

Year 11 Curriculum Map 2023/2024

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

English	History	Hospitality & Catering	Religious Studies
Mathematics	French	Media Studies	BTEC Sport
Science	German	Music	BTEC Childcare
PSHCE	Art & Design	GCSE P.E.	Performing Arts - Technical Award
Computer Science	Business Studies	Photography	
Geography	Engineering Design	Psychology	

Subject	Objectives/End of year goals	Autumn	Spring	Summer
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<p>English</p> <p>Click here for main menu</p>	<p>ENGLISH LANGUAGE READING AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>ENGLISH LANGUAGE WRITING 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 AO6 Candidates must use a</p>	<p>AQA English Language and Literature</p> <p>Language English Language Paper 1 revision English Language Paper 2 (teach)</p> <p>Literature Power and Conflict anthology Unseen poetry A Christmas Carol revision</p> <p>Assessments Autumn 1 Poetry anthology comparison</p> <p>November mock exams English Language Paper 2 (1 hour 45 Minutes) Literature Paper 2 (2 hours 15 minutes)</p>	<p>AQA English Language and Literature Revising texts, mock exam and skills preparation.</p> <p>Language (revision) English Language Paper 1 English Language Paper 2</p> <p>Literature (revision) 'Macbeth' by William Shakespeare 'A Christmas Carol' by Charles Dickens 'An Inspector Calls' by J.B. Priestley Power and Conflict anthology Unseen poetry</p> <p>Assessments February mock exams English Language Paper 1 (1 hour 45 minutes) Literature Paper 1 (1 hour 45 minutes)</p>	<p>AQA English Language and Literature 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 'A Christmas Carol' by Charles Dickens 'An Inspector Calls' by J.B. Priestley Power and Conflict anthology Unseen poetry</p> <p>Assessments Exams to begin in May 2023.</p>
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	<p>range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SPEAKING AND LISTENING AO7 Demonstrate presentation skills in a formal setting AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations AO9 Use spoken Standard English effectively in speeches and presentations.</p> <p>ENGLISH LITERATURE 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</p>			
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	were written. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.			
Subject	Objectives/End of year goals	Autumn	Spring	Summer

<p>Mathematics</p> <p>Click here for main menu</p>	<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 	<p><u>Foundation students:</u></p> <p>Gradients and lines</p> <p>Non-linear graphs</p> <p>Using graphs</p> <p>Expanding and simplifying</p> <p>Changing the subject</p> <p>Functions</p> <p><u>Higher students:</u></p> <p>Gradients and lines</p> <p>Non-linear graphs</p> <p>Using graphs</p> <p>Expanding and simplifying</p> <p>Changing the subject</p> <p>Functions</p>	<p><u>Foundation students</u></p> <p>Multiplicative reasoning</p> <p>Geometric reasoning</p> <p>Algebraic reasoning</p> <p>Transforming and constructing</p> <p>Listing and describing</p> <p>Show that using proofs</p> <p><u>Higher students</u></p> <p>Multiplicative reasoning</p> <p>Geometric reasoning</p> <p>Algebraic reasoning</p> <p>Transforming and constructing</p> <p>Listing and describing</p> <p>Show that using proofs</p>	<p>Revision, gap closing and exam preparation</p>
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	<p>a process or a series of mathematical processes</p> <ul style="list-style-type: none">• 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			
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<p>Subject Science</p> <p>Click here for main menu</p>	<p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> Scientific ideas Scientific techniques and procedures <p>AO2 Apply knowledge and understanding of:</p> <ul style="list-style-type: none"> Scientific ideas Scientific enquiry, techniques and procedures <p>AO3 Analyse information and ideas to:</p> <ul style="list-style-type: none"> Interpret and evaluate Make judgements and draw conclusions. Develop and improve experimental procedures. 	<p>Autumn</p> <p><u>Triple science</u></p> <p>Physics P6.1 Radioactive emissions P6.2 Uses and hazards P7.1 Work done P7.2 Power and efficiency P8.1 Physics on the move P8.3 Beyond Earth</p> <p>Chemistry C5.1 Monitoring chemical reactions C5.2 Controlling reactions C5.3 Equilibria C6.1 Improving processes and products.</p> <p><u>Combined science</u></p> <p>Physics P4.3 Radioactive emissions P5.1 Work done P5.2 Power and efficiency P6.1 Physics on the move.</p> <p>Chemistry C5.1 Controlling reactions C5.2 Equilibria</p>	<p>Spring</p> <p><u>Triple science</u></p> <p>Chemistry C6.1 Improving processes and products. C6.2 Organic chemistry</p> <p>Biology 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>Combined science</u></p> <p>Biology B6.1 & 6.2 Monitoring and maintaining the environment B6.3 Monitoring and maintaining health.</p>	<p>Summer</p>
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		<p>C6.1 Improving processes and products.</p> <p>Biology B4.1 Ecosystems B5.1 Inheritance B5.2 Natural selection.</p>		
Subject	Objectives/End of year goals	Autumn	Spring	Summer
PSHCE Click here for main menu	PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.	Personal Development (Form time): Health & wellbeing British values	Personal Development (Form time): Keeping safe Relationships & choices	Personal Development (Form time): Exam focus
Subject	Objectives/End of year goals	Autumn	Spring	Summer

