

Curriculum Plan: Art Textiles – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How can I link the topic of Food to my Art work?	<ul style="list-style-type: none"> • Mock Exam handed out 5th September • Students will begin to consider Food theme considering a type of food that they like which would be central to the project. • Begin researching Artists that would link to their theme. Kate Talbot, Holly Levell, Katie Essam • Create observations using a range of media such as photography, pencil, ink, rubbings, monoprint etc. 	<ol style="list-style-type: none"> 1. Artist Research based on chosen theme 2. EA Exam 1 – Observational drawing based on chosen theme 	<p><u>Reading List</u> Textileartist.org – Contemporary <u>Stitch</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Further artist research to develop a theme/story throughout your work.
Term 1b	How do I respond creatively and independently to a brief?	<ul style="list-style-type: none"> • Research in more depth the theme of Food choosing form one of the developed themes. • Sweets • In eat in/Takeaway? • World Food • Sustainable/wasteful 	<ol style="list-style-type: none"> 3. Mock exam – experimental piece linked to Mock exam chosen theme 4. Completed mock exam 	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • <u>Other activities</u> • Experiment with zentangle, pointillism, mark making, sketching etc. to show developments throughout your work.
Term 2a	How do I approach my GCSE exam question?	<ul style="list-style-type: none"> • GCSE exam paper handed out in January • Individual response and research towards chosen question. • Artist research – at least 3 different artists that show variety. • Observational recordings such as photographs, pencil sketching and monoprints 	<ol style="list-style-type: none"> 5. Artist research piece linked to chosen theme 6. Observational recording 	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • This Is Modern Art – Collings, M <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Research your GCSE question in detail. Research artists as a starting point. Maybe create a spider diagram to organise your thoughts. • Take photographs to add to your observations - make sure they are relevant to your project.
Term 2b	How do I show a clear story of development throughout my portfolio?	<ul style="list-style-type: none"> • Individual response and research towards chosen question • Creating experimental art that has been inspired by artist research and observations • Exploring a range of skills and techniques such as watercolour, pen and ink, shading and blending, oil pastel and 3D work • Creating links between key pieces in your portfolio and add in any missing elements that are needed to help tell a story. 	<ol style="list-style-type: none"> 7. Experimental textiles piece linked to chosen theme 8. Mock 2 – Experiment that shows development 	<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Take photographs to add to your observations - make sure they are relevant to your project.
Term 3a	How can I get the best exam grade possible?	<ul style="list-style-type: none"> • Working towards final piece of GCSE exam. • Showing clear development throughout the portfolio to link all experiments, observations and artist research to the final piece. • Designing and creating a final piece plan • Preparing for 10 hour final exam 	<ol style="list-style-type: none"> 9. Portfolio review 10. Experiment (final piece plan) linked to final piece <p><u>GCSE Exam</u> To be advised</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Art Today – Lucie-Smith, E <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Continual work towards your GCSE portfolio will be key to improving your grade – add in experiments, observations, photographs and artist research pieces that you think will link closely and help to show a story.

Curriculum Plan: BTEC Sport – Year 11

	Enquiry Question(s)	Learning Aim	Key Content	Key Assessments	Further Learning at Home
1a	UNIT 1 Revision for external assessment They have ample attempts. To be taken in Term 1B. If students do not receive a level 2 pass they will be put in intervention after school, through a mastery class.				
UNIT 6 Introduction: Leading Sports Activities					
1b	<p>What makes a good and successful session?</p> <p>What impact do you have on the learners?</p>	Learning aim, A: Know the attributes associated with successful sports leadership	<ul style="list-style-type: none"> • Sports Leaders, what makes a perfect role model in sport. • The attributes a sports leader should possess. • The responsibilities a sports leader needs to ensure a safe learning environment. 	1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	Come to extra curricular clubs and watch experts in the field deliver lessons/practices. Discuss with your teacher pros and cons that arise in lessons or coaching sessions. Watch an outside coach deliver their session How does this differ from lessons?
2a	How can you tell if you have made all the necessary precautions to ensure that the session is safe and suitable for your learners?	Learning aim B: Undertake the planning and leading of sports activities	<ul style="list-style-type: none"> • Planning of sports activities, ensuring that the activities are suitable to the learners. • Layout of a safe session • A secure plan and safe delivery of plan • Evaluate success of the session 	1B.3, 2B.P3, 2B.M3, 1B.4, 2B.P4, 2B.M4	Come to extra curricular clubs and watch experts in the field deliver lessons/practices. Discuss with your teacher pros and cons that arise in lessons or coaching sessions. Watch an outside coach deliver their session How does this differ from lessons?
2b	What are SMART targets and how can these be applied to an evaluation?	Learning aim C: Review the planning and leading of sports activities	<ul style="list-style-type: none"> • Review session • Set SMART targets to ensure further success. 	1C.5, 2C.P5, 2C.M5, 2C.D2	Come to extra curricular clubs and watch experts in the field deliver lessons/practices. Discuss with your teacher pros and cons that arise in lessons or coaching sessions. Watch an outside coach deliver their session How does this differ from lessons?
3a	Ensure all paperwork and students work is in a folder to ensure this is easily accessible for the external examiner. Ensure tracking grids are up to date and that all students have completed all the necessary pieces of work.				

Assignment Brief

Learning Aim: A

You are the manager of a small, but developing, coaching company. You have contacted a local newspaper to discuss how to develop interest in volunteering in sports leadership. The editor has asked you to develop an article that explores the requirements of becoming a successful sports leader, using examples of successful sports leaders to demonstrate attributes and responsibilities required.

Article for a newspaper or web article.

Learning Aim: B

A local sports club has asked you to deliver a sports activity session as part of an informal interview process. If successful, you will join the sports club as a volunteer leader for one of the junior teams or sections. You must demonstrate your ability to plan and lead a sports activity session to a group of younger children from the club.

Session plan with clear justification of a selection of activities within the session.

