



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: Identity Poetry and unseen poetry (practical criticism)</p> <p>Resources: Browning 'My Last Duchess'; 'Darker 'Tissue'; 'Rumens 'The Emigree'; Garland 'Kamikaze'.</p> <p>Focus: Context; themes/big ideas; language/ structure/ form; critical comparisons.</p> <p>Outcome: 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) + past papers .</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> | <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, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Students to further develop their understanding of gradients 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, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy.</p> <p>Focus: Students to further develop their understanding of expanding and factorising, 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, Sparx 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, Sparx 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, Sparx 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 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> |
| Biology | <p>Topic: Inheritance, Variation and Evolution</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie</p> <p>Focus: In this topic pupils learn how genetic information is passed from one generation to the next and how variation arises within populations. Key content includes the structure of DNA, the process of cell division (mitosis and meiosis), and the principles of inheritance, including dominant and recessive traits, genetic crosses, and Punnett squares. It also covers genetic disorders, sex determination, and the importance of variation for evolution through natural selection. Skills developed include interpreting genetic diagrams, predicting offspring traits, and understanding genetic probabilities. The topic also encourages evaluating ethical issues surrounding genetic engineering, cloning, and the use of biotechnology in medicine.</p> <p>Duration: 11 lessons</p> | See Chemistry/ Physics Overview | See Chemistry/ Physics Overview | See Chemistry/ Physics Overview | See Chemistry/ Physics Overview | <p>Topic: Ecology (Revision)</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie</p> <p>Focus: Through this topic pupils focus on understanding the interactions between organisms and their environment. Key topics include ecosystems, biodiversity, and the interdependence of organisms. Students learn about food chains, food webs, and energy flow, exploring how biotic and abiotic factors influence populations and communities. The unit also covers human impacts on ecosystems, such as deforestation, pollution, and climate change, as well as the importance of conservation efforts. Practical skills are developed through fieldwork investigations, data analysis, and interpreting ecological models to understand species distribution and abundance.</p> <p>Duration: 10 lessons</p> |
| Chemistry | <p>Topic: Rates of Reactions</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie.</p> <p>Focus: Through the topic, students will investigate the factors influencing reaction rates, such as temperature, concentration, surface area, and catalysts, while learning to measure and analyse changes in reactants and products over time. Through practical experiments and data interpretation, they will develop skills in scientific inquiry, critical thinking, and quantitative analysis, enabling them to draw conclusions about how these factors affect chemical reactions.</p> <p>Duration: 6</p> | <p>Topic: Organic Chemistry</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie.</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>Duration: 5 lessons</p> <p>Topic: Chemical Analysis</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie.</p> <p>Focus: To learn about the chemical tests and procedures used by chemists, in laboratories, can identify elements and quantities.</p> <p>Duration: 6 Lessons</p> <p>Topic: Using Resources</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie.</p> <p>Focus: Discerning 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>Duration: 4 Lessons</p> <p>Topic: Chemistry of the Atmosphere</p> <p>Resources: PowerPoints, Practical Activities, Handouts on Showbie.</p> <p>Focus: Pupils will explore the composition and structure of the Earth's atmosphere, including the changes it has undergone over time, the role of greenhouse gases, and the impact of human activities on air quality and climate change. Through research and practical investigations, they will develop skills in scientific reasoning, data analysis, and environmental awareness, enabling them to understand the significance of</p> | See Biology/Physics Curriculum Overviews | See Biology/Physics Curriculum Overviews | See Biology/Physics Curriculum Overviews | See Biology/Physics Curriculum Overviews |
