

Year 11 2019/2020 Curriculum map

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>READING</p> <p>AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>WRITING</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>SPEAKING AND LISTENING</p> <p>AO7 Demonstrate presentation skills in a formal setting</p> <p>AO8 Listen and respond appropriately to spoken</p>	<p>MOCK EXAM AND SKILLS PREP</p> <p>Literature: Romeo and Juliet Revisiting to close knowledge and skills gaps</p> <p>Language Paper2 Revisiting to close knowledge and skills gaps with a specific focus on text comparisons</p> <p>Language Paper 1 Revisiting to close knowledge and skills gaps</p> <p>Poetry Revisiting to close gaps Unseen poetry Revisiting to close knowledge and skills gaps and deepen understanding of links between texts</p> <p>Assessments - Mock exams Language Paper 2 and Literature Paper 1 (Romeo and Juliet and A Christmas Carol)</p>	<p>MOCK EXAM AND SKILLS PREP</p> <p>Revisiting and reevaluating knowledge and skill gaps and developing examination technique: Language Paper 1 Modern Text Poetry Unseen poetry</p> <p>Language and Literature Revisiting to close knowledge and skills gaps - based on class needs in order to assist developing examination technique</p> <p>Assessments - Mock papers will be; Language Paper 1 And Literature Paper 2 (Modern text and Poetry)</p>	<p>EXAM PREP</p> <p>Language and Literature Revisiting to close knowledge and skills gaps and developing examination technique based on class needs</p> <p>MAIN EXAMS IN MAY AND JUNE 2020</p>

	<p>language, including to questions and feedback to presentations</p> <p>AO9 Use spoken Standard English effectively in speeches and presentations.</p>			
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <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 	<p>Foundation students: Simultaneous Equations</p> <p>2D representation of 3D shapes</p> <p>Linear and quadratic equations and their graphs</p> <p>Higher students: Surds</p> <p>Simultaneous Equations</p> <p>2D representation of 3D shapes</p> <p>Linear and quadratic equations and their graphs</p> <p>Algebra: further quadratics, rearranging formulae and identities</p> <p>Trigonometry recap and extension</p>	<p>Foundation students revision, gap closing and exam preparation</p> <p>Higher students Equation of a circle</p> <p>Further equations and graphs</p> <p>Further sketching graphs</p> <p>Sine and Cosine rule</p> <p>Transforming functions</p> <p>Circle theorems</p> <p>Gradients and rates of change</p> <p>Pre-calculus and area under a curve</p> <p>Algebraic fractions</p>	Revision, gap closing and exam preparation

	<ul style="list-style-type: none"> Evaluate solutions to identify how they may have been affected by the assumptions made. 	Growth and decay		
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 <i>Link to OCR 21st century combined GCSE specification:</i> https://ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf</p> <p><i>Link to OCR 21st century GCSE Specs.</i> <i>Biology Specification</i> https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf</p> <p><i>Chemistry Specification</i></p>	<p>Autumn 1 C5 - Acids and Analysis B5 - The human body</p> <p>Autumn 2 Y11 Science Mock examinations w/b 4/11/19- x4 papers Biology 1hr 45 minutes Chemistry 1hr 45 minutes Physics 1hr 45 minutes Combined Science paper 1hr 45 minutes</p> <p>B6 - Life on Earth, Past, present and future</p> <p>Triple Science Pupils will develop an understanding of topics C1-C6, B1-B6, P1-P6 with a focus on gaps in knowledge/understanding.</p> <p>Y11 Science Triple Mock examinations w/b</p>	<p>Spring 1 P5 - Radioactive Materials P6 - Matter, models and explanations C6 - Chemical synthesis</p> <p>Spring 2 This will vary depending on the need of the class (<i>through analysis of the mock examination papers</i>) Revision B1-3 Revision C1-2 Revision P1-2</p> <p>Triple Science Pupils will develop an understanding of topics C1-C6, B1-B6, P1-P6 with a focus on gaps in knowledge/understanding. C4-6, B4-6, P4-6.</p>	<p>Examination - GCSE combined paper OCR 21st Century Science B.</p> <p>Examination - GCSE triple papers OCR 21st Century Science B.</p>