This plan should cover all elements as listed in the content section of this unit.

Video evidence/visual evidence should be provided to demonstrate how learners lead the event and confirm assessment judgements made against the criteria.

Assessor's observation record/checklist.

Learning Aim: C

Following your interview, you have been asked to complete a review of your performance during the session. The club would like to do this with you, through a question and answer session, in front of two members of the club. You must prepare evidence to support the questions which you may be asked from feedback that you have obtained from participants, observers and your assessor.

Verbal evidence given by the learner with the support of feedback results collated after the session took place.

This could be in the form of visual aids for the interview or written handouts for each of the interviewees.

The interview should be recorded to give the assessor and internal verifier the opportunity to make a valid judgement against the assessment criteria and coverage of the appropriate content.

Assessor's observation record/checklist to justify assessment decisions.

Curriculum Plan: GCSE Citizenship – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Citizenship Action	Participation in politics Interest groups and charities Pressure groups Digital campaign National Citizenship Service	EA1 Exams: Assessment on types of action and campaign and synoptic elements from the course	Research: PCC research into violent crime and cyber bullying. Research with young people in the Ebbsfleet community
Term 1b	Politics beyond the UK and Identities and diversity in the UK society	Comparing government systems Quality of politics China – non-democratic political system Sense of identity Migration and asylum Building cohesive communities	Year 11 Mock 1: Synoptic full written papers covering full course	Citizenship Foundation Website United Nations Refugee Agency
Term 2a	UK and its relations with the wider world	International Partnerships European Union International conflict and crisis Role of non-government organisations (NGOs)	N/A	https://www.greenpeace.org.uk/ https://www.amnesty.org.uk/
Term 2b	Revision of Rights, law and the legal system	Debates and synoptic questions about the nature of rights, the law and the legal system in the UK	Year 11 Mock 2: Full synoptic papers on the three exam areas for the GCSE: Citizenship in perspective Citizenship in action Our rights, our society, our world	OCR Revision guide for GCSE Citizenship Parliament website
Term 3a	Revision of politics of the UK and abroad and Citizenship action	Review Citizenship action carried out. Practice questions and debates regarding political issues	N/A	OCR Revision guide for GCSE Citizenship
Term 3b	Revision using various synoptic sources and general key terms from across the course	Articles and data used to assess student understanding of synoptic elements	GCSE Exams Paper 1: 1.30pm Wednesday 12 th June 2019 Paper 2: 9.00am Monday 17 th June 2019 Paper 3: 9.00am Thursday 20 th June 2019	OCR Revision guide for GCSE Citizenship

Curriculum Plan: Combined Science – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What is human biology?	B8 <ul style="list-style-type: none"> Transport in the Human Body The Circulatory System Respiration 	1. EA1 Exam	<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> B8: 59-66 C13, C14 and C15: 123-136
	What are the different types of elements? What affects how quickly a chemical reaction takes place?	C13, C14 and C15 <ul style="list-style-type: none"> Groups of the periodic table Rates of Reaction Catalysts Exothermic and Endothermic Reactions 		
Term 1b	What is magnetism?	P10 and P11 <ul style="list-style-type: none"> Magnetism Electromagnetism Transformers 	2. Mock Exams 1	<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> P10 and P11: 195-199 C16: 137-140
	What can we do with crude oil?	C16 <ul style="list-style-type: none"> Hydrocarbons Fractional Distillation Alkanes Combustion Cracking 		
Term 2a	How did our atmosphere form?	C17 <ul style="list-style-type: none"> The Early Atmosphere The Changing Atmosphere The Greenhouse Effect Climate Change 		<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> C17: 141-144 P12 and P13: 200-207
	How can we explain the properties of substances? How do forces affect an object?	P12 and P13 <ul style="list-style-type: none"> Kinetic Theory Density Changes of State Gas Pressure and Temperature Stretching and Bending 		
Term 2b	How can I best prepare for the coming exams?	Revision of the entire Combined Science syllabus.	3. Mock Exams 2	<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> Revision – All Pages
Term 3a	How can I best prepare for the coming exams?	Revision of the entire Combined Science syllabus.	4. PM 14 May – GCSE Combined Science Biology Paper 1 5. AM 16 May – GCSE Combined Science Chemistry Paper 1 6. PM 22 May – GCSE Combined Science Physics Paper 1	<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> Revision – All Pages
Term 3b	How can I best prepare for the coming exams?	Revision of the entire Combined Science syllabus.	7. PM 7 June – GCSE Combined Science Biology Paper 2 8. AM 12 June – GCSE Combined Science Chemistry Paper 2 9. PM 14 June – GCSE Combined Science Physics Paper 2	<u>Reading List:</u> CGP Revision Guide <ul style="list-style-type: none"> Revision – All Pages

Recommended Further Activities:

- Revise with these great resources:
 - www.quizlet.com (search “PiXL biology” (password – pixl2018biology), “PiXL chemistry” (password pixl2018chemistry) or “PiXL physics” (password – pixl2018physics))
 - www.bbc.co.uk/education/subjects/zrkw2hv - the BBC excellent revision website
 - All of the Knowledge Organisers for these topics are on the VLE.
- Read science news at www.popsci.com
- Download the free app ‘Flipboard’ (available on Android, Windows and iOS) and subscribe to the science news feed