<p>Computer Science</p> <p>Click here for main menu</p>	<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 1:</p> <p>Algorithms & Programming Sequence, Selection, Iteration</p> <p>Trace Tables Pseudocode algorithm design</p> <p>Data Representation Binary Hexadecimal Images & Sound Compression</p> <p>Boolean Logic</p>	<p>Paper 2:</p> <p>Computer Systems Hardware Software</p> <p>Computer Networks LANs WANS & PANS Network Hardware Protocols Network Security</p> <p>Computer Security Ethics, Legal</p>	<p>Focused revision targeting areas highlighted by mock exams.</p>
<p>Subject</p>	<p>Objectives/End of year goals</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Geography</p> <p>Click here for main menu</p>	<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</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>Paper 2: Challenges in the</p>	<p>Paper 3: Geographical Application</p> <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>Paper 3: Geographical Application</p> <p>Section C: Pre-Release</p> <p>Exam revision and exam technique.</p>

	<p>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>human environment</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>		
Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>History</p> <p>Click here for main menu</p>	<p>Edexcel 9-1 History</p> <p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in</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 health. Creation of vaccines and germ theory. • Modern medical developments 	<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>Students will study:</p> <ul style="list-style-type: none"> • the Weimar Republic, • Hitler's rise to power, • Nazi control and dictatorship, • life in Nazi Germany 	<p>Revision and exam skills</p>

	the context of historical events studied.	<ul style="list-style-type: none"> Improvements in surgery <p>This term will also focus on revision for mock exams</p>		
Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>German</p> <p>Click here for main menu</p>	<p>Students will be able to:</p> <p>AO1: Listening</p> <p>Students will need to:</p> <ul style="list-style-type: none"> identify the overall message, key points, details and opinions deduce meaning from a variety of spoken texts recognise the relationship between past, present and future events recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and 	<p>Theme: Ich liebe Wien! (I love Vienna) Local Area, Holiday and Travel</p> <p>Including:</p> <ul style="list-style-type: none"> Describing forms of transport and making a hotel booking 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 	<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 for job applications Talking about your dream job Discussing reasons for learning German and other languages <p>Theme: Eine wunderbare Welt (International and Global Dimension)</p> <p>Including:</p>	<p>GCSE Speaking Exams</p> <p>REVISION</p> <p>EXAM PREPARATION</p>