	https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf <i>Physics Specification</i> https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf	4/11/19- x6 papers in total		
RS	<p>Beliefs and teachings and practices in Christianity and Islam.</p> <p>AO1: Can independently Use sound knowledge and understanding of religions studied and the impact of its beliefs and teachings. ... Show awareness of the meaning and importance of the beliefs of religious people. ... Inconsistent use of specialist vocabulary.</p> <p>AO2 Can independently Use arguments which are supported by relevant evidence and can express and evaluate different responses to a variety of issues. ... Refer to different points of view and attempt to make a judgment.</p>	<p>Beliefs and teachings in Christianity.</p> <p>We will be covering: The nature of God The concept of a God as a Trinity of persons Biblical accounts of Creation</p> <p>The problems of evil and suffering and a loving and righteous God.</p>	<p>Beliefs and teachings in Islam</p> <p>Core beliefs Nature of Allah Prophethood (Risalah) Books (Kutub).</p>	<p>Practices in Christianity and Islam</p> <p>Worship Sacraments Prayer The importance of Practices Public acts of worship Private acts of worship.</p>
Computer Science	<p>AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.</p> <p>AO2: Apply knowledge and understanding of key concepts and principles of computer science.</p> <p>AO3: Analyse problems in computational terms:</p> <ul style="list-style-type: none"> ● to make reasoned judgements ● to design, program, evaluate and refine solutions. 	<p>Paper 2:</p> <p>Computer Systems Hardware Software</p> <p>Computer Networks LANs WANS & PANS Network Hardware Protocols</p>	<p>Paper 1:</p> <p>Algorithms & Programming Sequence, Selection, Iteration Trace Tables Pseudocode algorithm design</p> <p>Data Representation Binary Hexadecimal</p>	<p>Focused revision targeting areas highlighted by mock exams.</p>

		<p>Network Security Computer Security Ethics, Legal</p> <p>Prep for Mock Exam</p>	<p>Images & Sound Compression Boolean Logic</p>	
Geography	<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>Paper 1: Living with the physical environment.</p> <p>Section C: Coastal Landscapes</p> <p>Students study the different types of waves. The coastal processes and their landforms. They study an example coastal area to show the different features.</p> <p>They then study the different types of coastal management and evaluate their effectiveness. this is linked into a case study.</p>	<p>Paper 3: Geographical Application</p> <p>Coastal fieldwork</p> <p>Paper 2: Challenges in the human environment.</p> <p>Section B: The changing economic world.</p> <p>Students study the economic development and quality of life. how to reduce the development gap and study two case studies Nigeria and the UK.</p>	<p>Paper 3: Geographical Application</p> <p>Pre-release and skills practice.</p> <p>Exam revision and exam technique.</p>
History	<p>Edexcel 9-1 History</p> <p>2019/20 Students have already spent two years studying GCSE history. Different classes have studied and will study different topics.</p> <p>111 and 114 have studied medicine through time Paper 1 and Paper 3 Russia</p> <p>113 have studied medicine through time paper 1, Superpowers and Richard and John Paper 2</p>	<p>Autumn term</p> <p>111 and 114 will continue studying Paper 2 Elizabethan England.</p> <p>113 will continue to study paper 3 Weimar and Nazi Germany</p> <p>Autumn term 2 will be interrupted by mock exam period.</p>	<p>Spring term</p> <p>111 and 114 will study Paper 2 Superpower Rivalry</p> <p>Students will study:</p> <ul style="list-style-type: none"> ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary 	<p>Summer term</p> <p>Develop, using gap analysis focus on all exam papers, both knowledge and exam skills.</p>