Curriculum Plan: Computer Science – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Non Exam Assessment (NEA)	<ul style="list-style-type: none"> 20 hours of possible assessment under controlled conditions Practical programming task 	1. Mock Exam 1	Youtube channel: Programming Knowledge Visual Basic.net Tutorial for beginners
Term 1b	Non Exam Assessment (NEA)	<ul style="list-style-type: none"> 20 hours of possible assessment under controlled conditions Practical programming task 	2. Mock Exam 2	Or Computer Science Tutor (23 Videos) AQA GCSE Computer Science Course OLD SPEC BUT STILL RELEVANT
Term 2a	How can I get the best exam grade possible?	<ul style="list-style-type: none"> Exam technique Revision 	3. Mock Exam 3	<i>NB: Visual Studio Express can be downloaded from the Visual Studio website for free (Microsoft Account required) to help your child practice VB.net at home</i> Specification: AQA Computer Science 8520 Textbooks available AQA Computer Science – Robson and Heathcote (<i>Used in class</i>) GCSE Computer Science – David Waller Computer Science for GCSE – Steve Cushing GCSE Computer Science – Kevin Bond Revision Books GCSE Computer Science My Revision Notes – Steve Cushing GCSE Computer Science Exam practice workbook – Letts GCSE GCSE Computer Science Revision – Letts GCSE
Term 2b	How can I get the best exam grade possible?	<ul style="list-style-type: none"> Exam technique Revision 	4. Mock Exam 4	
Term 3a	How can I get the best exam grade possible?	<ul style="list-style-type: none"> Exam technique Revision 	<u>GCSE Exam Paper 1</u> 13 th May 2019 AM <u>GCSE Exam Paper 2</u> 16 th May 2019 PM	
Term 3b				

Curriculum Plan: Design Technology – Year 11

Term	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a		<p>Industrial issues: The design and organisation of the workplace including automation and the use of robotics • buildings and the place of work • tools and equipment. crowd funding • virtual marketing and retail • co-operatives • fair trade. finite • non–finite • disposal of waste. How technology push/market pull affects choice. Positive and negative impacts new products have on the environment: • continuous improvement • efficient working • pollution • global warming • automation • computer aided design (CAD) • computer aided manufacture (CAM) • flexible manufacturing systems (FMS) • just in time (JIT) • lean manufacturing. planned obsolescence • design for maintenance • ethics • the environment Developments made through the invention of new or improved processes e.g. Graphene, Metal foams and Titanium. Alterations to perform a particular function e.g. Coated metals, Liquid Crystal Displays (LCDs) and Nanomaterials.</p> <p>• standard components e.g. rivets, machine screws, nuts, and bolts. Polymers: • sheet, rod, powder, granules, foam and films • sold by length, width, gauge and diameter • standard components e.g. screws, nuts and bolts, hinges. sold by roll size, width, weight and ply • standard components e.g. zips, press studs, velcro. • prototype • batch • mass • continuous.</p> <p>How to use measurement/reference points, templates, jigs and patterns where suitable. vacuum forming • creasing • pressing • drape forming • bending • folding • blow moulding • casting • injection moulding • extrusion.</p>	KO term 1 testing EA1 exam	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Chapter 4 Pages 21- Page 152 125 and 279
Term 1b		<p>Environment and Energy: How power is generated from: • coal • gas • oil. Arguments for and against the selection of fossil fuels. How nuclear power is generated. Arguments for and against the selection of nuclear power. How power is generated from: • wind • solar • tidal • hydro-electrical • biomass. Arguments for and against the selection of renewable energy. Kinetic pumped storage systems. Alkaline and re-chargeable batteries.</p> <p>Deforestation, mining, drilling and farming. Mileage of product from raw material source, manufacture, distribution, user location and final disposal. That carbon is produced during the manufacture of products. Reduce, refuse, re-use, repair, recycle and rethink</p>	KO term 2 testing Mock 1 exams	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 P 32

Term 2a	<p>Materials & Smart Materials That materials can have one or more properties that can be significantly changed in a controlled fashion by external stimuli, such as stress, temperature, moisture, or PH e.g. shape memory alloys, thermo-chromic pigments and photochromic pigments That composite materials are produced by combining two or more different materials to create an enhanced material e.g. glass reinforced plastic (GRP) and carbon-fibre reinforced plastic (CRP). How fibres can be spun to make enhanced fabrics e.g. conductive fabrics, fire resistant fabrics, kevlar and micro-fibres incorporating micro encapsulation. hardwoods including: • ash • beech • mahogany • oak • balsa softwoods including: • larch • pine • spruce manufactured boards including: • medium density fibreboard (MDF) • plywood • chipboard. ferrous metals including: • low carbon steel • cast Iron • high carbon/tool steel non-ferrous metals including: • aluminium • copper • tin • zinc alloys including: • brass • stainless steel • high speed steel. thermoforming including: • acrylic (PMMA) • high impact polystyrene (HIPS) • high density polythene (HDPE) • polypropylene (PP) • polyvinyl chloride (PVC) • polyethylene terephthalate (PET) thermosetting including: • epoxy resin (ER) • melamine-formaldehyde (MF) • phenol formaldehyde (PF) • polyester resin (PR) • urea-formaldehyde (UF) Additives to prevent moisture transfer (paper and boards). • Seasoning to reduce moisture content of timbers (timber based materials). Timber based materials: • planks, boards and standard mouldings • sold by length, width, thickness and diameter •</p>	KO term 3 testing	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Metals: p 88 Timber: p 84 Plastics: 91 Smart mats: P49 Manmade boards: p 149, 160
Term 2b	<p>Paper and Textiles: papers including: • bleed proof • cartridge paper • grid • layout paper • tracing paper boards including: • corrugated card • duplex board • foil lined board • foam core board • ink jet card • solid white board. Papers and boards (offset lithography and die cutting). • Timber based materials (routing and turning). • Metal based materials (milling and casting). • Polymers (injection molding and extrusion). • Textile based materials (weaving, dyeing and printing). • Electrical and mechanical systems (pick and place assembly and flow soldering). Papers and boards (printing, embossing and UV varnishing). • Timber based materials (painting, varnishing and tanalising). • Metal based materials (dip coating, powder coating and galvanizing). • Polymers (polishing, printing and vinyl decals). • Textile based materials (printing, dyes and stain protection). • Electronic and mechanical systems (PCB lacquering, and lubrication). Students should have an overview of the main categories and types of textiles: natural fibres including: • cotton • wool • silk synthetic fibres including: • polyester • polyamide (nylon) •</p>	KO term 4 testing Mock 2 exams	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Papers and boards: P81 Textiles: P94 Mechanical systems: P70 Electronic Systems: P 60 Electronic principles: P60

