



Year 11 Curriculum - St Ives School



Subject	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	<p>Topic: 'Romeo and Juliet'</p> <p>Resources: Shakespeare 'Romeo and Juliet'</p> <p>Focus: Context (honour/love); Themes/big ideas; language/structure/ form.</p> <p>Outcome: Extract-based essay</p> <p>Duration: 8 weeks</p>	<p>Topic: Reading and Writing Fiction</p> <p>Resources: Fiction extracts</p> <p>Focus: analysing fiction (inference; language focus; evaluation).</p> <p>Outcome: Analytical writing and short descriptive writing tasks.</p> <p>Duration: 4 weeks</p>	<p>Topic: Presenting viewpoints</p> <p>Resources: Statements</p> <p>Focus: Articulating and structuring viewpoints.</p> <p>Outcome: 5 minute presentation.</p> <p>Duration: 2 weeks</p>	<p>Topic: Identify Poetry and unseen poetry (practical criticism)</p> <p>Resources: Browning 'My Last Duchess'; 'Dinwader 'Tissue'; 'Rumens 'The Emigree'; Garland 'Kamikaze'.</p> <p>Focus: Context; themes/big ideas; language/ structure/ form; critical comparisons.</p> <p>Outcomes: Critical comparison.</p> <p>Duration: 6 weeks</p>	<p>Topic: Presenting, understanding and comparing viewpoints</p> <p>Resources: non-fiction extracts and topical view-point prompts</p> <p>Focus: Articulating and structuring viewpoints.</p> <p>Outcome: Written comparisons, persuasive (speech, letter, article).</p> <p>Duration: 4 weeks</p>	<p>Topic: revision carousel</p> <p>Focus: Revise the following topics: Frankenstein, Blood Brothers, Romeo and Juliet, Unseen poetry comparisons, Power and Conflict Poetry, Writer's viewpoints, Presenting viewpoints.</p> <p>Duration: 4 weeks</p>
Maths	<p>Topic: Graphs</p> <p>Resources: CGP textbooks, Spax Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Students to further develop their understanding of expanding and lines, non-linear graphs and using graphs to find information.</p> <p>Outcome: End of block assessment.</p> <p>Duration: 7 weeks</p>	<p>Topic: Algebra</p> <p>Resources: CGP textbooks, Spax Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Students to further develop their understanding of expanding and factoring, rearranging formula and functions.</p> <p>Outcome: End of block assessment, mock exams and analysis.</p> <p>Duration: 7 weeks</p>	<p>Topic: Reasoning</p> <p>Resources: CGP textbooks, Spax Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Students to further develop their understanding of multiplicative, geometric and algebraic reasoning.</p> <p>Outcome: End of block assessment.</p> <p>Duration: 6 weeks</p>	<p>Topic: Revision and Exam Preparation</p> <p>Resources: CGP textbooks, Spax Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Recapping key topics.</p> <p>Outcome: Mock exams and analysis.</p> <p>Duration: 6 weeks</p>	<p>Topic: Revision and Exam Preparation</p> <p>Resources: CGP textbooks, Spax Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Recapping key topics.</p> <p>Outcome: Mock exams and analysis.</p> <p>Duration: 6 weeks</p>	
Biology	<p>Topic: Ecology</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Biology Book.</p> <p>Focus: Exploring how different areas of an ecosystem relate to each other. Discovering how small changes can lead to significant impacts across the whole ecosystem and how this can impact humans.</p> <p>Outcome: End of Term Assessment.</p> <p>Duration: 16 lessons</p>	See Chemistry/ Physics Overview	See Chemistry/ Physics Overview	See Chemistry/ Physics Overview	See Chemistry/ Physics Overview	See Chemistry Overview