| Physics | See Chemistry/Biology Overview | See Chemistry/Biology Overview | <p>Topic: Waves</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Physics Book.</p> <p>Focus: Examining the electromagnetic spectrum, 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: Topic Test, RA 26 Waves, RA Radiation and absorption.</p> <p>Duration: 5 lessons</p> | <p>Topic: Forces</p> <p>Resources: PowerPoints, Practical Activities, Handouts, Physics Book.</p> <p>Focus: Introducing vectors of forces, and fields of force (electrostatic, magnetic, GFS) and resultant motions. Calculating the work done by forces.</p> <p>Outcome: Topic Test and RA24 Force and extension, RA 25 Acceleration.</p> <p>Duration: 7 - 11 lessons (F/H/Sep)</p> | <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 handframes in the national grid.</p> <p>Outcome: Topic Test</p> <p>Duration: 5 - 7 lessons (F/H/Sep)</p> | See Chemistry/Biology Overview |
| Art | <p>Topic: 'Favourite Things'</p> <p>Resources: Mixed-media and digital resources for responding to a variety of artists including Michael Craig Martin.</p> <p>Focus and Outcome: Observational studies and experimental responses to popular items using a range of drawing, printing, painting and digital media. (60% of overall mark)</p> <p>Duration: 18-20 lessons</p> | <p>Topic: Favourite Things & finalising Portfolio (Coursework)</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 13th (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 focused 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)</p> <p>100 marks total (50% of grade)</p> <p>Resources: Google Classroom Portfolio, Guidance worksheets.</p> <p>Focus: NEA Sections:</p> <p>A: Investigation (10 marks)</p> <p>B: Brief & Specification (10 marks)</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:</p> <p>C: Generating Ideas (20 marks)</p> <p>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:</p> <p>D: Developing Ideas (20marks)</p> <p>E: Realising Ideas: Making (20 marks)</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:</p> <p>E: Realising Ideas: Making (20 marks)</p> <p>F: Testing & Evaluation (20 marks)</p> <p>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.</p> <p>Focus: 'Core Technical Principles', 'Specialist Technical Principles', 'Designing & Making Principles'.</p> <p>Outcome: Final exam (50% of grade)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. Technical skills 1 planned and cooked.</p> <p>Duration: 14 Lessons.</p> | <p>Topic: AQA NEA 2 (35%).</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 8, 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: Section E— Analysis and Evaluation of 2 final dishes. Revision for Spring Mocks.</p> <p>Outcome: Revision for mocks. 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 | <p>Topic: Finalising Portfolio (Component 1)</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. (60% of overall mark)</p> <p>Duration: 25-26 lessons</p> | | <p>Topic: Externally set task (Component 2)</p> <p>Resources: All graphics resources available to support students choice of task.</p> <p>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)</p> <p>Duration: 25-26 lessons</p> | | <p>Topic: Marking and Moderation. Sending all grades to the Exam Board.</p> | |
| Computer Science | <p>Topic: Section 7 Data Representation</p> <p>Resources: MS Office, Python.</p> <p>Focus: Hexadecimal, compression.</p> <p>Outcome: Python Quiz, sample exam and worksheets.</p> <p>Duration: 10 lessons</p> | <p>Topic: Section 7 Data Representation</p> <p>Resources: MS Office, Python.</p> <p>Focus: Hexadecimal, compression.</p> <p>Outcome: Python Quiz, sample exam and worksheets.</p> <p>Duration: 10 lessons</p> | <p>Topic: Reflection and Exam Practice</p> <p>Resources: MS Office, Python, exampro, exam questions.</p> <p>Focus: Exam practice.</p> <p>Outcome: Exam technique.</p> <p>Duration: Until main exams</p> | <p>Topic: Reflection and Exam Practice</p> <p>Resources: MS Office, Python, exampro, exam questions.</p> <p>Focus: Exam practice.</p> <p>Outcome: Exam technique.</p> <p>Duration: Until main exams</p> | | |
| Dance | <p>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.</p> <p>Assessment performance at the end of term</p> | <p>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.</p> <p>Assessment performance at the end of term</p> | <p>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.</p> <p>Assessment performance at the end of term</p> | <p>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.</p> <p>Assessment performance at the end of term</p> | <p>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.</p> <p>Assessment performance at the end of term</p> | |
