



Year 11 Curriculum - St Ives School



| Subject | Block 1 | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 |
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| 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>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: Mock cycle 1</p> <p>Duration: 4 weeks</p> | <p>Topic: Presenting viewpoints. understanding and comparing viewpoints.</p> <p>Resources: statements</p> <p>Focus: articulating and structuring viewpoints</p> <p>Outcome: 5 minute presentation written comparisons, persuasive (speech, letter, article)</p> <p>Duration: 6 weeks</p> | <p>Topic: Identity Poetry and unseen poetry (practical criticism)</p> <p>Resources: Browning 'My Last Duchess'; Dharker '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: revision carousel</p> <p>Focus: revise the following topics: Frankenstein, Blood Brothers , Romeo and Juliet, Unseen poetry comparisons</p> <p>Power and Conflict Poetry</p> <p>Writer's viewpoints</p> <p>Presenting viewpoints</p> <p>Duration: 4 weeks</p> | <p>Topic: revision carousel</p> <p>Focus: revise the following topics: Frankenstein</p> <p>Blood Brothers</p> <p>Romeo and Juliet</p> <p>Unseen poetry comparisons</p> <p>Power and Conflict Poetry</p> <p>Writer's viewpoints</p> <p>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 will recap gradients of lines, non linear graphs and using graphs to solve problems.</p> <p>Outcome: End of block tests (open book)</p> <p>Duration: 20 lessons</p> | <p>Topic: Algebra</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy</p> <p>Focus: Students will recap expanding and factorising, changing the subject and functions.</p> <p>Outcome: End of block tests (open book) and Mock exams</p> <p>Duration: 20 lessons</p> | <p>Topic: Reasoning</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy</p> <p>Focus: Students will recap multiplicative reasoning, geometric reasoning and algebraic reasoning.</p> <p>Outcome: End of block tests (open book) and Mock exams</p> <p>Duration: 20 lessons.</p> | <p>Topic: Revision and communication</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy</p> <p>Focus: Students will recap transforming and construction, working with data (displaying and interpreting), angles, vectors, shape and congruency.</p> <p>Outcome: End of block tests (open book) and Mock exams</p> <p>Duration: 20 lessons.</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>Duration: 12 lessons</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 Overviews | See Chemistry/ Physics Overview | See Chemistry/ Physics Overviews | See Chemistry/ Physics Overviews | See Chemistry Overview |

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| Chemistry | See Biology Overview | Topic: Chemistry of the Atmosphere Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book Focus: Investigating the history of our atmosphere and how it has evolved over the life span of the earth and what has caused this. Outcome: End of Term Assessment Duration: 6 lessons (F/H/Sep) | Topic: Using Resources Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book 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. Outcome: End of Term Assessment, RA 18 Water purification and RA 17 Identifying Ions (Separate science only) Duration: 10 lessons (F/H/Sep) | Topic: Organic Chemistry Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book Focus: An introduction to organic chemistry. To find out how hydrocarbon chemicals are manipulated to form useful materials used in everyday life. Outcome: End of Term Assessment Duration: 9 lessons (F/H/Sep) | Topic: Rates of Reactions Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book Focus: An introduction to how rates of reactions are controlled and how humans can manipulate reactions to achieve the wanted outcome. Outcome: End of Term Assessment Duration: 8 lessons (F/H/Sep) | Topic: Chemical Analysis Resources: PowerPoints, Practical Activities, Handouts, Chemistry Book Focus: To learn about the chemical tests and procedures used by chemists, in laboratories, can identify elements and quantities. Outcome: Topic Test and RA 16 Chromatography. Duration: 8 lessons (F/H/Sep) |
| Physics | See Chemistry Overview | See Chemistry Overview | Topic: Electromagnetism Resources: PowerPoints, Practical Activities, Handouts, Physics Book 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. Outcome: End of Term Assessment, Duration: 6 lessons (F/H/Sep) | Topic: Waves Resources: PowerPoints, Practical Activities, Handouts, Physics Book 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. Outcome: End of Term Assessment, RA 26 Waves, RA Radiation and absorption Duration: 5 lessons | Topic: Space Resources: PowerPoints, Practical Activities, Handouts, Physics Book 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. Outcome: End of Term Assessment Duration: 5 lessons | See Chemistry Overview |