Chemistry	See Biology Overview	<p>Topic: Chemistry of the Atmosphere</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book</p> <p>Focus: Investigating the history of our atmosphere and how it has evolved over the life span of the earth and what has caused this.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 6 lessons (F/H/Sep)</p>	<p>Topic: Using Resources</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book</p> <p>Focus: Discovering the value of materials, both naturally formed and produced by man. To appreciate why the handling of materials needs to be more carefully considered in the future, for waste management purposes.</p> <p>Outcome: End of Term Assessment, RA 18 Water purification and RA 17 Identifying ions (Separate science only)</p> <p>Duration: 10 lessons (F/H/Sep)</p>	<p>Topic: Organic Chemistry</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book</p> <p>Focus: An introduction to organic chemistry. To find out how hydrocarbon chemicals are manipulated to form useful materials used in everyday life.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 9 lessons (F/H/Sep)</p>	<p>Topic: Rates of Reactions</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book</p> <p>Focus: An introduction to how rates of reactions are controlled and how humans can manipulate reactions to receive the wanted outcome.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 8 lessons (F/H/Sep)</p>	<p>Topic: Chemical Analysis</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book</p> <p>Focus: To learn about the chemical tests and procedures used by chemists, in laboratories, can identify elements and quantities.</p> <p>Outcome: Topic Test and RA 16 Chromatography.</p> <p>Duration: 8 lessons (F/H/Sep)</p>
Physics	See Biology Overview	See Chemistry Overview	<p>Topic: Electromagnetism</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Physics Book</p> <p>Focus: Exploring the magnetic fields of permanent and induced magnets. How solenoids enhance the effects of magnets. The reason for the use of transformers in the national grid.</p> <p>Outcome: End of Term Assessment.</p> <p>Duration: 6 lessons (F/H/Sep)</p>	<p>Topic: Waves</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Physics Book</p> <p>Focus: Examining the Electromagnetic spectrum, and associated hazards, the movement of waves and the relating velocity to frequency and wavelength. Exploring the effect of mediums on absorption, reflection and refraction.</p> <p>Outcome: End of Term Assessment, RA 26 Waves, RA Radiation and absorption</p> <p>Duration: 5 lessons</p>	<p>Topic: Space</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Physics Book</p> <p>Focus: Exploring the different astronomical features of the universe and how transform over millions of year. Key mathematical content will include looking at the magnitude of distances involved when discussing the universe.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 5 lessons</p>	See Chemistry Overview
Art	<p>Topic: Finalising Portfolio (Component)</p> <p>Resources: As for Coursework in Y10. Mounting resources and equipment.</p> <p>Focus and Outcome: Individualised Student Presentation of all work for Coursework submission. Concluding and realising intentions of the portfolio of work for Coursework.</p> <p>Mock Exam November 5 hours</p> <p>Final Hand in Date for Component 1: December 10th (60% of overall mark)</p> <p>Duration: 18-20 lessons</p>		<p>Topic: Component 2 OCR Exam Paper</p> <p>Resources: Introductory PowerPoint. Choice of starting points for Component 2 (40% of overall grade)</p> <p>Focus and Outcome: Sustained and focussed work addressing AO1- 3 of the OCR specification. Students work independently on their preparation and Component 2 portfolio.</p> <p>(40% of overall mark)</p> <p>Final Date for all work to be handed in x2 weeks after Easter.</p> <p>Duration: 18-20 lessons</p>		<p>Topic: Marking and Moderation.</p> <p>Sending all grades to the Exam Board</p>	
Design and Technology	<p>Topic: Non Exam Assessment (NEA) 100 marks total (50% of grade)</p> <p>Resources: Google Classroom Portfolio, Guidance worksheets.</p> <p>Focus: NEA Sections: A: Investigation (10 marks) B: Brief & Specification (10 marks) Revision: Seneca learning online platform, CGP Guides.</p> <p>Outcome: Student independent outcomes.</p> <p>Duration: Dependent on student.</p>	<p>Topic: Non Exam Assessment (NEA)</p> <p>Resources: Google Classroom Portfolio, Guidance worksheets.</p> <p>Focus: NEA Sections: C: Generating Ideas (20 marks) Mock Exam Preparation.</p> <p>Revision: Seneca learning online platform, CGP Guides.</p> <p>Outcome: Student independent outcomes.