	<p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>		<ul style="list-style-type: none"> ● Czechoslovakia ● Cuba ● Detente ● Regan ● Gorbachev ● End of cold war <p>113 will complete unit on Nazi Germany and will develop, using gap analysis focus on Paper 2 Superpowers.</p>	
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: 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>	<p>Theme: International and global dimension, to include:</p> <ul style="list-style-type: none"> ● Talking about protecting the environment ● Discussing ethical shopping ● Talking about volunteering ● Discussing big events, such as the Olympic Games ● 	<p>Exam revision and technique</p> <p>Preparation for Speaking exam</p>

		<ul style="list-style-type: none"> ● Discussing priorities and well-being and what makes you tick ● Discussing problems facing the world 		
Spanish	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand a range of material ● Understand spoken language at normal speed ● 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: Future aspirations, study and work, to include:</p> <ul style="list-style-type: none"> ● Discussing ways of earning money ● Talking about work experience ● Discussing the importance of learning languages ● Applying for a summer job ● Discussing gap years ● Discussing plans for the future and different ways to express them <p>Theme: International and global dimension, to include:</p> <ul style="list-style-type: none"> ● Talking about healthy eating ● Considering global issues 	<p>Theme: International and global dimension, to include:</p> <ul style="list-style-type: none"> ● Discussing local issues and actions ● Discussing healthy lifestyles ● Talking about major international sporting events and their importance ● Discussing natural disasters ● 	<p>Exam revision and technique</p> <p>Preparation for Speaking exam</p>
Art	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>C/W - Component 1</p> <p>Food: A multicultural representation of multicultural Britain.</p>	<p>Exam - Component 2</p> <p>Student will receive the exam paper and title early in the spring term.</p>	<p>C/W - Component 1</p> <p>Finishing ceramic outcome from project 2 (food).</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>Students will continue their studies on how food represents Britain's culture. They will use the primary sources they gathered on their trip to Borough Market in the summer term to inform their ideas. Research and analysis will connect their ideas to artists and current affairs.</p> <p>They will produce a variety of experimental pieces in both 2D and 3D materials.</p> <p>The project will develop into a 3D ceramic outcome which will be made during their mock exam in December.</p> <p>This will be finished during the summer term.</p>	<p>They will have a 6-8 week preparation period where their teacher will guide them with their ideas on the theme. They will produce practical project that covers all assessment objectives and is fully developed in preparation for their final piece.</p> <p>Their exam is a sustained period that equates to 10 hours. During the exam they will produce their final piece and submit their preparatory project.</p>	<p>Student will now return to their coursework projects to ensure that they are complete and refined.</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</p> <p>Human Resources: organisational structures, centralisation and decentralisation. Recruitment and selection of employees. How to motivate a workforce and the benefits of motivated employees. They will look at the methods of training and benefits of different types of training employees.</p>	<p>Revision of Marketing and Finance</p> <p>Marketing: Students will look at market segmentation. 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.</p>	<p>Exam revision and technique.</p>

		Business Operations: The production of goods and the provision of services. They will look at production processes (job and flow), the role of procurement including stock control, logistics and working with suppliers. The concept of quality and the effects of customer services on businesses.	Finance: Sources of finance, the importance of cash flow. They will learn a number of financial terms and carry out basic financial calculations.	
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.</p>	<p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Section A/B theory of safe practice and own/others work.</p> <p>Developing choreography through various stimulus': exploring choreographic devices, approaches and expression.</p> <p>Critical appreciation through theory and practical: Shadows</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p>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>Revisit all practical elements</p>	<p>Exam question work e.g. mocks</p> <p>Critical appreciation through theory and practical: Comparisons of all anthologies</p> <p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Finalising choreography/ practical elements</p>
Drama	AO2: Apply theatrical skills to realise artistic intentions in live performance.	Component 3 - Text In Performance (20%)	Component 3 Text in Performance (20%) and	Component 1 - (40% written exam)