		<p>elastane (lycra) blended and mixed fibres including: • cotton/polyester woven including: • plain weave non-woven including: • bonded fabrics • felted fabrics knitted textiles including: • knitted fabrics.</p> <p>In relation to the main categories outlined above (not the specific materials identified), students should know and understand physical properties such as: • absorbency (resistance to moisture) • density • fusibility • electrical and thermal conductivity. In relation to the main categories outlined above (not the specific materials identified), students should know and understand working properties such as: • strength • hardness • toughness • malleability • ductility and elasticity.</p>		
Term 3a		<p><u>Design issues and Designers, structures and mechanics</u></p> <p>The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements. Levers: • first order • second order • third order Linkages: • bell cranks • push/pull. Rotary systems: • CAMs and followers • simple gear trains • pulleys and belts.</p> <p>Tension, compression, bending, torsion and shear. How materials can be reinforced, stiffened or made more flexible: e.g. lamination, bending, folding, webbing, fabric interfacing.</p> <p>How products are designed and made to avoid having a negative impact on others: • design for disabled • elderly • different religious groups.</p> <p>market research, interviews and human factors including ergonomics • focus groups and product analysis and evaluation • the use of anthropometric data and percentiles.</p> <p>Students should investigate the work of a minimum of two of the following designers: • Harry Beck • Marcel Breuer • Coco Chanel • Norman Foster • Sir Alec Issigonis • William Morris • Alexander McQueen • Mary Quant • Louis Comfort Tiffany • Raymond Tempier • Marcel Breuer • Gerrit Reitveld • Charles Rennie Macintosh • Aldo Rossi • Ettore Sottsass • Philippe Starck • Vivienne Westwood.</p> <p>Students should investigate the work of a minimum of two of the following companies: • Alessi • Apple • Braun • Dyson • Gap • Primark • Under Armour • Zara.</p> <p>freehand sketching, isometric and perspective • 2D and 3D drawings • system and schematic diagrams • annotated drawings that explain detailed development or the conceptual stages of designing • exploded diagrams to show constructional detail or assembly • working drawings: 3rd angle orthographic, using conventions, dimensions and drawn to scale • audio and visual recordings in support of aspects of designing: e.g. interviews with client or users • mathematical modelling • computer based tools • modelling: working directly with materials and components, e.g. card modelling, producing a toile when designing garments, constructing a circuit using breadboard.</p>	GCSE Exam PM Friday 24 th May 2019	<p>Homework – major project meets this.</p> <p>Reading: AQA GCSE Design and Technology 9-1</p> <p>Levers P71</p> <p>Forces and structures : 102</p> <p>Design principles 237</p> <p>Work of others (Foster and Stark) 245</p> <p>Drawing : 259</p> <p>Modelling: 257</p>

Curriculum Plan: English – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>1. How do we analyse and evaluate the language and structure of fiction?</p> <p>2. How can we create engaging fiction of our own?</p>	<ul style="list-style-type: none"> • Question 2 – language analysis • Question 3 – structure analysis • Question 4 – evaluating and analysing language and structure • Question 5 – descriptive and narrative writing 	<p>EA1 exams: Language Paper 1 questions 4 & 5</p> <p>Language Paper 2 questions 4 & 5</p>	<ul style="list-style-type: none"> • Literature essays • Unseen poetry • Look, Cover, Write, Check of key quotations • Use of revision workbooks & guides • Seneca learning online
Term 1b	<p>1. How do we analyse and evaluate the language and structure of non-fiction?</p> <p>2. How can we create engaging non-fiction of our own?</p>	<ul style="list-style-type: none"> • Question 2 – summarising • Question 3 – language analysis • Question 4 – comparing use of language and structure • Question 5 – writing different non-fiction text types using GAP 	<p>Mock exams 1: Language Papers 1 & 2</p>	<ul style="list-style-type: none"> • Literature essays • Unseen poetry • Look, Cover, Write, Check of key quotations • Use of revision workbooks & guides • Seneca learning online
Term 2a	<p>1. How does Stevenson present the key themes and characters of <i>Jekyll and Hyde</i>?</p> <p>2. How does Shakespeare present the key themes and characters of <i>Romeo and Juliet</i>?</p>	<ul style="list-style-type: none"> • Themes of duality, science and reputation • Stevenson’s use of setting • Creation of mystery, tension and suspense • Characters of Jekyll, Hyde, Utterson and Lanyon • Themes of conflict, love, fate and honour • Shakespeare’s use of stagecraft and dramatic devices • Creation of tragedy, tension and suspense • Characters of Romeo, Juliet, Tybalt, Mercutio, Friar, Capulet, Lady Capulet • 	<p>Literature Papers 1 & 2</p>	<ul style="list-style-type: none"> • A02 techniques • Abstract nouns • <i>An Inspector Calls</i> revision • Conflict and Power poetry revision • Unseen poetry
Term 2b	<p>1. How does Priestley present the key themes and characters of <i>An Inspector Calls</i>?</p> <p>2. How are the themes of power and conflict presented similarly and differently across the poetry anthology?</p> <p>3. How do we analyse and compare unseen poetry?</p>	<ul style="list-style-type: none"> • Themes of responsibility, class, gender and age • Priestley’s use of stagecraft and dramatic devices • Political message of <i>An Inspector Calls</i> • Characters of Mr and Mrs Birling, Sheila, Gerald, Eric and Inspector Goole • Themes of power of nature vs power of man, identity, pride, reality of conflict, effects of conflict • Identifying a poet’s viewpoint and message • Analysing use of language, structure and form in poetry 	<p>Mock exams 2: Language Papers questions 4 & 5</p> <p>Literature Papers 1 & 2</p>	<ul style="list-style-type: none"> • A02 techniques • Abstract nouns • <i>Jekyll and Hyde</i> revision • <i>Romeo and Juliet</i> revision