</p> <p>Duration: Dependent on student.</p>	<p>Topic: Non Exam Assessment (NEA)</p> <p>Resources: Google Classroom Portfolio, Guidance worksheets.</p> <p>Focus: NEA Sections: D: Developing Ideas (20marks) E: Realising Ideas: Making (20 marks) Revision: Seneca learning online platform, CGP Guides.</p> <p>Outcome: Student independent outcomes.</p> <p>Duration: Dependent on student.</p>	<p>Topic: Non Exam Assessment (NEA)</p> <p>Resources: Google Classroom Portfolio, Guidance worksheets.</p> <p>Focus: NEA Sections: E: Realising Ideas: Making (20 marks) F: Testing & Evaluation (20 marks) Revision: Seneca learning online platform, CGP Guides.</p> <p>Outcome: Student independent outcomes.</p> <p>Duration: Dependent on student.</p>	<p>Topic: Formal Exam Revision</p> <p>Resources: Revision materials, Focus: Core Technical Principles' Specialist Technical Principles' 'Designing & Making Principles'</p> <p>Outcomes: Final exam (50% of grade)</p> <p>2 hour written paper.</p> <p>Duration: 9 lessons.</p>	
Food Preparation and Nutrition	<p>Topic: Food Science Investigation - NEA 1 (15%)</p> <p>Resources: Digital NEA 1 document, ICT and Ingredients, AQA textbooks revision guides, exemplar NEA 1 projects.</p> <p>Focus: Research, function of ingredients, experiments, recording results, analysis and evaluation.</p> <p>Outcomes: 1500-2000 report, 3 experiments to investigate the functions of ingredients, evaluation of how results can improve future cooking.</p> <p>Duration: 12 Lessons.</p>	<p>Topic: Food Preparation Task - NEA 2 (35%)</p> <p>Revision for Winter Mocks</p> <p>Resources: ICT, Practice exam papers, AQA textbooks and revision guides, exemplar NEA 2 projects.</p> <p>Focus: Revision, Long answer questions, Research, Research summary, Initial ideas, selection of Technical skills cooks, Sensory Analysis.</p> <p>Outcomes: Section A complete. Technical skills cooks justified, exam techniques for long answer questions.</p> <p>Technical skills 1 planned and cooked.</p> <p>Duration: 14 Lessons.</p>	<p>Topic: AQA NEA 2</p> <p>Resources: ICT, AQA textbooks and revision guides, exemplar NEA 2 projects.</p> <p>Focus: Plan and cook Technical skills 2 & 3. Sensory Analysis and evaluation of 3 technical skills cooks. Justify and dovetail final menu. 3 hour practical exam.</p> <p>Outcome: Section B, C, D complete. 2 Technical skills cooks justified. Dovetail time plan for final 2 dishes. 3 hour practical exam, sensory analysis of final 2 dishes.</p> <p>Duration: 10 Lessons.</p>	<p>Topic: AQA NEA 2</p> <p>Resources: ICT, AQA textbooks and revision guides, exemplar NEA 2 projects.</p> <p>Practice exam questions.</p> <p>Focus: Plan and cook Technical skills 2 & 3. Sensory Analysis and evaluation of 2 final dishes. Revision for Spring Mocks.</p> <p>Outcome: Revision for mocks.</p> <p>Complete Section E—Sensory, Nutritional and costings of recipes. Improvements and final evaluation. Submission of controlled assessment.</p> <p>Duration: 12 Lessons.</p>	<p>Topic: Food Provenance, Food Safety, Food Choice, Food Science and Food nutrition.</p> <p>Resources: Revision materials, AQA revision and text books, Revision guides.</p> <p>Focus: Revision (Exam questions).</p> <p>Outcomes: Understanding and recapping topics from Y9 and Y10. Covering content from 'AQA Food Preparation and nutrition'.</p> <p>Duration: 11 Lessons.</p>	

Graphic Communication	Topic: Finalising Portfolio (Component 1) Resources: As for Coursework in Y10. Mounting resources and equipment. Focus and Outcome: Individualised Student Presentation of all work for Coursework submission. Concluding and realising intentions of the portfolio of work for Coursework. (60% of overall mark) Duration: 25-26 lessons	Topic: Externally set task (Component 2) Resources: All graphics resources available to support students choice of task. Focus and Outcome: Completion of the externally set task. Concluding and realising intentions of the portfolio of work for Component 2. (40% of overall mark) Duration: 25-26 lessons	Topic: Marking and Moderation. Sending all grades to the Exam Board.			