	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p>	<p>To start , this term the main focus is on setting up component 3 texts and intention which is a practical unit in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2). It is marked by AQA in term 2.</p> <p>For this component students must complete two assessment tasks: study and present a key extract (monologue, duologue or group performance) and study and present a second key extract (monologue, duologue or group performance) from the same play.</p> <p>Students will also start to develop an intention to send off in advance to the examiner before their attendance to the centre in March on the script chosen.</p> <p>Each student's contribution to each key extract performance is marked out of 20.</p> <p>Also, students will attend a live theatre performance this term to support them on their written</p>	<p>Component 1 - Understanding Drama (40%).</p> <p>This terms the focus shifts to more practical and on dress rehearsals and practice run throughs for Component 3. Students also develop their intention for their practical performance text and send off for the visiting exam. They will perform to an examiner in March and an invited buddy audience.</p> <p>Students continue to develop gaps from analysis of mock written paper on component 1 to develop their knowledge and understanding for this written exam paper.</p> <p>In this term students also practice exam paper questions to ensure that they are fully prepared for the written exam. The paper constitutes 40% of the GCSE and will be sat in Summer.</p>	<p>The final term will be spent solely focusing on the written exam and developing responses in workshop sessions using gap analysis for the written paper.</p> <p>Practice exam questions will be used to fully prepare for the written exam of 1 hour and 45 minutes. This is done through workshop praxis sessions.</p> <p>The paper is divided into three compulsory sections: Section A: Theatre roles and terminology Section B: Study of set text- Blood Brothers Section C: Live theatre production- Woman In Black</p> <p>In the exam students are expected to demonstrate knowledge and understanding of the subject content.</p> <p>In Section A students answer four multiple-choice questions on professional theatre maker roles and/or terminology. Section A is marked out of 4. Section B: Study of set text (Blood Brothers) In Section B students</p>
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		<p>exam for Section B (Blood Brothers).</p> <p>Alongside this practical component , students will also study Component 1 - understanding drama written exam paper. Workshops and praxis sessions will be the focus to help prepare students to answer section A,B, C of the paper. Section A will focus on staging and roles and responsibilities, section B will be focused on Blood Brothers and section C on Woman In Black (live theatre review). Students will prepare their intention to send off and prepare their edited scripts to send off to the examiner for authorisation.</p> <p>Students will sit a mock written exam in November.</p> <p>Students will submit their final coursework for unit 2 (devised) and complete the paperwork for AQA.</p>		<p>answer short and extended questions on Blood Brothers. In section c students review a piece of live theatre - Woman In Black.</p>
Engineering (Cambridge national)	Yr11 Students will continue to work on and complete R105 R106, R107 and R108.	Yr11 Students will be working on and completing (R106 25%) & R107. This will include:	Students will continue with their substantial design task (R107 25%) and make task (R108 25%).	Term 3 will be based on developing and improving understanding of theoretical elements based on previous

	<p>R105: Design briefs, design specifications and user requirements.</p> <p>R106: Product analysis and research</p> <p>R107: Developing and presenting engineering designs</p> <p>R108: 3D design realisation</p>	<ul style="list-style-type: none"> - Stages of production - Methods of manufacture - Life cycle assessment - Dis assembly - Market research - Product Analysis - Design briefs - Specifications - Sketching and drawing - Rendering 	<p>They will identify and investigate design improvements and continue to prototype.</p> <p>After which they will begin to plan their manufacture of their prototype and begin making.</p> <p>This will be followed by an evaluation.</p> <p>Revision and theory tasks will be intermixed with practical to support their exam (R105 25%).</p>	<p>assessment, with some focused practical tasks to support the theory for their exam (R105).</p>
<p>Food Preparation and Nutrition</p>	<p>A01: Preparing to cook.</p> <p>A02: Understanding Food.</p> <p>A03: Exploring balanced diets.</p> <p>A04: Plan and produce dishes in response to a brief.</p>	<p>NEA 1 - Food Investigation</p> <p>Students will work through their food investigation. They need to demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. They will research the theme and ingredients. Carry out a range of practice experiments. Carry out research and draw hypothesis. Carry out an investigation and write up the findings.</p> <p>This constitutes 15% of the GCSE.</p>	<p>NEA 2 - Food preparation assessment</p> <p>Students will work through a range of technical practical to enhance their skills.</p> <p>Students will plan and undertake their assessed practical. They will be required to plan, prepare cook and present three dishes related to a set task. They will need to demonstrate their understanding of nutrition.</p> <p>This constitutes 35% of the GCSE.</p>	<p>Developing theory from previous assessments.</p>

