area on the rate of a reaction, catalysts and reaction rates, dynamic equilibrium and Le Chatelier's principle, and reversible reactions and equilibrium. For the separate sciences pupils will also learn about the Haber process.</p>	
PSHCE	PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.	<p>Personal Development (Form time): Health & wellbeing British values</p>	<p>Personal Development (Form time): Keeping safe Relationships & choices</p>	<p>Personal Development (Form time): Exam focus</p>

Careers	Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life	Careers (Form time): Transition Planning ahead Skills & interests Qualifications Making applications CV writing Cover letters	Careers (Form time): Changing job market Personal learning Interview skills Money matters Choices now, choices later. Look ahead	Exam focus
Computer Science	AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science. AO2: Apply knowledge and understanding of key concepts and principles of computer science. AO3: Analyse problems in computational terms: <ul style="list-style-type: none"> to make reasoned judgements to design, program, evaluate and refine solutions. 	Paper 1: Algorithms & Programming Sequence, Selection, Iteration Trace Tables Pseudocode algorithm design Data Representation Binary Hexadecimal Images & Sound Compression Boolean Logic	Paper 2: Computer Systems Hardware Software Computer Networks LANs WANS & PANS Network Hardware Protocols Network Security Computer Security Ethics, Legal	Focused revision targeting areas highlighted by mock exams.
Geography	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.	Paper 2: Challenges in the human environment Section B: The changing economic world. Students study economic development, quality of life and strategies to reduce the development gap. The topic focuses in detail on two case studies; Nigeria and the UK.	Paper 3: Geographical Application Section B: Unseen fieldwork & geographical skills Students will follow the sequence of enquiry and will recap upon Geographical Skills such as six figure grid references in preparation for the Paper 3 exam.	Paper 3: Geographical Application Section C: Pre-Release Exam revision and exam technique.

	<p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Paper 2: Challenges in the human environment</p> <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>This term will also focus on revision for mock exams</p>	<p>Exam revision and exam technique.</p>	
History	<p>Edexcel 9-1 History</p> <p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated</p>	<p>Autumn term</p> <p><u>Medicine through time 1250-1900</u></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 	<p>Spring term</p> <p><u>Completion of medicine unit</u></p> <p><u>Weimar and Nazi Germany - Paper 3</u></p> <p>Students will cover Paper 3 knowledge and exam skills</p>	<p>Summer term</p> <p>Revision and exam skills</p>

	judgements, in the context of historical events studied.	<p>health. Creation of vaccines and germ theory.</p> <ul style="list-style-type: none"> • Modern medical developments • Improvements in surgery <p>This term will also focus on revision for mock exams</p>	<p>Students will study:</p> <ul style="list-style-type: none"> • the Weimar Republic, • Hitler's rise to power, • Nazi control and dictatorship, • life in Nazi Germany 	
French	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand a range of material • Understand spoken language at normal speed • Understand unfamiliar language • Initiate and develop conversations about topical and personal interests • Use new vocabulary and structures found in reading texts • Produce longer pieces of writing using at least three tenses • Edit and redraft work • Translate to and from the TL 	<p>Theme: Local Area, Holidays and Travel, to include:</p> <ul style="list-style-type: none"> • Talking about an ideal holiday • Booking and reviewing hotels • Ordering in a restaurant • Talking about travelling • Buying souvenirs • Talking about holiday disasters <p>Theme: School, to include:</p> <ul style="list-style-type: none"> • Talking about your school • Comparing schools in the UK and French-speaking countries • Discussing school rules • Talking about getting the best out of school 	<p>Theme: School (finish)</p> <p>Theme: Future aspirations, study and work, to include:</p> <ul style="list-style-type: none"> • Discussing jobs and work preferences • Discussing career choices • Talking about plans, hopes and wishes • Discussing the importance of languages • Applying for jobs • Understanding case studies 	<p>Theme: International and global dimension, to include:</p> <ul style="list-style-type: none"> • Discussing priorities and well-being and what makes you tick • Discussing problems facing the world • Talking about protecting the environment • Discussing ethical shopping • Talking about volunteering • Discussing big events, such as the Olympic Games <p>GCE Speaking Exam Exam revision and technique</p>