Computer Science	Topic: Section 7 Data Representation Resources: MS Office, Python. Focus: Hexadecimal, compression. Outcome: Python Quiz, sample exam and worksheets. Duration: 10 lessons	Topic: Section 7 Data Representation Resources: MS Office, Python. Focus: Hexadecimal, compression. Outcome: Python Quiz, sample exam and worksheets. Duration: 10 lessons	Topic: Reflection and Exam Practice Resources: MS Office, Python, exampro, exam questions. Focus: Exam practice. Outcome: Exam technique. Duration: Until main exams	Topic: Reflection and Exam Practice Resources: MS Office, Python, exampro, exam questions. Focus: Exam practice. Outcome: Exam technique. Duration: Until main exams		
Dance	Component 3 (Mock) Students are given a stimuli from a previous paper and need to produce a 7-10 minute piece of dance in groups between 3-7. Learners will complete a number of written activities as part of this assessment. Assessment performance at the end of term	Component 3 (Mock) Students are given a stimuli from a previous paper and need to produce a 7-10 minute piece of dance in groups between 3-7. Learners will complete a number of written activities as part of this assessment. Assessment performance at the end of term	Component 3 Students are given component 3 externally and need to produce a 7-10 minute piece of dance in groups between 3-7. Learners will complete a number of written activities as part of this assessment. Assessment performance at the end of term	Component 3 Students are given component 3 externally and need to produce a 7-10 minute piece of dance in groups between 3-7. Learners will complete a number of written activities as part of this assessment. Assessment performance at the end of term	Component 3 Students are given component 3 externally and need to produce a 7-10 minute piece of dance in groups between 3-7. Learners will complete a number of written activities as part of this assessment. Assessment performance at the end of term	
Photography	Topic: Finalising Portfolio (Component 1) Resources: All photography resources available to support students choice of task. Mounting resources and equipment. Focus and Outcome: Individualised Student Presentation of all work for Coursework submission. Concluding and realising intentions of the portfolio of work for Coursework. (60% of overall mark) Duration: 25-26 lessons	Topic: Externally set task (Component 2) Resources: All photography resources available to support students choice of task. Focus and Outcome: Completion of the externally set task. Concluding and realising intentions of the portfolio of work for Component 2. (40% of overall mark) Duration: 25-26 lessons	Topic: Marking and Moderation. Sending all grades to the Exam Board			
Drama	Topic: Devising Drama Resources: Stimuli material, exercise books for diaries, laptops for typing coursework. Focus: Complete the evaluation of the devised performance at the end of last year and complete coursework. Outcome: Final recorded performance of original devised piece and section 3 of the coursework handed in – whole portfolio complete for marking. Duration: 14 lessons	Topic: Presenting and Performing Texts and finishing Devising Drama Resources: Selection of scripts, set text 'Too Much Punch for Judy' by Mark Wheeler, exercise books, laptops for concept proformas, laptops for concept proformas. Focus: Developing characterisation skills – physical and vocal; working with stage directions, proxemics and semantics. Developing and polishing devising skills and evaluation of performance. Outcome: Dress rehearsal of the monologues/dialogues and completed concept proformas. Finished portfolio for coursework and recorded evidence of practical pieces. Duration: 14 lessons	Topic: Presenting and Performing Texts Resources: Selection of scripts, exercise books, laptops for concept proformas. Focus: Developing characterisation skills – physical and vocal; working with stage directions, proxemics and semantics. Outcome: Live exam performance of the monologues/dialogues and completed concept proformas. Duration: 12 lessons	Topic: Drama: Performance and Response Resources: Exercise books, Blood Brothers Revision guides, live theatre trip. Focus: Revise the Blood Brothers set text, look at a past paper for exam techniques and watch and review live theatre; develop evaluation of others. Outcome: Complete a past paper for section A as a mock. Duration: 12 lessons	Topic: Drama: Performance and Response Resources: Exercise books, Blood Brothers Revision guides, live theatre trip. Focus: Revise the Blood Brothers set text, look at a past paper for exam techniques and watch and review live theatre; develop evaluation of others. Outcome: Complete a past paper for section B as a mock. Duration: 3 lessons	