	<p>abridged, as appropriate</p> <ul style="list-style-type: none"> • be able to answer questions, extract information, evaluate and draw conclusions. <p>AO2: Speaking Students will need to:</p> <ul style="list-style-type: none"> • convey information and narrate events coherently and confidently, using and adapting language for different purposes • speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events • make creative and more complex use of the language, as 	<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 	<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>	
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	<p>appropriate, to express and justify their own thoughts and points of view</p> <ul style="list-style-type: none">● use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of German <p>AO3 Reading Students will need to:</p> <ul style="list-style-type: none">● identify the overall message, key points, details and opinions in texts● deduce meaning from a variety of written texts● recognise the relationship between past, present and future events● understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning			
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	<ul style="list-style-type: none">● recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions <p>AO4: Writing Students will need to:</p> <ul style="list-style-type: none">● communicate effectively in writing for a variety of purposes across a range of specified contexts● write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings● make accurate use of a variety of vocabulary			
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	<p>and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</p> <ul style="list-style-type: none">● manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register● make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince● translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical			
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	knowledge of language and structures in context.			
Subject	Objectives/End of year goals	Autumn	Spring	Summer
Art & Design Click here for main menu	<p>Eduqas https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <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</p>	<p>Component 1: Portfolio 60%- Major project 'Time'</p> <p>Students will be <u>refining</u> their work by <u>exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</u> which they will <u>develop</u> towards a final personal outcome.</p> <p>Student work will <u>culminate into a final response</u> over a 5 hour exam during their mock exam series.</p>	<p>Component 2: Externally set exam 40%</p> <p>Students will research and select a title of their choice from the externally set paper.</p> <p>They will explore the different sub themes where their own personal interest lies and make responses to artists of their choice.</p> <p>Students will then develop their ideas to convey a specific idea in their chosen materials. This will be independently led.</p> <p>Students will record from primary sources using</p>	<p>Component 2: Externally set exam 40%</p> <p>Students will select work and present it as part of their portfolio ready for submission.</p>

	<p>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>drawing, photography, painting and other media and techniques</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>	
Subject	Ojectives/End of year goals	Autumn	Spring	Summer
<p>Business Studies</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate an understanding of business activity, make judgments and draw conclusions.</p>	<p>Revision of Human Resources and Business Operations in preparation for the mock (paper 1)</p> <p>Unit 5: Marketing Students will look at how to identify and understand customers, how businesses use segmentation to target customers. They will also understand why businesses conduct market research and the methods businesses use. They will learn about the elements of the marketing mix: price, product, promotion and place and be aware of how they work together. Students</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.</p>	<p>Exam revision and technique.</p>

		will also be able to analyse the importance of e-commerce and m-commerce.	Students should be able to analyse the financial performance of a business.	
Subject	Objectives/End of year goals	Autumn	Spring	Summer
French Click here for main menu	Students will be able to: AO1: Listening Students will need to: <ul style="list-style-type: none"> • identify the overall message, key points, details and opinions • deduce meaning from a variety of spoken texts • recognise the relationship between past, present and future events • recognise and respond to key information, important themes and ideas in spoken text, including authentic 	Theme: Au collège (School) Including: <ul style="list-style-type: none"> • Talking about your school • Comparing schools in the UK and French-speaking countries • Discussing school rules • Talking about getting the best out of school • Talking about a school exchange Theme: Bon travail! (Future aspirations, study and work) <ul style="list-style-type: none"> • Discussing jobs and 	Theme: Un oeil sur le monde (International and global dimension) <ul style="list-style-type: none"> • Discussing problems facing the world • Talking about protecting the environment • Discussing ethical shopping • Talking about volunteering • Discussing big events Revision: Theme: Qui suis-je? (Who am I?)	