| Drama | <p>Topic: Devising Drama</p> <p>Resources: Stimuli material, exercise books for diaries, laptops for typing coursework.</p> <p>Focus: Complete the evaluation of the devised performance at the end of last year and complete coursework.</p> <p>Outcome: Final recorded performance of original devised piece and section 3 of the coursework handed in – whole portfolio complete for marking.</p> <p>Duration: 14 lessons</p> | <p>Topic: Presenting and Performing Texts and finishing Devising Drama</p> <p>Resources: Selection of scripts, set text 'Too Much Punch for Judy' by Mark Wheeler, exercise books, laptops for concept proformas, laptops and filming resources to finished devised pieces.</p> <p>Focus: Developing characterisation skills – physical and vocal; working with stage directions, proxemics and semiotics. Developing and polishing devising skills and evaluation of performance.</p> <p>Outcome: Dress rehearsal of the monologues/dialogues and completed concept proformas. Finished portfolio for coursework and recorded evidence of practical pieces.</p> <p>Duration: 14 lessons</p> | <p>Topic: Presenting and Performing Texts</p> <p>Resources: Selection of scripts, exercise books, laptops for concept proformas.</p> <p>Focus: Developing characterisation skills – physical and vocal: working with stage directions, proxemics and semiotics.</p> <p>Outcome: Live exam performance of the monologues/dialogues and completed concept proformas.</p> <p>Duration: 12 lessons</p> | <p>Topic: Drama: Performance and Response</p> <p>Resources: Exercise books, Blood Brothers Revision guides, live theatre trip.</p> <p>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.</p> <p>Outcome: Complete a past paper for section A as a mock.</p> <p>Duration: 12 lessons</p> | <p>Topic: Drama: Performance and Response</p> <p>Resources: Exercise books, Blood Brothers Revision guides, live theatre trip.</p> <p>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.</p> <p>Outcome: Complete a past paper for section B as a mock.</p> <p>Duration: 5 lessons</p> | |
| Music | <p>Topic: Composition 1: Development.</p> <p>Pop Music: revision homework.</p> <p>Resources: Classroom Instruments, Recording Studio.</p> <p>Focus: Exploring Musical Elements and Instrumental Capabilities.</p> <p>Outcome: Performance/Composition Formative assessment.</p> <p>Duration: Autumn Half Term 1</p> | <p>Topic: Composing to a Brief/ Mock</p> <p>Exam revision, Concerto Through time; revision homework.</p> <p>Resources: Classroom Instruments, Recording Studio.</p> <p>Focus: Exploring Musical Elements and Instrumental Capabilities.</p> <p>Outcome: Development of Coursework and Listening Skills.</p> <p>Duration: Autumn Half Term 2</p> | <p>Topic: Composition 2: development.</p> <p>Film Music: revision homework.</p> <p>Resources: Classroom Instruments, Recording Studio.</p> <p>Focus: Links to musical features of genre.</p> <p>Outcome: Development of Coursework and Listening Skills.</p> <p>Duration: Spring Half Term 1</p> | <p>Topic: Coursework Development and Submission/Revision.</p> <p>Rhythms of the world: revision homework.</p> <p>Resources: Classroom Instruments, Recording Studio.</p> <p>Focus: Responding to feedback and development of final pieces.</p> <p>Outcome: Deadlines for OCR composition/Performance Set Briefs.</p> <p>Duration: Spring Half Term 2</p> | <p>Topic: Revision and Exam Skills.</p> <p>Resources: Knowledge Organisers, Past Papers.</p> <p>Focus: Compare and Contrast, Exam Skills, Long answer, Notation.</p> <p>Outcome: Focused Listening questions and improvement.</p> <p>Duration: Summer Half Term 1</p> | <p>Topic: Exams and Revision.</p> <p>Resources: Knowledge Organisers, Past Papers.</p> <p>Focus: Compare and Contrast, Exam Skills, Long answer, Notation.</p> <p>Outcome: Focused Listening questions and improvement.</p> <p>Duration: Summer Half Term 2</p> |
| French | <p>Topic: Holidays</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Revision of the imperfect, link between the perfect and imperfect tense, depuis + the present tense, the pronoun y, après avoir/être + past participle.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p> | <p>Topic: Global issues</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Recognising and using the pluperfect, si + present tense + future, revision of y and en.</p> <p>Outcome: Topic Test</p> <p>Duration: 8 weeks</p> | <p>Topic: School and subjects</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>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.</p> <p>Outcome: Topic Test</p> <p>Duration: 6 weeks</p> | <p>Topic: Choice of career</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Adjective patterns, revision of superlatives, using qui and que, using French idioms, future plans and career ambitions.</p> <p>Outcome: Topic Test</p> <p>Duration: 5 weeks</p> | Revision and mock exams | Revision and mock exams |