Music	Topic: Composition 1: Development. Pop Music: revision homework. Resources: Classroom Instruments, Recording Studio. Focus: Exploring Musical Elements and Instrumental Capabilities. Outcome: Performance/Composition Formative assessment. Duration: Autumn Half Term 1	Topic: Composing to a Brief/ Mock Exam revision, Concerto through time: revision homework. Resources: Classroom Instruments, Recording Studio. Focus: Exploring Musical Elements and Instrumental Capabilities. Outcome: Development of Coursework and Listening Skills. Duration: Autumn Half Term 2	Topic: Composition 2: development. Film Music: revision homework. Resources: Classroom Instruments, Recording Studio. Focus: Links to musical features of genre. Outcome: Development of Coursework and Listening Skills. Duration: Spring Half Term 1	Topic: Coursework Development and Submission/Revision. Rhythms of the world: revision homework. Resources: Classroom Instruments, Recording Studio. Focus: Responding to feedback and development of final pieces. Outcome: Deadlines for GCSE composition/Performance Set Briefs. Duration: Spring Half Term 2	Topic: Revision and Exam Skills. Resources: Knowledge Organisers, Past Papers. Focus: Compare and Contrast, Exam Skills, Long answer, Notation. Outcome: Focused Listening questions and improvement. Duration: Summer Half Term 1	Topic: Exams and Revision. Resources: Knowledge Organisers, Past Papers. Focus: Compare and Contrast, Exam Skills, Long answer, Notation. Outcome: Focused Listening questions and improvement. Duration: Summer Half Term 2
French	Topic: Holidays Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Revision of the imperfect, link between the perfect and imperfect tense, depuis + the present tense, the pronoun y, après avoir/être + past participle. Outcome: Topic Test. Duration: 6 weeks	Topic: Global issues Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Recognising and using the pluperfect, si + present tense + future, revision of y and en. Outcome: Topic Test Duration: 8 weeks	Topic: School and subjects Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Revision of the perfect tense, adverbs of time and place, revision of modal verbs with different tenses, revision of comparisons, revisions of the conditional tense. Outcome: Topic Test Duration: 6 weeks	Topic: Choice of career Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Adjective patterns, revision of superlatives, using qui and que, using French idioms, future plans and career ambitions. Outcome: Topic Test Duration: 5 weeks	Revision and mock exams	Revision and mock exams
Geography	Topic: The Changing Economic World Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To know where there are global variations in economic development and quality of life. Apply and understand various strategies that exist for reducing the global development gap. Provide examples of LICs and NEEs that are experiencing rapid economic development which leads to significant social, environmental and cultural change. Outcome: To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development. Duration: 12 lessons Repeat concepts Scale Space and place Development Human and physical interrelationships	Topic: The Changing Economic World Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To know where there are global variations in economic development and quality of life. Apply and understand various strategies that exist for reducing the global development gap. Provide examples of LICs and NEEs that are experiencing rapid economic development which leads to significant social, environmental and cultural change. Outcome: To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development. Duration: 12 lessons Repeat concepts Scale Space and place Development Human and physical interrelationships	Topic: Geographical Skills Resources: Maps, OS Maps, Choropleth maps, photo analysis. Focus: To develop skills required for the paper 3 examination and paper 1 and 2 skills elements. Outcomes: To develop a range of skills that can be applied to a range of geographical tasks. Duration: 6 lessons Repeat concepts Scale Space and place	Topic: Pre-Release Preparation Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To analyse and evaluate the pre-release booklet in preparation for the Paper 3 Geographical Applications paper. Outcome: A pre-release booklet will be released in March, 12 weeks before the Geographical Applications exam. The content of this booklet is unknown but 3 lessons have been put aside to create content to prepare the students for possible questions in the exam and to