| Art | 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 Art 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 NEA and Moderation. Sending all grades to the Exam Board. | |

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| Design and Technology | <p>Topic: Non Exam Assessment (NEA) 100 marks total (50% of grade) Resources: Google Classroom Portfolio, Guidance worksheets. Focus: NEA Sections: A: Investigation (10 marks) B: Brief & Specification (10 marks) Revision: Seneca learning online platform. CGP Guides. Outcome: Student independent outcomes Duration: Dependent on student.</p> | <p>Topic: Non Exam Assessment (NEA) Resources: Google Classroom Portfolio Guidance worksheets. Focus: NEA Sections: C: Generating Ideas (20 marks) Mock Exam Preparation. Revision: Seneca learning online platform. CGP Guides. Outcome: Student independent outcomes Duration: Dependent on student.</p> | <p>Topic: Non Exam Assessment (NEA) Resources: Google Classroom Portfolio Guidance worksheets. Focus: NEA Sections: D: Developing Ideas (20marks) E: Realising Ideas: Making (20 marks) Revision: Seneca learning online platform. CGP Guides. Outcome: Student independent outcomes Duration: Dependent on student.</p> | <p>Topic: Non Exam Assessment (NEA) Resources: Google Classroom Portfolio Guidance worksheets. Focus: NEA Sections: E: Realising Ideas: Making (20 marks) F: Testing & Evaluation (20 marks) Revision: Seneca learning online platform. CGP Guides. Outcome: Student independent outcomes Duration: Dependent on student.</p> | <p>Topic: Formal Exam Revision Resources: Revision materials. Focus: 'Core Technical Principles' 'Specialist Technical Principles' 'Designing & Making Principles' Outcome: Final exam (50% of grade) 2 hour written paper. Duration: 9 lessons.</p> | |
| Food Preparation and Nutrition | <p>Topic: Food Science Investigation - NEA 1 (15%) Resources: Digital NEA 1 document, ICT and ingredients. AQA textbooks, revision guides, exemplar NEA 1 projects. Focus: Research, function of Ingredients, experiments, recording results, analysis and evaluation. Outcomes: 1500-2000 report, 3 experiments to investigate the functions of ingredients, evaluation of how results can improve future cooking Duration: 12 Lessons.</p> | <p>Topic: Food Preparation Task - NEA 2 (35%) Revision for Winter Mocks Resources: ICT, Practice exam papers. AQA textbooks and revision guides, exemplar NEA 2 projects. Focus: Revision, Long answer questions. Research, Research summary, Initial Ideas, selection of Technical skills cooks. Sensory Analysis. Outcomes: Section A complete. Technical skills cooks justified, exam techniques for long answer questions. Technical skills 1 planned and cooked. Duration: 14 Lessons.</p> | <p>Topic: AQA NEA 2. Resources: ICT, AQA textbooks and revision guides, exemplar NEA 2 projects. 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. 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. Duration: 10 Lessons.</p> | <p>Topic: AQA NEA 2. Resources: ICT, AQA textbooks and revision guides, exemplar NEA 2 projects. Practice exam questions. Focus: Section E— Analysis and Evaluation of 2 final dishes. Revision for Spring Mocks. Outcome: Revision for mocks. Complete Section E—Sensory, Nutritional and costings of recipes. Improvements and final evaluation. Submission of controlled assessment. Duration: 12 Lessons.</p> | <p>Topic: Food Provenance, Food Safety, Food Choice, Food Science and Food nutrition. Resources: revision materials, AQA revision and text books, Revision guides. Focus: Revision (Exam questions). Outcomes: Understanding and recapping topics from Y9 and Y10. Covering content from 'AQA Food Preparation and nutrition'. Duration: 11 Lessons.</p> | |
| Graphic Communication | <p>Topic: Students will continue to expand on: Focus: AO1 (Develop ideas through investigations, demonstrating critical understanding of sources). AO2 (Refine work by exploring ideas, select ing and experimenting with appropriate media, materials, techniques and processes). AO3 (Record ideas, observations and insights relevant to intentions as work progresses). Resources: dependent on student pathway Duration: Dependent on student</p> | <p>Topic: A04 Focus: (Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language). 60% of Final grade Outcome: Introduction to industrial techniques: Printing, embossing & spot varnishing. Resources: dependent on student pathway Duration: Dependent on student</p> | <p>Topic: Finalising Portfolio (Coursework) Resources: Written evaluations Digital photographing of all work 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. (100% of overall mark) Duration: 18-20 lessons</p> | | <p>Topic: A04 Marking NEA and Moderation. Sending all grades to the Exam Board</p> | |