Term 3a	<p>1. How do we analyse and evaluate the language and structure across all texts?</p> <p>2. How can we explore the writer's message across all texts?</p>	<ul style="list-style-type: none"> • Language Paper 1 • Language Paper 2 • Literature Paper 1 • Literature Paper 2 • Exam strategy • Importance of focusing on the why 	<p>Practice of all papers</p> <p>GCSE Literature paper 1: 1.30pm Wednesday 15th May 2019</p> <p>GCSE Literature paper 2: 9.00am Thursday 23rd May 2019</p>	<ul style="list-style-type: none"> • A02 techniques • Abstract nouns • Essay plans • Look, Cover, Write, Check of key quotations • Seneca learning online
Term 3b		Revision	<p>GCSE Language paper 1: Tuesday 4th June 2019</p> <p>GCSE Language paper 2: Friday 7th June 2019</p>	

Curriculum Plan: Food and Cookery NCFE Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	1. Can I assess requirements of a given brief to select appropriate dishes? 2. Can I produce an action plan for a menu?	<ul style="list-style-type: none"> • Menu briefs • Action plans 	1. Unit 4: Annotated recipes (1.1-1.2) and action plan (1.3)	Other activities <ul style="list-style-type: none"> • Practice writing action plans for recipes you are going to make at home.
Term 1b	1. How can I improve my action plans? 2. Can I use appropriate skills to make my menu?	<ul style="list-style-type: none"> • Reviewing action plans • Revising action plans • Cooking skills • Health and safety 	2. Unit 4: Reviewed and revised action plans (1.4) and evidence of creating dishes (2.1-2.4) Re-sit External Assessment 1.30pm 8 th November 2018	Other activities <ul style="list-style-type: none"> • Practice your cooking skills at home if you have identified any areas of weakness.
Term 2a	1. How can I improve my finished dishes?	<ul style="list-style-type: none"> • Menu evaluation • Sensory evaluation • Evaluation against a brief 	3. Unit 4: Evaluation (3.1-3.4)	Other activities <ul style="list-style-type: none"> • Practice evaluating your dishes at home.
Term 2b	1. How can I improve my overall coursework grade?	<ul style="list-style-type: none"> • Improving coursework grades 	4. Final course grade	
Term 3a				

Curriculum Plan: GCSE PE – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How does the skeletal system work? What are the bones and joints called? How does the skeletal and muscular system work together?	Component 1 – Topic 1.1 The skeletal system <ul style="list-style-type: none"> - Bone and joint classification - Movement possible at different joints The muscular system <ul style="list-style-type: none"> - Muscle types - Antagonistic pairs - Fast and slow twitch fibres - The heart 	1. The skeletal system end of unit test 2. EA exams 1	<ul style="list-style-type: none"> • Edexcel GCSE (9-1) Physical Education • BBC Sport
Term 1b	What are the health related components? What are the skill related components? Why should you perform a warm up?	Component 1 – Topic 3.1, 3.2 and 3.6 Physical training <ul style="list-style-type: none"> - Warm ups and cool downs - Health, fitness and exercise - Components 	1. Presentation on the importance of warm ups and cool downs 2. Essay on health related components	<ul style="list-style-type: none"> • Edexcel GCSE (9-1) Physical Education page 50-62 • BBC Sport
Term 2a	Moderation preparation	The performance of skills and techniques in isolation/unopposed Situations (1-10) Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation (1-25)	Practical performance	Use of knowledge organisers BBC Sport Participation in clubs
Term 2b	Moderation preparation	The performance of skills and techniques in isolation/unopposed Situations (1-10) Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation (1-25)	Practical performance	Use of knowledge organisers BBC Sport Participation in clubs
Term 3a	How can I get the best exam grade possible?	<ul style="list-style-type: none"> • Revision • Exam technique practice 	GCSE PE Paper 1: AM Wednesday 15 th May 2019 GCSE PE Paper 2: PM Friday 17 th May 2019	Use of knowledge organisers Revision books

Curriculum Plan: Geography Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<u>People and the biosphere</u>	<ul style="list-style-type: none"> - Biomes and ecosystems - Local factors affecting biomes <ul style="list-style-type: none"> o Altitude o Rock type o Soils o Drainage - Abiotic / biotic interactions <ul style="list-style-type: none"> o Weathering o Photosynthesis o Nutrient cycle - Life support system - Over-exploitation of resources - Malthus / Boserup 	EA1 Exam: Synoptic paper reviewing all GCSE topics already covered	Revise from the Edexcel B revision guide and complete the workbook. Use BBC to research relevant case studies
Term 1b	<u>Forests under threat</u>	<ul style="list-style-type: none"> - TRF and the equatorial climate <ul style="list-style-type: none"> o Nutrient cycle o Adaptations - Taiga and the subarctic climate <ul style="list-style-type: none"> o Nutrient cycle o Adaptions - Differences: TRF vs taiga <ul style="list-style-type: none"> o Climate graphs o Food webs - TRF threats - Taiga threats - TRF protections <ul style="list-style-type: none"> o CITES o REDD - Taiga protections 	Mock Exams 1: Synoptic paper reviewing all GCSE topics already covered	Revise from the Edexcel B revision guide and complete the workbook. Use BBC to research relevant case studies
Term 2a	<u>Consuming energy resources</u>	<ul style="list-style-type: none"> - Classifying energy resources - Uneven resource distribution / patterns - Rising demand for oil - Oil and geopolitics - Exploiting ecologically sensitive / isolated areas - Energy efficiency - Alternative energy <ul style="list-style-type: none"> o Solar o Wind o Tidal o Biomass / Nuclear o Geothermal o Water (hydro) - Changing attitudes 	<u>N/A</u>	Revise from the Edexcel B revision guide and complete the workbook. Use BBC to research relevant case studies
Term 2b	<u>Revision</u>	-	Mock Exam 2: Decision making paper completed demonstrating data and source interpretation, analysis and evaluation of a key environmental issue	Revise from the Edexcel B revision guide and complete the workbook.
Term 3a	<u>Revision</u>	-	GCSE Geography Paper 1: PM Tuesday 21st May 2019	
Term 3b	<u>Revision</u>		GCSE Geography Paper 2: PM Wednesday 5th June 2019 GCSE Geography Paper 3: AM Thursday 13th June 2019	