		<ul style="list-style-type: none"> Talking about a school exchange 		
German	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand a range of material Understand spoken language at normal speed Understand unfamiliar language Initiate and develop conversations about topical and personal interests Use new vocabulary and structures found in reading texts Produce longer pieces of writing using at least three tenses Edit and redraft work Translate to and from the TL 	<p>Theme: Willkommen bei mir! (House and Home)</p> <p>Including:</p> <ul style="list-style-type: none"> Describing your house and home Describing food and drink items Meeting and greeting an exchange partner Describing your home Talking about what you do on a typical day Discussing traditional German meals Discussing how and when you use social media and technology Discussing advantages and disadvantages of social media and technology <p>Theme: Ich liebe Wien! (I love Vienna)</p> <p>Local Area, Holiday and Travel</p> <p>Including:</p> <ul style="list-style-type: none"> Describing forms of 	<p>Theme: Im Urlaub und zu Hause (Local Area, Holidays and Travel)</p> <p>Including:</p> <ul style="list-style-type: none"> Talking about popular holiday destinations Talking about the weather Discussing different types of holidays Describing places where people live Assessing the advantages and disadvantages of where you live <p>Theme: Rund um die Arbeit (Future aspirations, study and work)</p> <p>Including:</p> <ul style="list-style-type: none"> Describing jobs and places of work Understanding job descriptions Preparing a personal profile 	<p>Theme: Eine wunderbare Welt (International and Global Dimension)</p> <p>Including:</p> <ul style="list-style-type: none"> International festivals and events Involvement in a sporting event Advantages and Disadvantages of a global sporting event Positive and negative aspects of a global music event Explaining what a school does to be environmentally friendly Explaining what a country can do to be environmentally friendly Understanding texts about international and global campaigns <p>GCSE Speaking Exam Exam revision and technique</p>

		transport and making a hotel booking <ul style="list-style-type: none"> • Discussing ways of travelling and buying train tickets • Describing accommodation and associated problems • Asking for and understanding directions to sights in Vienna • Ordering at a restaurant • Shopping for souvenirs • Describing problems 	for job applications <ul style="list-style-type: none"> • Talking about your dream job • Discussing reasons for learning German and other languages 	
Art	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>C/W - Component 1 <u>Term 1</u> Students will continue their project on the theme 'Together/Apart'</p> <p>They will explore the different sub themes where their own personal interest lies and make responses to artists of their choice. Students will then develop their ideas to convey a specific idea in their chosen materials. This will be independently led.</p> <p>Their final outcome will be a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen theme.</p>	<p>C/W - Component 1 <u>Term 2</u> Students will spend this term refining their practical work.</p>	<p>C/W - Component 1 <u>Term 3</u> Students will select work and present it as part of their portfolio ready for submission.</p>

Business Studies	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate an understanding of business activity, make judgments and draw conclusions.</p>	<p>Revision of Human Resources and Business Operations in preparation for the mock (paper 1)</p> <p>Unit 5: Marketing Students will look at how to identify and understand customers, how businesses use segmentation to target customers. They will also understand why businesses conduct market research and the methods businesses use. They will learn about the elements of the marketing mix: price, product, promotion and place and be aware of how they work together. Students will also be able to analyse the importance of e-commerce and m-commerce.</p>	<p>Unit 6: Finance</p> <p>Students will consider sources of finance available to businesses. They will understand the importance of cash to a business and be able to prepare a cash flow forecast. They will learn a number of financial terms and carry out basic financial calculations. Students will be able to calculate the average rate of return for a business and interpret a break-even chart. They will also be able to understand the components of the income statement and balance sheet. Students should be able to analyse the financial performance of a business.</p>	Exam revision and technique.
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p>	<p>Performance Set Phrases-Shift and Breathe Finalise and refine Duo/Trio</p> <p>Choreography Developing choreography through the AQA stimuli: exploring</p>	<p>Performance Revisit all practical elements</p> <ul style="list-style-type: none"> - Set phrases - Duo/Trio <p>Choreography Choreography to be finalized and refined</p>	<p>Theory Section A, B, C</p> <p>Exam question work and practice papers</p>