| Computer Science | <p>Topic: Section 7 Data representation Resources: MS Office, Python Focus: Hexadecimal, compression. Outcome: Python Quiz, sample exam and worksheets Duration: 10 lessons</p> | <p>Topic: Data representation Resources: MS Office, Python Focus: Hexadecimal, compression. Outcome: Python Quiz, sample exam and worksheets Duration: 10 lessons</p> | <p>Topic: Reflection and exam practice Resources: MS Office, Python, exampro , exam questions Focus: Exam practice Outcome: Exam technique Duration: Until main exams</p> | <p>Topic: Reflection and exam practice Resources: MS Office, Python, exampro , exam questions Focus: Exam practice Outcome: Exam technique Duration: Until main exams</p> | <p>Topic: Reflection and exam practice Resources: MS Office, Python, exampro , exam questions Focus: Exam practice Outcome: Exam technique Duration: Until main exams</p> | <p>Topic: Reflection and exam practice Resources: MS Office, Python, exampro , exam questions Focus: Exam practice Outcome: Exam technique Duration: Until main exams</p> |

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| 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 | 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: 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 Art 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 NEA and Moderation. Sending all grades to the Exam Board | |
| Drama | Topic: Devising Drama Resources: Planning on sugar paper, stimuli material, exercise books for diaries, laptops for typing coursework. Focus: Developing devised pieces from last year– original group performance and designs (costume and set) for exam piece. Outcome: Dress Rehearsal performance as a finished piece and section 2 of the coursework handed in. Duration: 14 lessons | Topic: Devising Drama Resources: Planning on sugar paper, stimuli material, exercise books for diaries, laptops for typing coursework. Focus: Developing devised pieces from last year– original group performance and designs (costume and set) for exam piece. 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 Resources: Selection of scripts, set text 'Too Much Punch for Judy' by Mark Wheeler, exercise books, laptops for concept pro-formas, laptops and filming recourses to finished devised pieces Focus: Developing characterisation skills– physical and vocal; working with stage directions, proxemics and semiotics. Developing and polishing devising skills and evaluation of performance Outcome: Dress rehearsal of the monologues/duologues and completed concept pro-formas. Finished portfolio for coursework and recorded evidence of practical pieces. Duration: 14 lessons | Topic: Presenting and Performing Resources: Selection of scripts, set text 'Too Much Punch for Judy' by Mark Wheeler, exercise books, laptops for concept pro-formas. Focus: Developing characterisation skills– physical and vocal; working with stage directions, proxemics and semiotics. Outcome: Live exam performance of the monologues/duologues and completed concept pro-formas. 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 June 2020 for section A and B as a mock. Duration: 10 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 OCR 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 |

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| <p>French</p> | <p>Topic: Holidays (AQA Unit 8) Focus: Describing holidays destinations, talking about preferences, past holidays , visiting places in France, ideal holidays. Prepositions for countries and transport, Revision between the perfect and imperfect tense, depuis + the present tense, the pronoun y, past infinitive: après avoir/être + past participle, venir de + infinitive. Using the 3 time frames, revision of conditional. Outcome: speaking booklet questions . Duration: 6 weeks</p> | <p>Topic: Global issues (AQA Unit 7) Focus: to discuss environmental issues and their solutions, to discuss social issues, inequalities and poverty. Revision of pouvoir and devoir + infinitives. Recognising and using the pluperfect, si + present tense + future, verbs of possibility, subjunctives. Outcome: speaking