Curriculum Plan: History – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How did Hitler gain power in Germany? How did Hitler create a dictatorship?	<ul style="list-style-type: none"> • Growth in Nazi support, 1929-32 • How Hitler became Chancellor, 1932-33 • The creation of a dictatorship, 1933-34 • The police state 	1. EA Exam 1: Nazi Germany paper	<u>Reading List</u> <ul style="list-style-type: none"> • Child, J., Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918-1939
Term 1b	How did the Nazis control Germany? What was life like in Nazi Germany?	<ul style="list-style-type: none"> • Controlling and influencing attitudes • Opposition, resistance and conformity • Nazi policies towards women and the young • Employment and living standards • The persecution of minorities 	Mock 1 (Specimen 1): Full exam	<u>Reading List</u> <ul style="list-style-type: none"> • Child, J., Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918-1939
Term 2a	How did William control England? How was England different under the Anglo-Saxons and the Normans?	<ul style="list-style-type: none"> • Anglo-Saxon England, c1060-1066 • The Norman Conquest, 1066 • Norman Control, 1066-1075 • Norman England, 1066-88 	3. EA Exam 2: Norman Conquest and American West	<u>Reading List</u> <ul style="list-style-type: none"> • Bircher, R., Edexcel GCSE History (9-1) Anglo-Saxon and Norman England, c1060-88
Term 2b	How did Medicine change in the period c1250-present? How were medical problems overcome on the Western Front? How did the American West develop?	<ul style="list-style-type: none"> • Medieval medicine • Renaissance medicine • 18th and 19th century medicine • Modern medicine • Western Front medicine • Using sources • Early settlement of the West, c1835-c1862 • Development of the Plains, c1862-c1876 • Conflicts and conquest, c1876-c1895 	4. Mock 2 (Specimen 2): Full exam	<u>Reading List</u> <ul style="list-style-type: none"> • Thorne, S. and Stark, H. Edexcel GCSE History (9-1) Medicine through time, c1250-present • Bircher, R., Edexcel GCSE History (9-1) The American West, c1835-c1895
Term 3a	How can you get the best exam grade possible?	<ul style="list-style-type: none"> • Exam technique • Revision of all five topics 	5. GCSE-style Paper: Weakest topics	<u>Reading list</u> <ul style="list-style-type: none"> • All of the above and revision guides.
Term 3b	<p>GCSE Exams Monday, 3rd June 2019 (am), 1hr 15 mins – History Paper 1, Thematic study and historical environment (Medicine Through Time and Western Front) Thursday, 6th June 2019 (pm), 1hr 45 mins – History Paper 2, Period study and British depth study (American West and Norman Conquest) Tuesday, 11th June 2019 (pm), 1hr 20 mins – History Paper 3, Modern depth study (Nazi Germany)</p>			

Curriculum Plan: Mathematics Year 11 Foundation 2018 - 2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>How to plot and understand cubic and reciprocal graphs?</p> <p>How to write and solve simultaneous equations?</p> <p>To revise and review Chapter 10</p>	<p>20 More algebra</p> <p>Draw and interpret graphs of cubic functions.</p> <p>Draw and interpret graphs of $y = 1/x$.</p> <p>Draw and interpret non-linear graphs to solve problems.</p> <p>Solve simultaneous equations by drawing a graph.</p> <p>Write and solve simultaneous equations.</p> <p>Solve simultaneous equations algebraically.</p> <p>Change the subject of a formula.</p> <p>Identify expressions, equations, formulae and identities.</p> <p>Prove results using algebra.</p> <p>Review Chapters</p> <p>10 Transformations</p> <p>Translate a shape on a coordinate grid.</p> <p>Use a column vector to describe a translation.</p> <p>Draw a reflection of a shape in a mirror line.</p> <p>Draw reflections on a coordinate grid.</p> <p>Describe reflections on a coordinate grid.</p> <p>Rotate a shape on a coordinate grid.</p> <p>Describe a rotation.</p> <p>Enlarge a shape by a scale factor.</p> <p>Enlarge a shape using a centre of enlargement.</p> <p>Identify the scale factor of an enlargement.</p> <p>Find the centre of enlargement.</p> <p>Describe an enlargement.</p> <p>Transform shapes using more than one transformation.</p> <p>Describe combined transformations of shapes on a grid.</p>	EA1 assessments: Practice papers and 9-1 Exam papers.	<p>Edexcel GCSE (9-1)</p> <p>Mathematics: Foundation Student Book Publisher: Pearson</p> <p>Daily Maths Homework Corbett 5 a day.</p> <p>Supplemented by PiXL tasks online.</p> <p>Corbett and PiXL workbooks for exam preparation.</p>
Term 1b	<p>To revise and review Chapter 11 and 12</p> <p>Revision</p>	<p>Review Chapters</p> <p>11 Ratio and proportion</p> <p>Use ratio notation.</p> <p>Write a ratio in its simplest form.</p> <p>Solve problems using ratios.</p> <p>Solve simple problems using ratios.</p> <p>Use ratios to convert between units.</p> <p>Write and use ratios for shapes and their enlargements.</p> <p>Divide a quantity into 2 parts in a given ratio.</p> <p>Divide a quantity into 3 parts in a given ratio.</p> <p>Solve word problems using ratios.</p> <p>Use ratios involving decimals.</p> <p>Compare ratios.</p> <p>Solve ratio and proportion problems.</p> <p>Use the unitary method to solve proportion problems.</p> <p>Solve proportion problems in words.</p> <p>Work out which product is better value for money.</p>	Year 11 mock exams 1: Practice papers and 9-1 Exam papers.	