| Geography | <p>Topic: The Changing Economic World</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News.</p> <p>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.</p> <p>Outcome: To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> <p>Development</p> <p>Human and physical interrelationships</p> | <p>Topic: The Changing Economic World</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News.</p> <p>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.</p> <p>Outcome: To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> <p>Development</p> <p>Human and physical interrelationships</p> | <p>Topic: Geographical Skills</p> <p>Resources: Maps, OS Maps, Choropleth maps, photo analysis.</p> <p>Focus: To develop skills required for the paper 3 examination and paper 1 and 2 skills elements.</p> <p>Outcomes: To develop a range of skills that can be applied to a range of geographical tasks.</p> <p>Duration: 6 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> | <p>Topic: Pre-Release Preparation</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News.</p> <p>Focus: To analyse and evaluate the pre-release booklet in preparation for the Paper 3 Geographical Applications paper.</p> <p>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.</p> <p>Duration: 9 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> <p>Development</p> <p>Human and physical interrelationships</p> <p>Sustainability</p> | <p>Topic: Revision and Examination Preparation</p> <p>Resources: Class exercise books, Seneca Learning, BBC Bitesize, Revision guides, Past examination papers, topic assessments, personalised learning packs</p> <p>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.</p> <p>Outcome: Ensure pupils are confident and prepared for their exam papers for Geography.</p> <p>Duration: 7 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> <p>Development</p> <p>Human and physical interrelationships</p> <p>Sustainability</p> <p>Enquiry</p> <p>Geomorphic processes</p> | |

| | | | | | | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History | <p>Topic: Superpower Relations and the Cold War - Origins and Crises</p> <p>Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images.</p> <p>Focus: Key terms, case studies. Skills of cause and consequence.</p> <p>Significance: Content and exam skills.</p> <p>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.</p> <p>Duration: 12 lessons</p> | <p>Topic: The Rise of the Nazis</p> <p>Resources: Edexcel textbook and CGP revision guide. Documentary clip and source extracts and images. Range of historical interpretations from textbooks and history books. Extracts from speeches and 'Mein Kampf'.</p> <p>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.</p> <p>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.</p> <p>Duration: 12 lessons</p> | <p>Topic: What was Life Like in Nazi Germany?</p> <p>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.</p> <p>Focus: The treatment of key groups by the Nazis, how this affected 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.</p> <p>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.</p> <p>Duration: 12 lessons</p> | <p>Topic: Nazi Persecution</p> <p>Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books.</p> <p>Focus: The increasing persecution of minority groups in Nazi Germany – Jews and other religious minorities, gay people, black people and disabled people.</p> <p>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).</p> <p>Duration: 12 lessons</p> | | |
| 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. Evolution of genre through film history. Explanation of how films have inspired the student's screenplays.</p> <p>Outcome: Written Evaluation with screenshots 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. Computer. 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. 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: Decision Making</p> <p>Focus: Show</p> <p>Outcome: Makes exceptionally good tactical decisions even under sustained pressure.</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: Value an Active Lifestyle</p> <p>Focus: Grow</p> <p>Outcome: Is proactive in seeking opportunities to engage in a healthy lifestyle. Role models a desire to succeed within the department and community.</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: Confidence</p> <p>Focus: Show</p> <p>Outcome: Adopts an active and healthy lifestyle including beyond school to gain the full benefit of physical activity.</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.</p> <p>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.</p> <p>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.</p> <p>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 affects 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.</p> <p>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 affects 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>LWW: Careers</p> <p>Key Questions: Student Life and Finance LMI Higher Degree and Apprenticeships Level 3 options Pay Index</p> | <p>RSE: 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 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 & Delib 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 preteritetense.</p> <p>Outcome: Final GCSEs</p> <p>Duration: 7 weeks</p> | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