	<p>sources, adapted and abridged, as appropriate</p> <ul style="list-style-type: none"> • be able to answer questions, extract information, evaluate and draw conclusions. <p>AO2: Speaking Students will need to:</p> <ul style="list-style-type: none"> • convey information and narrate events coherently and confidently, using and adapting language for different purposes • speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events • make creative and more complex use of 	<p>work preferences</p> <ul style="list-style-type: none"> • Discussing career choices • Talking about plans, hopes and wishes • Discussing the importance of languages. • Applying for jobs • Understanding case studies 	<ul style="list-style-type: none"> • Describing family and friends • Making arrangements to go out • Describing activities in the past • Talking about your life when you were younger • Discussing role models <p>Theme: Le temps des loisirs (Leisure activities)</p> <ul style="list-style-type: none"> • Talking about sport and music • Talking about online activities • Talking about books and reading • Talking about film and TV 	
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	<p>the language, as appropriate, to express and justify their own thoughts and points of view</p> <ul style="list-style-type: none">● use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of French <p>AO3 Reading Students will need to:</p> <ul style="list-style-type: none">● identify the overall message, key points, details and opinions in texts● deduce meaning from a variety of written texts● recognise the relationship between past, present and future events● understand texts, organise and present relevant details, and, where appropriate, draw inferences in			
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	<p>context and recognise implicit meaning</p> <ul style="list-style-type: none">● recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions <p>AO4: Writing Students will need to:</p> <ul style="list-style-type: none">● communicate effectively in writing for a variety of purposes across a range of specified contexts● write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings			
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	<ul style="list-style-type: none">● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events● manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register● make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince● translate sentences and short texts from English into the assessed language to convey key messages			
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Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Engineering Design (Cambridge national)</p> <p>Click here for main menu</p>	<p>Student this year will be completing their two briefs: R039 & R040.</p> <p>The first brief (R039) will be looking at designing a product.</p> <p>Pupils will work through freehand sketching, technical drawing and CAD to realise a final design. This project will also involve annotation, labelling and evaluating their design.</p> <p>They will finish this by half term.</p> <p>The second brief (R040) will be looking at prototyping and modelling a product.</p> <p>Pupils will work through product research and analysis, creating CAD components and testing, a production plan, physical model making and an evaluation.</p>	<p>Students will be given their brief for R039, which is their Design Unit. Student will work through the brief, using their drawing, CAD & design skills to create a final outcome.</p> <p>After Half term they will be given their R040 brief which will be their making and evaluation project. This will include virtual CAD modelling as well as physical modelling.</p> <p>Yr11 Students will continue to revise for R038, and sit mick exams every half term.</p>	<p>Students will continue with their practical task (R040)</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 (R038).</p>	<p>Term 3 will be revision with some focused practical tasks to support theory for their exam (R038) including some technical drawing, CAD and orthographics.</p>

	<p>This project will also involve annotation, labelling and evaluating their design. They will finish this by Easter.</p> <p>Pupils will also be sitting a mock exam every half term with theory tests and lessons throughout the year.</p>			
Subject	Objectives/End of year goals	Autumn	Spring	Summer
Hospitality & Catering Click here for main menu	<p>Unit 2 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</p>	<p>Practical Unit 2: LO3 Be able to cook dishes. Developing and improving skills learnt at KS3. 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>Practical 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 Unit 2: LO3 Produce dishes to be served on a range of different menus. 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.

	assessment, including candidates who have been awarded a Unit TAG for Summer 2021 and who want an opportunity to sit the assessment.	Students will develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.		
Subject	Objectives/End of year goals	Autumn	Spring	Summer
Media Studies Click here for main menu	<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</p>	<p>Revision for the exams.</p> <p>Both Components, all sections.</p>

			Representation, Media Language, Audience and Industry.	
Subject	Objectives/End of year goals	Autumn	Spring	Summer
Music Click here for main menu	<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 	<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;</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>