address the key themes of the booklet. Duration: 9 lessons Repeat concepts Scale Space and place Development Human and physical interrelationships Sustainability	Topic: Revision and Examination Preparation Resources: Class exercise books, Seneca Learning, BBC Bitesize, Revision guides, Past examination papers, topic assessments, personalised learning packs Focus: To develop examination techniques and skills, consolidate knowledge of the AQA specification. Provide support for areas where more focus for each pupil is needed. Outcome: Ensure pupils are confident and prepared for their exam papers for Geography. Duration: 7 lessons Repeat concepts Scale Space and place Development Human and physical interrelationships Sustainability Enquiry Geomorphic processes	
History	Topic: Superpower Relations and the Cold War - Origins and Crises Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Focus: Key terms, case studies. Skills of cause and consequence. Significance, Content and exam skills. Outcome: knowledge and understanding of key terms, cause, consequence and significance of key events 1941–91. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. Duration: 12 lessons	Topic: The Rise of the Nazis Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Extracts from speeches and 'Mein Kampf'. Focus: Building on the final topics of Year 9 to identify and analyse how the problems of Weimar Germany helped the Nazis. Key political terms and analysis of interpretations. Outcome: Students will develop and understanding of how and why the Nazis were able to come to power in Germany. They will gain an insight into what it would have been like to live in Germany at this time. Duration: 12 lessons	Topic: What was Life Like in Nazi Germany? Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Past exam papers. Focus: The treatment of key groups by the Nazis, how this affect their lives and how this compared to their experiences before the Nazis and what the Nazis had promised. Reasons for changes and links to Nazi plans and policies. Analysis of interpretations. Outcome: Students will be able to identify changes in the lives of workers, women and young people living in Nazi Germany. They will be able to give evidence of support for the Nazis and Nazi improvements and opposition to the Nazis and difficulties experienced. Duration: 12 lessons	Topic: Nazi Persecution Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Focus: The increasing persecution of minority groups in Nazi Germany – Jews and other religious minorities, gay people, black people and disabled people. Outcome: Students will identify how different minority groups were treated, why the Nazis believed they should be treated in this way, and how German people reacted to what was happening. (Links to PSHE and RE: Holocaust memorial day and LGBTQ+ awareness week). Duration: 12 lessons		

Film Studies	<p>Topic: Component 1 Section A (Comparative US Film)</p> <p>Resources: Invasion of the Body Snatchers DVD</p> <p>Focus: Key element analysis: Cinematography/ Mise-en-scene/ Editing and Sound.</p> <p>Analysis and understanding of different contextual elements (historical/ social/ cultural/ political).</p> <p>Outcome: Analytical essay focusing on how key elements portray context.</p> <p>Duration: 6 weeks</p>	<p>Topic: Component 1 Section A (Comparative US Film)</p> <p>Resources: E.T. DVD</p> <p>Focus: Key element analysis (Cinematography/ Mise-en-scene/ Editing and Sound)</p> <p>Key element analysis: Cinematography/ Mise-en-scene/ Editing and Sound</p> <p>Analysis and understanding of different contextual elements (historical/ social/ cultural/ political).</p> <p>Comparative analysis of both films.</p> <p>Outcome: Comparative essay.</p> <p>Duration: 8 weeks</p>	<p>Topic: Coursework finalisation.</p> <p>Resources: Computer rooms. Exemplar coursework pieces. DVDs from the different genre focuses.</p> <p>Focus: Development of screenplay and shooting script. Evaluation of genre through film history. Explanation of how films have inspired the different genre focuses.</p> <p>Outcome: Written Evaluation with screengrabs from films and screenplay</p> <p>Duration: 6 weeks</p>	<p>Topic: Component 1 Section C (US Independent Cinema) Coursework finalisation.</p> <p>Resources: Little Miss Sunshine DVD. Computers. Focus review sheets. Exemplar coursework</p> <p>Focus: Engaging with written film critiques to develop a line of argument. Understanding of the conventions of independent films.</p> <p>Analysis of key elements.</p> <p>Outcome: Written critique of the key film and focus review sheets.</p> <p>Duration: 5 weeks</p>	<p>Topic: History of Cinema Timeline and Component 1 Development.