booklet questions . Mock writing / reading/ listening exam Duration: 8 weeks</p> | <p>Topic: School and subjects (AQA Unit 9 + 10) Focus: to discuss school, subjects, school day, uniform, rules. To talk about school life in other countries and ideal school. Revision of the perfect tense and conditional. Revision of il faut, Adverbs of time and place, revision of modal verbs with different tenses, revision of comparisons, Outcome: speaking booklet questions . Mock speaking exam Duration: 6 weeks</p> | <p>Topic: Choice of career and employment (AQA Unit 10 + 12) Focus: to discuss future studies , apprenticeships, and other options, To talk about jobs, career and part-time work. Using ce qui and ce que, revision of si clause and quand + future, using French idioms, passive voice. Outcome: speaking booklet questions . Duration: 5 weeks</p> | <p>Revision and mock exams</p> | <p>Revision and mock exams</p> |
| <p>Geography</p> | <p>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</p> | <p>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 & physical interrelationships</p> | <p>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</p> | <p>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 & physical interrelationships Sustainability</p> | <p>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. Revision and prep for exams Duration: 7 lessons Repeat concepts Scale Space and place Development Human & physical interrelationships Sustainability Enquiry Geomorphic processes</p> | |

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| <p>History</p> | <p>Topic: Crime Through Time 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. Change and continuity. Content and exam skills Outcome: knowledge and understanding of keyterms, changes, continuity and factors affecting crime through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills Duration: 12 lessons</p> | <p>Topic: Punishment Through Time 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. Change and continuity. Content and exam skills Outcome: knowledge and understanding of keyterms, changes, continuity and factors affecting punishment through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills Duration: 12 lessons</p> | <p>Topic: Law Enforcement Through Time 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. Change and continuity. Content and exam skills Outcome: knowledge and understanding of keyterms, changes, continuity and factors affecting law enforcement through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. To be able to make links to the strands of crime and punishment Duration: 12 lessons</p> | <p>Topic: Whitechapel Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books Focus: Source analysis and historical interpretations. Students will build and understanding of the social and historical context surrounding the Jack The Ripper murders. Identify and analyse problems with the police investigations through research and use of primary news articles Outcome: Students can suggest historical lines of enquiry based on evidence and explain how social and historical context impacted events in Whitechapel. Students will be able to suggest consequences in terms of changes to policing and make and explain links to other aspects of the Crime and Punishment topics Duration: 9 lessons</p> | <p>Topic: Revision Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Range of online revision guides and resources. BBC bitesize. Seneca Focus: Recall and retention. Metacognition. Understanding key terms and changes and applying this to analysis. Exam skills that have been identifies through the previous topics and mock results as needing work e.g reaching strong and decisive judgements Outcome: Students will have a secure knowledge base and be able to apply a range of AO1, 2 and 3 skills to the relevant type of exam questions using a range of strategies and techniques Duration: 12 lessons</p> | |