	<p>AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.</p>	<p>choreographic devices, approaches and intent.</p> <p>Theory Section A/B (theory of safe practice and own/others work).</p> <p>Critical appreciation through theory and practical: Shadows</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p>Theory Critical appreciation through theory and practical: A Linha Curva</p> <p>Critical appreciation through theory and practical: Artificial things</p> <p>Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Infra</p>	<p>Critical appreciation through theory and practical: Comparisons of all anthologies</p> <p><u>Choreography/ Performance</u> Final exams</p>
Engineering (Cambridge national)	<p>Yr11 Students will continue to work on and complete R105 R106, and R108.</p> <p>Due to OCR post Covid 19 guidelines pupils are only asked to submit 2 units of coursework, which this year will be R106 and R108.</p> <p>We will work on R107, the design unit as an extension after we have completed the previous two, as per the advice from the exam board.</p> <p>R105: Design briefs, design specifications and user requirements.</p>	<p>Yr11 Students will be working on and completing theory work for R105 & R106.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Stages of production - Methods of manufacture - Life cycle assessment - Dis assembly - Market research - Product Analysis - Design briefs - Specifications 	<p>Students will start their practical task ((R108).</p> <p>They will begin to plan their manufacture of their prototype and begin making.</p> <p>This will be followed by an evaluation.</p> <p>Revision and theory tasks will be intermixed with practical to support their exam (R105).</p>	<p>Term 3 will be revision with some focused practical tasks to support theory for their exam (R105) including some drawing, CAD and orthographics.</p>

	<p>R106: Product analysis and research</p> <p>R108: 3D design realisation</p>			
Hospitality & Catering	<p>Unit 2</p> <p>LO1 Understand the importance of nutrition when planning menus. LO2 Understand menu planning. LO3 Be able to cook dishes.</p> <p>Unit 2: Hospitality and Catering in Action Controlled Assessment 60% of overall mark (written from class notes under exam conditions)</p> <p>Due to post Covid guidelines candidates must still plan two dishes but will only be required to prepare one dish in line with the controls outlined in the brief. An additional assessment opportunity has been made available in January 2022 for candidates ready for assessment, including candidates who have been awarded a Unit TAG for Summer 2021 and who want an opportunity to sit the assessment. External moderation is therefore available in January and Summer 2022. Centres are also reminded that controlled assessment can be timetabled over as many sessions and weeks as is necessary within the time allowed.</p>	<p>Practical</p> <p>Unit 2: LO3 Be able to cook dishes. Developing and improving skills learnt at KS3.</p> <p>Students will develop a range of skills and techniques using different pieces of equipment.</p> <ul style="list-style-type: none"> - Knife skills e.g. soups, salads, vegetable cuts. - Methods of cake making. - Yeast doughs. - Pastry making. - Sauces. <p>With emphasis on food safety and hygiene. Students will prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons.</p> <p>Students will develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a</p>	<p>Practical</p> <p>Unit 2: LO3 Be able to cook dishes. Use of commodities. Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> • Meat • Fish • Poultry • Eggs • Dairy • Vegetarian alternatives <p>Links will be made to specific groups, including special dietary needs and allergies.</p>	<p>Practical</p> <p>Unit 2: LO3 Produce dishes to be served on a range of different menus.</p> <p>Focus on presentation techniques and accompaniments for a range of dishes including:</p> <ul style="list-style-type: none"> • Vegetarian/Vegan dishes • Dairy Free • Gluten Free • Low fat diets • Healthy school meals.

		dessert.		
Performing Arts BTEC (Production Pathway)	<p><u>Component 2</u> Learning aim, A: Develop skills and techniques for performance.</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance.</p> <p>Learning aim C: Review own development and contribution to the performance.</p> <p><u>Component 3</u></p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p><u>Component 2 (30% of final assessment)</u></p> <p>PERFORMANCE OF MONOLOGUES FOR AN AUDITION</p> <p>This term, the focus is on rehearsal strategies for effective performance of a monologue for an audition.</p> <p>STUDENTS CAN WORK AS AN ACTOR OR DESIGNER.</p> <p>They will learn rehearsal strategies to prepare successfully for a pitch or audition for their monologues. Students will be expected to produce a detailed portfolio.</p> <p>Key masterclasses will be recorded during rehearsals to show progress.</p> <p>At the end of the term in the final week students will be introduced to Component 3 - responding to a brief.</p>	<p><u>Component 3 (40% of final grade)</u></p> <p>RESPONDING TO SET BRIEF REHEARSALS AND PREP PERIOD</p> <p>Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus set by the exam board.</p> <p>Students can choose their pathway and work as an ACTOR or on the production DESIGN pathway . They may choose to specialise in lighting, costume and make-up, set design or props, sound design).</p> <p>Students will also prepare for the written assessment. Activity 1: an ideas log completed and saved as a PDF (up to 600 words). • Activity 2: a skills log completed and saved as a PDF (up to 600 words). • Activity 3: Performers</p>	<p><u>Component 3 (40% of final grade) Exam Performance</u></p> <p>RESPONDING TO SET BRIEF FINAL PERFORMANCE AND LOG BOOK EXTERNAL</p> <p>Students will perform their final exam performances to an invited audience of their choice.</p> <p>They will also revisit their portfolio evidence and ensure that it is submitted to the exam board.</p> <p>Students will record their responses of their final performances to camera for external assessment.</p> <p>All work is organised and evidenced in their log book folder where they track their research and development and sent off to the exam board.</p>