	<p>compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating.</p> <ul style="list-style-type: none"> ● 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>Students must submit two performances. Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces. OR Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces. The total performance time across both performances must be a minimum of four minutes of music.</p> <p>Alongside this students will look at A04 - Fusions. They will be specifically applying the skills shown in AO3 and AO4.</p>		
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	<p>AO4 - Use <i>appraising skills to make evaluative and critical judgements about music.</i></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. 			
Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>GCSE P.E.</p> <p>Click here for main menu</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>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>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>2.1 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>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>	
Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Photography</p> <p>Click here for main menu</p>	<p>Eduqas https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <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>Component 1: Portfolio 60% 'Viewpoints'</p> <p>Students will be <u>refining</u> their work by <u>exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</u> which they will <u>develop towards</u> a final personal outcome.</p> <p>Student work will <u>culminate into a final response</u> over a 5 hour exam during their mock exam series.</p>	<p>Component 2: Externally set exam 40%</p> <p>Half term 1: Students will <u>research and select a title</u> of their choice from the externally set paper.</p> <p>They will <u>explore, investigate and respond to the work of other artists who link to their selected title.</u></p> <p>Half term 2: Students will spend this half term <u>experimenting, refining and developing their practical</u></p>	<p>Reflection and refinement time for 60% portfolio before final submission.</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><u>work using different media, techniques and processes.</u></p> <p>They will create a <u>final response</u> over a 10 hour exam which will be invigilated.</p>	
Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Psychology</p> <p>Click here for main menu</p>	<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 recap the study of sleep and dreaming they covered in year 10, including 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>Students will then start the Social Influence topic and spend time revising and</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>GCSE prep/revision.</p>

		refining exam technique in preparation for their Autumn mock exams.	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.	
Subject	Objectives/End of year goals	Autumn	Spring	Summer
BTEC Sport Click here for main menu	<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</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 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</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 -</p>	<p>B1 - Learners need to examine the different groups of peoples that take part in sport and physical activities</p> <p>B2 - 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</p>

	<p>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>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 - 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</p>	<p>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 - Learners will explore the attributes of successful leadership by exploring different leadership skills and qualities.</p> <p>A2 -</p>	<p>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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		<p>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 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>	<p>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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Subject	Objectives/End of year goals	Autumn	Spring	Summer
BTEC Childcare	Unit 2 Learning Through Play September - December	Unit2 B1 Physical play	Unit 3	C3 Adapting activities to support a child with cognitive

<p>Click here for main menu</p>	<p>Learning outcomes A Understand how children play</p> <p>B Understand how children's learning can be supported through play.</p> <p>Unit 3 - January - May Supporting Children to Play, Learn and Develop</p> <p>Assessment objectives AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments</p> <p>AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development</p>	<p>Learning through physical play</p> <p>B2 Cognitive/intellectual play</p> <p>B3 Communication and language play</p> <p>B4 Social play B5 Emotional play</p> <p>B6 How play can be organised to promote learning</p> <p>B7 The role of adults in promoting learning through play</p> <p>B8 Planning play opportunities for children</p> <p>PSA Completion - 6 week window</p> <p>Task 1: Stages and types of play Learning outcome A: Understand how children play</p> <p>Task 2: Planning a play activity for a single child Activity 1 - Learning outcome B: Understand how children's learning can be supported through play</p>	<p>A1 Investigate individual needs that may impact on play, learning and development</p> <p>A1 Individual needs. Learners will understand how the following individual needs can impact on a child's play, learning and development.</p> <p>A2 Know how individual needs may impact on play, learning and development</p> <p>B Create safe environments to support play, learning and development in children aged 0–5 years</p> <p>Learners will consider how the environment can be adapted to safely meet the individual needs of children who require support to play, learn and develop. Learners will consider safety issues in the home, in community settings and in early years settings. They will need to consider adaptations that can be made for the following age groups:</p> <ul style="list-style-type: none"> ● 0–18 months ● 18 months–3 years ● 3–5 years 	<p>and intellectual needs (ensuring age appropriateness)</p> <p>C4 Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</p> <p>C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>
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	<p>AO3 Apply knowledge and understanding to adapt activities to meet children’s individual needs and promote inclusion</p> <p>AO4 Making connections between areas of development, children’s individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion</p>	<p>Task 3: Planning a play activity for a group of children</p> <p>Learning outcome B: Understand how children’s learning can be supported through play</p>	<p>B1 Ensure all children are safe B2 Health and safety considerations for inside environments for children with individual needs</p> <p>B3 Health and safety considerations for outside environments for children with individual needs</p> <p>C Adapt play to promote inclusive learning and development Learners will know how to adapt activities for children with individual needs to promote their learning and development.</p> <ul style="list-style-type: none"> ● Learners will understand how to adapt the activities for the following types of play: <ul style="list-style-type: none"> o locomotor play o creative play o sensory play o imaginative play o symbolic play o technological/investigative play o construction play. ● For each of the following age groups: <ul style="list-style-type: none"> o 0–18 months. o 18 months–3 years. o 3–5 years. <p>C1 The benefits of adapting activities for all children in play, learning and development</p>	
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			C2 Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)	
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Subject	Objectives/End of year goals	Autumn	Spring	Summer
Performing Arts - Technical Award Click here for main menu	<p>Component 2 - Developing Skills and techniques in the Performing Arts unit. Students will complete their second coursework worth 30% of their mark.</p> <p>Component 3 - Responding to a brief - Students will complete their final synoptic unit worth 40% of their grade (externally examined)</p>	<p>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>A01 - Use rehearsal or production/design processes</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>A02 Application of skills and techniques in/for performance</p>	<p>A01- How to respond to a brief</p> <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>A02 - Select and develop skills and techniques in response to brief.</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</p>	<p>Students will perform their work in April/May and submit before their other examinations.</p>