		Students will revise the work they have done on nutrition.	Students will revise the work they have done on food safety.	
Media Studies	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>Component 2 - Section A. Crime Drama</p> <p>Students will look at all key concepts in line with episode one of Luther and The Sweeney.</p> <p>There will be in depth analysis of historical context such as how the crime drama reflects the society and culture of the time. How genre has changed over time and also representations of gender, ethnicity and age, including stereotypes.</p>	<p>Component 2 - Section B. Music Video & Online promotion</p> <p>Students will focus on modern and historical music videos. They will explore Katy Perry's "ROAR", Pharrell Williams "FREEDOM" along with Michael Jackson "BLACK OR WHITE".</p> <p>Students will also look at the online promotion for the two modern music videos, looking at websites, blogs and use of social media to attract audiences.</p> <p>Students will look at all of the above whilst including opinion and analysis of Representation, Media Language, Audience and Industry.</p>	<p>Students will develop media theories such as Halls Reception theory and Global village theory.</p> <p>There will be a focus on GAP analysis for both papers with personalised tasks.</p>
Music	<p>O1 - Perform with technical control, expression and interpretation.</p> <p>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 classmate which will culminate in a public performance. 	<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;</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,</p>	<p>Exam prep</p> <p>Students will review prior learning for all the area of studies and set works and develop understanding as well as filling in knowledge gaps in preparation for the exam (40% of the final mark).</p>

	<p>AO2 - Compose and develop musical ideas with technical control and coherence. Students will;</p> <ul style="list-style-type: none"> ● Evaluate the compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating. ● Students will complete two compositions which will be entered as coursework; <ul style="list-style-type: none"> ○ free composition ○ brief set composition <p>AO3 - Demonstrate and apply musical knowledge. Students will;</p> <ul style="list-style-type: none"> ● Take part in the analysis of specific set works and related repertoire. ● Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. ● Use ideas identified in analysis and apply them in a compositional setting. <p>AO4 - Use appraising skills to make evaluative and critical judgements about music. Students will;</p> <ul style="list-style-type: none"> ● Listen to a wide variety of musical genres. ● Identify the use of musical elements. ● Be able to describe how the musical elements have been used. ● Be able to discuss the context in which music has been created. 	<p>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. Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces. The total performance time across both performances must be a minimum of four minutes of music.</p> <p>Alongside this students will look at AoS 4 - Fusions. They will be specifically applying the skills shown in AO3 and AO4.</p>	<p>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>We will focus mainly on exam technique and writing style.</p>
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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>Topic 1 - Applied Anatomy and Physiology</p> <p>Understand: the functions of the skeletal system How joints and bones are classified the structure of the musculoskeletal system Movement possibilities within joints The roles of ligaments and tendons How to classify muscles How muscles are used during physical activity How the muscular system and skeletal system work together to allow movement</p>	<p>Revisit PEP's to make any amendments.</p> <p>Collect evidence and carry out practical assessments to ensure students are ready for the practical assessment.</p>	<p>Develop deeper understanding by addressing areas of improvement using gap analysis.</p> <p>Ensure students are prepared for physical component of the course, allowing for excellent understanding of the sports they are using and the criteria they will require to meet.</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>C/W - Component 1 Landscape 'The City'</p> <p>Students will continue their studies on 'The City' and take part in a trip to London to photograph the city and explore the Tate Modern.</p>	<p>Exam - Component 2</p> <p>Student will receive the exam paper and title early in the spring term.</p> <p>They will have a 6-8 week preparation period where their</p>	<p>C/W - Component 1 Landscape 'The City' and 'Where is my mind'</p> <p>Student will now return to their coursework projects to ensure that they are complete and refined.</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>In the classroom they will continue to develop and edit their images within their chosen subtheme of The City.</p> <p>Students will develop a personalised outcome which could be 2D or 3D and will show connections to the photographers they have investigated.</p>	<p>teacher will guide them with their ideas on the theme. They will produce practical project that covers all assessment objectives and is fully developed in preparation for their final piece.</p> <p>Their exam is a sustained period that equates to 10 hours. During the exam they will produce their final piece and submit their preparatory project.</p>	
Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Psychological Problems:</p> <p>Depression - symptoms and diagnosis, biological and psychological explanations, treatments and therapies.</p> <p>Addiction - characteristics and diagnosis, biological and psychological explanations, treatments and therapies.</p> <p>REVISION</p> <ul style="list-style-type: none"> • Memory - knowledge, application, evaluation • Perception - knowledge, application, evaluation 	<p>REVISION</p> <ul style="list-style-type: none"> • Development and learning - knowledge, application and evaluation • Research Methods • Social Influence - knowledge, application, evaluation • Language, thought and Communication - knowledge, application and evaluation • Brain and Neuropsychology - knowledge, application, evaluation 	<p>REVISION</p> <ul style="list-style-type: none"> • Psychological problems - knowledge, application, evaluation
PSHCE	Students will continue to develop their learning of the wider world, developing as people. As set out by the	Personal Safety: Knives,	After School: College applications.	Wider World: Body Image/ Media