</p> <p>Resources: Timeline re-sources. Computer. Flashcards.</p> <p>Focus: Identifying key moments in the history of cinema. Understanding the impact of technological developments on the film industry. Developing theories regarding audiences and context. Exam techniques for extended answers in Component 1. Analysis of key scenes.</p> <p>Outcome: Timeline display and test. Extended analytical essays.</p> <p>Duration: 6 weeks</p>	<p>Topic: Component 2 Development and exam technique.</p> <p>Resources: Revision aid sheets. Key sequence analysis. Revision folders</p> <p>Focus: Developing theories regarding representation, narrative and Aesthetics. Revising those already covered. Identification of key sequences and shots.</p> <p>Exam techniques for extended answers in Component 1. Analysis of key scenes.</p> <p>Outcome: Mock exam question responses. Written analysis.</p> <p>Duration: 7 weeks</p>
Core P.E.	<p>Topic: Demonstrating Creativity, Innovation and Flair</p> <p>Focus: Excellence.</p> <p>Outcome: Able to consistently modify and create unique responses as demanded by different, challenging situations.</p> <p>Duration: 6-12 lessons</p> <p>A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>		<p>Topic: Problem Solving</p> <p>Focus: Deterministic</p> <p>Outcome: Demonstrate the ability assess, plan, complete and review responses to a range of physical and mental challenges. Consistently successful in solving the problem set.</p> <p>Duration: 6-12 lessons</p> <p>A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>		<p>Topic: Leadership</p> <p>Focus: Respect.</p> <p>Outcome: Displays confidence and an ability to manage others and resources in a variety of leadership roles. Independently manages others.</p> <p>Duration: 6-12 lessons.</p> <p>A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	
Sport Studies	<p>Topic: R185 Performance in sports activities</p> <p>Focus: TA1 performance in ONE activity (Focus on second sport)</p> <p>Outcome: Practice and performance of skills, Tactics</p> <p>Decision making, Creativity</p> <p>Maintaining performance.</p> <p>Assessment: Teacher observation record. Record of achievements in sport.</p> <p>Duration: 14 lessons</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA1: Issues which affect participation in Sport. TA2: The role of sport in promoting values.</p> <p>Outcome: Understanding different user groups take part in sport and barriers (and solutions) to participation. Analysis of how sport promotes positive values including the Olympic movement and other NGB examples.</p> <p>Assessment: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p> <p>Duration: 14 lessons</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA3 The implications of hosting a major sporting event. TA4 The role of NGB's in sport</p> <p>Outcome: Understand the features of a major event, and analyse the positive and negative issues for the host country. Understanding of the work of the NGB's in terms of promotion and governance of sport.</p> <p>Assessment: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision</p> <p>Duration: 14 lessons</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA5: The use of technology in sport.</p> <p>Outcomes: Understand how technology can have a positive and negative effect on the spectator experience. Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p> <p>Duration 12 lessons</p> <p>Any additional time will be spent on exam revision and preparation.</p>	<p>Topic: R184 exam</p> <p>Outcomes: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p>	
Sport Science	<p>Topic: R185 Performance in sports activities</p> <p>Focus: TA1 performance in ONE activity (Focus on second sport)</p> <p>Outcome: Practice and performance of skills, tactics, decision making, creativity, maintaining performance.</p> <p>Assessment: Teacher observation record. Record of achievements in sport.</p> <p>Duration: One lesson per fortnight</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA1: Issues which affect participation in Sport. TA2: The role of sport in promoting values.</p> <p>Outcome: Understanding how different user groups take part in sport and barriers (and solutions) to participation. Analysis of how sport promotes positive values including the Olympic movement and other NGB examples.</p> <p>Assessment: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p> <p>Duration: 10 weeks</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA3 The implications of hosting a major sporting event. TA4 The role of NGB's in sport.</p> <p>Outcome: Understand the features of a major event, and analyse the positive and negative issues for the host country. Understanding of the work of the NGB's in terms of promotion and governance of sport.