			<p>must submit a digital recording of a workshop performance to an audience of between 5 and 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 4-10 minutes. • Activity 4: an evaluation report completed and saved as a PDF (up to 600 words). These logs will be completed under controlled conditions in school.</p>	
Media Studies	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>Component 2 - Section A. Crime Drama</p> <p>Students will look at all key concepts in line with episode one of Luther and The Sweeney.</p> <p>There will be in depth analysis of historical context such as how the crime drama reflects the society and culture of the time. How genre has changed over time and also representations of gender, ethnicity and age, including stereotypes.</p>	<p>Component 2 - Section B. Music Video & Online promotion</p> <p>Students will focus on modern and historical music videos. They will explore Katy Perry's "ROAR", Pharrell Williams "FREEDOM" along with Michael Jackson "BLACK OR WHITE".</p> <p>Students will also look at the online promotion for the two modern music videos, looking at websites, blogs and use of social media to attract audiences.</p> <p>Students will look at all of the above whilst including opinion and analysis of Representation,</p>	<p>Revision for the exams.</p> <p>Both Components, all sections.</p>

			Media Language, Audience and Industry.	
Music	<p>O1 - Perform with technical control, expression and interpretation. Students will;</p> <ul style="list-style-type: none"> Complete solo and ensemble performances for their assessed coursework. Work as an ensemble to perform with classmates which will culminate in a public performance. <p>AO2 - Compose and develop musical ideas with technical control and coherence. Students will;</p> <ul style="list-style-type: none"> Evaluate the compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating. Students will complete two compositions which will be entered as coursework; <ul style="list-style-type: none"> free composition brief set composition <p>AO3 - Demonstrate and apply musical knowledge. Students will;</p> <ul style="list-style-type: none"> Take part in the analysis of specific set works and related repertoire. Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. 	<p>Main Assessment - Coursework and Mock exam</p> <p>During term 1 and 2 students will complete 4 pieces of coursework outlined below.</p> <p>AO2 Composition; Students must submit two compositions*, of a combined duration of at least three minutes. One in response to a brief set by Pearson, of at least one minute in duration, and one free composition set by the student, of at least one minute in duration.</p> <p>AO3 Performance; Students must submit two performances*. Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces. OR Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.</p>	<p>Main Assessment - Coursework</p> <p>The coursework focus will continue in this term.</p> <p>Alongside the coursework students will learn about the Bach and Beethoven set works, specifically applying the AO3 and AO4 skills. They will compare and contrast the use of the elements in these set works to the previous ones and explore how the different contexts the music was written in and for, alter the use of the devices.</p>	<p>Exam prep</p> <p>Students will review all the areas of studies and set works in preparation for the exam (40% of the final mark).</p> <p>We will focus on exam technique and writing style.</p>