		<p>Students Interpret existing script and perform for video.</p> <p>A03- Review own development and application of performance or design skills</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.</p> <p>Respond to peer feedback Explore themes, ideas, style and genres and interpret performance material as an actor or designer.</p> <p>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.</p> <p>Students can select their groupings with advice from the teacher. Students can work in pairs or small groups.</p>	<p>intentions to a target audience of their choice.</p> <p>A03- Apply skills and techniques in a workshop performance in response to the brief.</p> <p>Students will make a devised drama and perform to their target audience.</p> <p>A04- Evaluate the development process and outcome in response to the brief.</p> <p>Students complete an evaluation report of the development process and outcomes in response to the brief.</p>	
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Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Religious Studies</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs.</p> <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Buddhism Revision:</p> <ul style="list-style-type: none"> ● Origins and core beliefs ● Practices <p>Thematic Studies Revision:</p> <ul style="list-style-type: none"> ● Marriage and divorce ● Theory of evolution, value and sanctity of human life ● Contraception and family planning ● The nature and purpose of families ● Gender equality ● The origins of the universe ● Stewardship and responsibility ● The use and abuse of the environment ● The use and abuse of animals ● Abortion ● Euthanasia ● Death and the afterlife 	<p>Theme F: Religion, Human Rights and Social Justice</p> <p>Students will discuss and develop an understanding of the purpose of social justice movements, human rights and responsibilities, religious freedom.</p> <p>Students will develop an understanding of wealth, poverty and charity.</p> <p>Students will also define and identify examples of prejudice and discrimination.</p> <p>Exam Technique</p> <ul style="list-style-type: none"> ● Walking talking mocks - paper 2 <p>Component 1 Revision:</p> <ul style="list-style-type: none"> ● Buddhism beliefs and practices ● Christianity beliefs and practices 	<p>Component 2 Revision:</p> <ul style="list-style-type: none"> ● Theme A: Relationships and Families ● Theme B: Religion and Life ● Theme E: Religion, Crime and Punishment ● Theme F: Religion, Human Rights and Social Justice <p>Exam Technique Recap (WTM)</p>

		<p>Exam Technique</p> <ul style="list-style-type: none">• Walking talking mocks - paper 1 <p>Theme E: Religion, Crime and Punishment</p> <p>Students will discuss and develop an understanding of why people commit crimes and the contributing factors to criminality, different types of crimes, in addition to the purpose of punishment and treatment of criminals.</p> <p>Students will also discuss the nature and purpose of forgiveness.</p>		
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