		<p>Recognise and use direct proportion on a graph.</p> <p>Understand the link between the unit ratio and the gradient.</p> <p>Recognise different types of proportion.</p> <p>Solve word problems involving direct and inverse proportion.</p> <p>12 Right-angled triangles</p> <p>Understand Pythagoras' theorem.</p> <p>Calculate the length of the hypotenuse in a right-angled triangle.</p> <p>Solve problems using Pythagoras' theorem.</p> <p>Calculate the length of a line segment AB.</p> <p>Calculate the length of a shorter side in a right-angled triangle.</p> <p>Understand and recall the sine ratio in right-angled triangles.</p> <p>Use the sine ratio to calculate the length of a side in a right-angled triangle.</p> <p>Use the sine ratio to solve problems.</p> <p>Use the sine ratio to calculate an angle in a right-angled triangle.</p> <p>Use the sine ratio to solve problems.</p> <p>Understand and recall the cosine ratio in right-angled triangles.</p> <p>Use the cosine ratio to calculate the length of a side in a right-angled triangle.</p> <p>Use the cosine ratio to calculate an angle in a right-angled triangle.</p> <p>Use the cosine ratio to solve problems.</p> <p>Understand and recall the tangent ratio in right-angled triangles.</p> <p>Use the tangent ratio to calculate the length of a side in a right-angled triangle</p> <p>Use the tangent ratio to calculate an angle in a right-angled triangle.</p> <p>Solve problems using an angle of elevation or depression.</p> <p>Understand and recall trigonometric ratios in right-angled triangles.</p> <p>Use trigonometric ratios to solve problems.</p> <p>Know the exact values of the sine, cosine and tangent of some angles.</p> <ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 		
Term 2a	Revision	<ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 	Practice papers and 9-1 Exam papers.	
Term 2b	Revision	<ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 	Year 11 mock exams 2: Practice papers and 9-1 Exam papers.	
Term 3a	Revision	<ul style="list-style-type: none"> Final preparation for the GCSE exams 	GCSE Maths Paper 1: 9.00am Tuesday 21 st May 2019	
Term 3b	Revision	<ul style="list-style-type: none"> Final preparation for the GCSE exams 	GCSE Maths Paper 2: 9.00am Thursday 6 th June 2019 GCSE Maths Paper 3: 9.00am Tuesday 11 th June 2019	

Curriculum Plan: Mathematics Year 11 Higher 2018 - 2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	To revise and review Chapter 10 and 12	<p>10 Probability Use the product rule for finding the number of outcomes for two or more events. List all the possible outcomes of two events in a sample space diagram. Identify mutually exclusive outcomes and events. Find the probabilities of mutually exclusive outcomes and events. Find the probability of an event not happening. Work out the expected results for experimental & theoretical probabilities. Compare real results with theoretical expected values to see if a game is fair. Draw and use frequency trees. Calculate probabilities of repeated events. Draw and use probability tree diagrams. Decide if two events are independent. Draw and use tree diagrams to calculate conditional probability. Draw and use tree diagrams without replacement. Use two-way tables to calculate conditional probability. Use Venn diagrams to calculate conditional probability. Use set notation.</p> <p>12 Similarity and congruence Show that two triangles are congruent. Know the conditions of congruence. Prove shapes are congruent. Solve problems involving congruence. Use the ratio of corresponding sides to work out scale factors. Find missing lengths on similar shapes. Use similar triangles to work out lengths in real life. Use the link between linear scale factor and area scale factor to solve problems. Use the link between scale factors for length, area and volume to solve problems.</p>	EA1 assessments: Practice papers and 9-1 Exam papers.	Edexcel GCSE (9-1) Mathematics: Foundation Student Book Publisher: Pearson Daily Maths Homework Corbett 5 a day. Supplemented by PiXL tasks online. Corbett and PiXL workbooks for exam preparation.
Term 1b	To revise and review Chapter 13 and 14 Revision	Review Chapters <p>13 More trigonometry Understand and use upper and lower bounds in calculations involving trigonometry. Understand how to find the sine of any angle. Know the graph of the sine function and use it to solve equations. Understand how to find the cosine of any angle. Know the graph of the cosine function and use it to solve equations. Understand how to find the tangent of any angle. Know the graph of the tangent function and use it to solve equations. Find the area of a triangle and a segment of a circle. Use the sine rule to solve 2D problems.</p>	Year 11 mock exams 1: Practice papers and 9-1 Exam papers.	

		<p>Use the cosine rule to solve 2D problems. Solve bearings problems using trigonometry. Use Pythagoras' theorem in 3D. Use trigonometry in 3D. Recognise how changes in a function affect trigonometric graphs.</p> <p>14 Further statistics Understand how to take a simple random sample. Understand how to take a stratified sample.</p> <p>Draw and interpret cumulative frequency tables and diagrams.</p> <p>Work out the median, quartiles and interquartile range from a cumulative frequency diagram. Find the quartiles and the interquartile range from stem-and-leaf diagrams. Draw and interpret box plots. Understand frequency density.</p> <p>Draw histograms. Interpret histograms. Compare two sets of data. Recognise how changes in a function affect trigonometric graphs.</p> <ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 		
Term 2a	Revision	<ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 	Practice papers and 9-1 Exam papers.	
Term 2b	Revision	<ul style="list-style-type: none"> Revision of entire GCSE course, focussing on areas of weakness 	Year 11 mock exam 2: Practice papers and 9-1 Exam papers.	
Term 3a	Revision	<ul style="list-style-type: none"> Final preparation for the GCSE exams 	GCSE Maths Paper 1: 9.00am Tuesday 21 st May 2019	
Term 3b	Revision	<ul style="list-style-type: none"> Final preparation for the GCSE exams 	GCSE Maths Paper 2: 9.00am Thursday 6 th June 2019 GCSE Maths Paper 3: 9.00am Tuesday 11 th June 2019	