| <p>Film Studies</p> | <p>Topic: Component 1 Section C (US Independent Cinema) Coursework finalisation. Focus: Engaging with written film critiques to develop a line of argument. Understanding of the conventions of independent films. Analysis of key elements. Outcome: Written critique and focus reviewsheets. Duration: 5 weeks</p> | <p>Topic: Coursework finalisation. Focus: Development of screenplay and shooting script. Evaluation of genre through film history. Explanation of how films have inspired the student's screenplays. Outcome: Written Evaluation with screengrabs from films and screenplay Duration: 6 weeks</p> | <p>Topic: Component 1 Section A (Comparative US Film) Focus: Key element analysis. and understanding of different contextual elements (historical/social/ cultural/ political). Outcome: Analytical essay focussing on how key elements portray context. Duration: 6 weeks</p> | <p>Topic: Component 1 Section A (Comparative US Film) Focus: Key element analysis and understanding of different contextual elements (historical/ social/ cultural/ political). Comparative analysis of both films. Outcome: Comparative essay. Duration: 6 weeks</p> | <p>Topic: Component 1 Development. Focus: Identifying key moments in the history of cinema. Understanding the impact of technological developments. Exam techniques for Component 1. Outcome: Timeline display and test. Extended analytical essays. Duration: 4 weeks</p> | <p>Topic: Component 2 Development and exam technique. Focus: Developing theories regarding representation, nar-rative and Aesthetics. Revising hose already covered. Outcome: Mock exam question responses. Written analysis. Duration: 4 weeks</p> |
| <p>Core P.E.</p> | <p>Topic: Demonstrating creativity, innovation and flair Focus: Excellence Outcome: Able to consistently modify and create unique responses as demanded by different, challenging situations. Duration: 6-12 lessons A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p> | <p>Topic: Demonstrating creativity, innovation and flair Focus: Excellence Outcome: Able to consistently modify and create unique responses as demanded by different, challenging situations. Duration: 6-12 lessons 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 Focus: Determination 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. Duration: 6-12 lessons 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 Focus: Determination 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. Duration: 6-12 lessons 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 and communication Focus: Respect Outcome: Displays confidence and high quality communication skills in a variety of leadership roles. Independently manages others. Duration: 6-12 lessons 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 and communication Focus: Respect Outcome: Displays confidence and high quality communication skills in a variety of leadership roles. Independently manages others. Duration: 6-12 lessons A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p> |

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| <p>Sport Science</p> | <p>Topic: Principles of training Focus: Evaluation of the training programme Outcome: Written evaluation of the effectiveness of the training programme including outcomes and justified changes. Duration: 4 weeks</p> | <p>Topic: Sports technology Focus: How technology is used in sport Outcome: Explain how technology is used to enhance gameplay, performance and spectatorship. Includes analysis of hawkeye, hotspot, fitness testing technologies, video assistant referee, clothing and equipment. Duration: 4 weeks</p> | <p>Topic: Sports Technology Focus: The positive effects of technology Outcome: Explain how technology has had a positive impact on sports performance and participation. Includes analysis of hawkeye, hotspot, fitness testing technologies, video assistant referee, clothing and equipment. Duration: 6 weeks</p> | <p>Topic: Sports Technology Focus: The negative impact of sports technology Outcome: Explain how technology has had a negative impact on performance, gameplay and spectatorship. Includes analysis of hawkeye, hotspot, fitness testing technologies, video assistant referee, clothing and equipment. Duration: 4 weeks</p> | <p>Topic: Sports Technology Focus: Evaluate the impact of one piece of technology on sport Outcome: Produce a case study on one piece of technology and research the application, reasons for use, history, reactions of users, overall effectiveness. Duration: 6 weeks</p> | <p>Topic: Exam Re-take preparation Focus: Sports injuries Outcome: Practice questions and revision exercises on the sports injuries paper. Duration: 3 weeks</p> |