	<ul style="list-style-type: none"> Use ideas identified in analysis and apply them in a compositional setting. <p>AO4 - Use appraising skills to make evaluative and critical judgements about music.</p> <p>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 elements have been used. Be able to discuss the context in which music has been created. 	<p>The total performance time across both performances must be a minimum of four minutes of music.</p> <p>Alongside this students will look at AO4 - Fusions. They will be specifically applying the skills shown in AO3 and AO4.</p> <p>*Due to COVID, requirements have changed to 1 free composition and 1 performance.</p>		
GCSE P.E.	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Component 2:</p> <p>Topic 1: Health, fitness and well-being</p> <p>1.1 Physical, emotional and social health, fitness and well-being</p> <p>1.2 The consequences of a sedentary lifestyle</p> <p>1.3 Energy use, diet, nutrition and hydration</p> <p>Topic 2: Sport psychology</p> <p>2.1 Classification of skills (basic/complex, open/closed)</p>	<p>Component 2:</p> <p>Topic 3: Socio-cultural influences</p> <p>3.1 Engagement patterns of different social groups in physical activity and sport</p> <p>3.2 Commercialisation of physical activity and sport</p> <p>3.3 Ethical and socio-cultural issues in physical activity and sport</p> <p>Component 4:</p>	<p>Revision for the exams.</p> <p>Review practical performances.</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>2.4 Mental preparation for performance</p>	<p>Revisit PEP's to make any amendments (catch-up sessions delivered for PEP due to Covid 19)</p> <p>Collect evidence and carry out practical assessments (now only 2 sports to be assessed)</p>	
Photography	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>C/W - Component 1 <u>Term 1</u> Isolation/Freedom</p> <p>Students will be developing their Y10 project on the theme of isolation and freedom.</p> <p>They will produce a wide range of imagery in response to their chosen photographer and present them in a personalised way.</p> <p>Their final piece will be created over a 5hr period and will be independently made.</p>	<p>C/W - Component 1 <u>Term 2</u> Students will spend this term refining their practical work.</p>	<p>C/W - Component 1 <u>Term 3</u> Students will select work and present it as part of their portfolio ready for submission.</p>

Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Sleep and dreaming: students will study the functions of sleep, insomnia and treatments; Freud, the unconscious mind and his interpretation of dreaming; the activation synthesis theory of dreaming, and brain function during dreaming.</p> <p>During the second half of the Autumn term students will be revising and refining exam technique, and starting the Social Influence topic.</p>	<p>Students will continue their study of social influence - how our behaviour is influenced by others. They will then complete the final topic, Psychological Problems.</p> <p>Social influence - conformity, obedience, crowd and collective behaviour, pro and anti-social behaviour. Situational and dispositional explanations for the above.</p> <p>Psychological problems – effects on the individual and society; biological and psychological explanations for schizophrenia and clinical depression. Biological and psychological treatments for schizophrenia and clinical depression.</p>	GCSE prep/revision.
BTEC Sport	<p>Assessment Objectives -</p> <p>Component 2 - The principles of training, nutrition and psychology for sport and activity</p>	<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</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</p>	<p>B1 - Learners need to examine the different groups of peoples that take part in sport and physical activities</p> <p>B2 -</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 when applying to sport and activity.</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>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 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 -</p>	<p>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 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 -</p>	<p>Learners will explore why the target groups require different types of sessions to engage them in repeat activity.</p> <p>B3 - Learners should plan a session that meets the needs of a chosen target group and which gives them psychological and physiological benefits.</p> <p>C1 - Learners explore and develop their skills for safely delivering the main components of sport and activity sessions with consideration to health and safety.</p> <p>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.</p>
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		enhance their participation through these changes to their diet.		
BTEC Childcare	<p>Unit 1: Patterns of Child Development (externally examined - 1-hour exam) Learning Aim, A: Understand growth and development in children Learning Aim B: Understand the characteristics of children's development from birth up to eight years Learning Aim C: Understand how adults in early years settings can support children's development.</p> <p>Unit 2: Promoting children's development through play (coursework - 25% of final grade) Learning Aim, A: Understand how play promotes children's development in early years settings Learning Aim B: Understand how different play opportunities promote children's development Learning Aim C: Understand how play is structured in early years settings to promote children's development</p>	<p>Unit 1: Examined unit - January of Year 11</p> <p>Students will know the key aspects of children's growth and how growth is measured. They will know the factors that determine children's growth: heredity, hormones, nutrition, sleep, illness and emotional influences.</p> <p>Students will look at the expected development norms for children and know that development should be viewed holistically Students will also understand the links between areas of development and how each area may complement each other. Students will also understand how adults in early years settings can support children's development in each of the areas.</p>	<p>Unit 2: Promoting children's development through play - internally assessed portfolio</p> <p>Students are expected to describe how children play at each range and how adults can support children through play.</p> <p>They will be able to assess the value of play opportunities on all aspects of a child's development.</p>	<p>The course will be completed by May half term</p> <p>Students will be able to describe how early years settings structure play in different ways to promote children's development. They will be able to give examples of adult-led, adult-initiated and child-initiated play.</p>