</p> <p>Assessment: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p> <p>Duration: 10 weeks</p>	<p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities</p> <p>Focus: TA5 The use of technology in sport.</p> <p>Outcomes: Understand how technology can have a positive and negative effect on the spectator experience. Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p> <p>Duration 4 weeks.</p> <p>Any additional time will be spent on exam revision and preparation.</p>	<p>Topic: R184 exam</p> <p>Focus: TA1-5</p> <p>Outcomes: Analyse and practise exam style questions. Provide responses to a selection of different types of exam question. Use teacher and peer review to inform further revision.</p>	
GCSE PE	<p>Topic: Health, Fitness and Well-being. Use of data.</p> <p>Focus: Explore the factors that affect well-being: body type, lifestyle and nutrition.</p> <p>Outcome: Explain how each factor affect's well-being and the benefits of an active, healthy lifestyle. Be able to interpret different forms of data to improve sports performance.</p> <p>Duration: 14 lessons</p>	<p>Topic: Health, Fitness and Well-being. Use of data.</p> <p>Focus: Explore the factors that affect well-being: body type, lifestyle and nutrition.</p> <p>Outcome: Explain how each factor affect's well-being and the benefits of an active, healthy lifestyle. Be able to interpret different forms of data to improve sports performance.</p> <p>Duration: 14 lessons</p>	<p>Topic: Revision of 3.1 Topic Areas</p> <p>Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping.</p> <p>Outcome: This is practised alongside regular exam based questioning as they move closer to their exam.</p> <p>Duration: 14 lessons</p>	<p>Topic: Revision of 3.2 Topic Areas</p> <p>Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping.</p> <p>Outcome: This is practised alongside regular exam based questioning as they move closer to their exam.</p> <p>Duration: 14 lessons</p>	<p>Topic: Exam Technique and Preparation</p> <p>Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping.</p> <p>Outcome: This is practised alongside regular exam based questioning as they move closer to their exam.</p> <p>Duration: 14 lessons</p>	
Global Citizens	<p>RE: How do religions support diversity and equality?</p> <p>Key Questions: Where do we come from? What happens when we die? Fertility, pregnancy and miscarriage Abortion Euthanasia Genetic engineering</p>	<p>LWJ: Careers</p> <p>Key Questions: Student Life and Finance LMI</p> <p>Higher Degree and Apprenticeships Level 3 options Pay Index</p>	<p>RE: What is 'good' sex?</p> <p>Key Questions: What is safe sex, chem sex and good sex? Let's be clear about...consent, rape and sexual abuse</p> <p>H&W: What is so dark about the internet? Key Questions: Is online gambling and gaming a problem? What is the 'Dark Web'? & Cybercrime?</p>	<p>Students Voice Curriculum: We feel that it is important that Y11 are given the opportunity to tell us what information they need in order to prepare them for living in the wider world. This will vary depending on each year group and will be decided through student voice. Topics include things such as: Financial literacy Where the money goes How is politics organised? How do we vote? What happens in a court? CPR & Dello Coercive Control Driving theory and tests Buying, running and insuring a car Post 18 Options Student Loans</p>		
Spanish	<p>Topic: Customs, traditions and food</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Introduction to the passive, techniques to avoid the passive, reflexive verbs in the preterite, revision of irregular verbs in the preterite tense, infinitival expressions.</p>	<p>Topic: Future aspirations, study and work</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Soler in the imperfect tense, using preterite and imperfect tenses together, revision of the present and present continuous, using indirect object pronouns, revising the conditional, introduction to the subjunctive.</p> <p>Outcome: Mock exams at start of half term.</p> <p>Duration: 6 weeks</p>	<p>Topic: The environment and international issues.</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Present subjunctive, subjunctive in commands, introduction to the pluperfect, introduction to the imperfect continuous. Revisions of the conditional tense.</p> <p>Outcome: Topic Test</p> <p>Duration: 6 weeks</p>	<p>Focus: Revision and speaking examination preparation.</p> <p>Duration: 8 weeks</p>	<p>Focus: Revision and preparation for reading, listening and writing examinations. Introduce /reinforce the preterite tense.</p> <p>Outcome: Final GCSEs</p> <p>Duration: 7 weeks</p>	