| <p>Sport Studies</p> | <p>Topic: R185 Performance in sports activities Focus: TA1 performance in ONE activity (Focus on second sport) Outcome: Practice an d performance of Skills, Tactics, Decision making, Creativity, Maintaining performance Assessment: Teacher observation record. Record of achievements in sport. (One lesson per fortnight. During block 1-3)</p> | <p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities Focus: TA1 : Issues which affect participation in Sport. TA2: The role of sport in promoting values. 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. 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 Duration: 10 weeks</p> | <p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities Focus TA3: The implications of hosting a major sporting event. Focus: TA4: The role of NGB's in sport 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. 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 Duration: 10 weeks</p> | <p>Topic: R184 Contemporary Issues in Sport and Performance and Leadership in Sports Activities Focus: TA5: The use of Technology in sport. 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 Duration 4 weeks. Any additional time will be spent on exam revision and preparation.</p> | <p>Topic: R184 exam Focus: TA1-5 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> | |
| <p>GCSE PE</p> | <p>Topic: Health, fitness and well-being. Use of data Focus: Explore the factors that affect well-being: body type, lifestyle and nutrition. 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. Duration: 14 lessons</p> | <p>Topic: Health, fitness and well-being. Use of data Focus: Explore the factors that affect well-being: body type, lifestyle and nutrition. 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. Duration: 14 lessons</p> | <p>Topic: Revision of 3.1 topic areas Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping. Outcome: This is practised alongside regular exam based questioning as they move closer to their exam on the 24th of May and the 10th of June.</p> | <p>Topic: Revision of 3.2 Topic areas Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping. Outcome: This is practised alongside regular exam based questioning as they move closer to their exam on the 24th of May and the 10th of June. Duration: 14 lessons</p> | <p>Topic: Exam technique and preparation Focus: Through RAG rating pupils have identified areas of weakness that we are now recapping. Outcome: This is practised alongside regular exam based questioning as they move closer to their exam on the 24th of May and the 10th of June. Duration: 14 lessons</p> | |

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| <p>PSHE</p> | <p>Topic: Qualification framework. Am I job ready? Resources: NSSW and Career Pilot. Employers. Focus: Review of skills, writing of CVs and mock interviews with employers. To review Local Labour Market Information (LMI) Outcome: for students to be adequately prepared for college interviews and applications. Duration: 4</p> | <p>Topic: Personal wellbeing Resources: online and Rise Above resources. Focus: Consent, revenge pornography and online safety. Law surrounding Female Genital Mutilation. Outcome: For students to understand human rights and laws that exist to protect them. Duration: 3</p> | <p>Topic: Morals and Ethics Resources: Online resources and BBC Bitesize Ted Talks clips Focus: Genetic Engineering, assisted suicide and the death penalty. Outcome: for pupils to debate controversial topics e.g. genetic engineering. For students to know the law around assisted suicide. Students know why some people commit suicide. Duration: 3</p> | <p>Topic: Politics and FBV Resources: Online videos and resources Focus: Focus: Citizenship, life in a community, the role of the law and criminal Justice systems in the UK. Outcome: to understand how the wider society functions within the Rule of Law. Duration: 4</p> | <p>Revision and Exams</p> | <p>Revision and Exams</p> |
| <p>RE</p> | <p>Topic: Sex, marriage and divorce. Resources: BBC Bitesize and TES Focus: Sexual relationships before and after marriage, contraception, family planning, purpose of marriage, divorce, same-sex and cohabitation. Outcome: To be able to compare two different religious views on a range of thematic studies. Duration: 4 lesson</p> | <p>Topic: Islam key beliefs part 1 Resources: NATRE and BBC Bitesize Focus: The six articles of faith, The Five Roots, Tawhid and Angels Outcome: Understand key teaching of Islam and the basis in Islamic sources of wisdom and authority. Duration: 4/3lessons</p> | <p>Topic: Islam key beliefs part 2 Resources: NATRE and BBC Bitesize Focus: Predestination and human freedom including Day of Judgement. Life after death (Akhirah) and Risalah Outcome: Understand key teaching of Islam and the basis in Islamic sources of wisdom and authority. Duration: 4 lessons</p> | <p>Topic: Islam and events Resources: NATRE and BBC Bitesize Focus: Hajj, Ramadan and Assessment Outcome: To understand the influence of the beliefs and teachings on people and communities and society. Duration: 3 lessons</p> | <p>Revisions and Exams</p> | <p>Revisions and Exams</p> |