	<p>PSHE association students will explore a range of topics, including:</p> <ul style="list-style-type: none"> ● Personal safety ● Personal values ● Post 16 ● Wider world ● Relationship and sex education 	<p>Exploitation, County Lines, Vaping/ smoking/ drugs update. Progress Check: November</p> <p>Linked Personal Values: Self-Regulation Self-Respect Responsibility Co-operation Reliable Dependability</p>	<p>Employment Skills Interviews CV Personal Statements Progress Check: February</p> <p>Linked Personal Values: Optimism Challenge Determined Honesty Unity Inspiring</p>	<p>Relationships Exam Revision</p> <p>Progress Check: April</p> <p>Linked Personal Values: Determination Consistent Optimism Positivity Motivation Commitment</p>
BTEC Animal Care	<p>Unit 1: Examined unit - January</p> <p>Unit 2: Animal Handling</p>	<p>Unit 1: Examined unit - January LAA Understand the essential signs of good and ill health in animals</p> <p>LAB Understand common diseases, their causes, transmission and treatment</p> <p>LAC Understand the signs, symptoms, prevention and treatment of common parasites</p>	<p>Unit 2: Animal Handling</p> <p>LAA Understand safe handling and restraint techniques</p> <p>LAB Demonstrate safe handling and restraint techniques used with animals.</p>	<p>There will be an opportunity to make improvements and revisit past units.</p>
BTEC Childcare	<p>Unit 1: Patterns of Child Development (externally examined)</p> <p>Learning Aim A: Understand growth and development in children</p> <p>Learning Aim B: Understand the characteristics of children's development from birth up to eight years</p>	<p>Unit 1: Examined unit - January</p> <p>Students will know the key aspects of children's growth and how growth is measured. They will know the factors that</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</p>	<p>First 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</p>

	<p>Learning Aim C: Understand how adults in early years settings can support children's development.</p> <p>Unit 2: Promoting children's development through play (coursework)</p> <p>Learning Aim A: Understand how play promotes children's development in early years settings</p> <p>Learning Aim B: Understand how different play opportunities promote children's development</p> <p>Learning Aim C: Understand how play is structured in early years settings to promote children's development</p>	<p>determine children's growth: heredity, hormones, nutrition, sleep, illness and emotional influences.</p> <p>Students will look at the expected development norms for children and know that development should be viewed holistically</p> <p>Students will also understand the links between areas of development and how each area may complement each other</p> <p>Students will also understand how adults in early years settings can support children's development in each of the areas.</p>	<p>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>be able to give examples of adult-led, adult-initiated and child-initiated play.</p>
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