Term	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a		<p>Industrial issues: The design and organisation of the workplace including automation and the use of robotics • buildings and the place of work • tools and equipment. crowd funding • virtual marketing and retail • co-operatives • fair trade. finite • non-finite • disposal of waste. How technology push/market pull affects choice. Positive and negative impacts new products have on the environment: • continuous improvement • efficient working • pollution • global warming • automation • computer aided design (CAD) • computer aided manufacture (CAM) • flexible manufacturing systems (FMS) • just in time (JIT) • lean manufacturing. planned obsolescence • design for maintenance • ethics • the environment Developments made through the invention of new or improved processes e.g. Graphene, Metal foams and Titanium. Alterations to perform a particular function e.g. Coated metals, Liquid Crystal Displays (LCDs) and Nanomaterials.</p> <p>• standard components e.g. rivets, machine screws, nuts, and bolts. Polymers: • sheet, rod, powder, granules, foam and films • sold by length, width, gauge and diameter • standard components e.g. screws, nuts and bolts, hinges. sold by roll size, width, weight and ply • standard components e.g. zips, press studs, velcro. • prototype • batch • mass • continuous.</p> <p>How to use measurement/reference points, templates, jigs and patterns where suitable. vacuum forming • creasing • pressing • drape forming • bending • folding • blow moulding • casting • injection moulding • extrusion.</p>	KO term 1 testing EA1 exam	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Chapter 4 Pages 21- Page 152 125 and 279
Term 1b		<p>Environment and Energy: How power is generated from: • coal • gas • oil. Arguments for and against the selection of fossil fuels. How nuclear power is generated. Arguments for and against the selection of nuclear power. How power is generated from: • wind • solar • tidal • hydro-electrical • biomass. Arguments for and against the selection of renewable energy. Kinetic pumped storage systems. Alkaline and re-chargeable batteries.</p> <p>Deforestation, mining, drilling and farming. Mileage of product from raw material source, manufacture, distribution, user location and final disposal. That carbon is produced during the manufacture of products. Reduce, refuse, re-use, repair, recycle and rethink</p>	KO term 2 testing Mock 1 exams	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 P 32

Term 2a	<p>Materials & Smart Materials That materials can have one or more properties that can be significantly changed in a controlled fashion by external stimuli, such as stress, temperature, moisture, or PH e.g. shape memory alloys, thermo-chromic pigments and photochromic pigments That composite materials are produced by combining two or more different materials to create an enhanced material e.g. glass reinforced plastic (GRP) and carbon-fibre reinforced plastic (CRP). How fibres can be spun to make enhanced fabrics e.g. conductive fabrics, fire resistant fabrics, kevlar and micro-fibres incorporating micro encapsulation. hardwoods including: • ash • beech • mahogany • oak • balsa softwoods including: • larch • pine • spruce manufactured boards including: • medium density fibreboard (MDF) • plywood • chipboard. ferrous metals including: • low carbon steel • cast Iron • high carbon/tool steel non-ferrous metals including: • aluminium • copper • tin • zinc alloys including: • brass • stainless steel • high speed steel. thermoforming including: • acrylic (PMMA) • high impact polystyrene (HIPS) • high density polythene (HDPE) • polypropylene (PP) • polyvinyl chloride (PVC) • polyethylene terephthalate (PET) thermosetting including: • epoxy resin (ER) • melamine-formaldehyde (MF) • phenol formaldehyde (PF) • polyester resin (PR) • urea-formaldehyde (UF) Additives to prevent moisture transfer (paper and boards). • Seasoning to reduce moisture content of timbers (timber based materials). Timber based materials: • planks, boards and standard mouldings • sold by length, width, thickness and diameter •</p>	KO term 3 testing	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Metals: p 88 Timber: p 84 Plastics: 91 Smart mats: P49 Manmade boards: p 149, 160
Term 2b	<p>Paper and Textiles: papers including: • bleed proof • cartridge paper • grid • layout paper • tracing paper boards including: • corrugated card • duplex board • foil lined board • foam core board • ink jet card • solid white board. Papers and boards (offset lithography and die cutting). • Timber based materials (routing and turning). • Metal based materials (milling and casting). • Polymers (injection molding and extrusion). • Textile based materials (weaving, dyeing and printing). • Electrical and mechanical systems (pick and place assembly and flow soldering). Papers and boards (printing, embossing and UV varnishing). • Timber based materials (painting, varnishing and tanalising). • Metal based materials (dip coating, powder coating and galvanizing). • Polymers (polishing, printing and vinyl decals). • Textile based materials (printing, dyes and stain protection). • Electronic and mechanical systems (PCB lacquering, and lubrication). Students should have an overview of the main categories and types of textiles: natural fibres including: • cotton • wool • silk synthetic fibres including: • polyester • polyamide (nylon) •</p>	KO term 4 testing Mock 2 exams	Homework – major project meets this. Reading: AQA GCSE Design and Technology 9-1 Papers and boards: P81 Textiles: P94 Mechanical systems: P70 Electronic Systems: P 60 Electronic principles: P60

		<p>elastane (lycra) blended and mixed fibres including:</p> <ul style="list-style-type: none"> • cotton/polyester woven including: • plain weave non-woven including: • bonded fabrics • felted fabrics knitted textiles including: • knitted fabrics. <p>In relation to the main categories outlined above (not the specific materials identified), students should know and understand physical properties such as:</p> <ul style="list-style-type: none"> • absorbency (resistance to moisture) • density • fusibility • electrical and thermal conductivity. <p>In relation to the main categories outlined above (not the specific materials identified), students should know and understand working properties such as:</p> <ul style="list-style-type: none"> • strength • hardness • toughness • malleability • ductility and elasticity. 		
Term 3a		<p><u>Design issues and Designers, structures and mechanics</u></p> <p>The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements. Levers: • first order • second order • third order Linkages: • bell cranks • push/pull. Rotary systems: • CAMs and followers • simple gear trains • pulleys and belts.</p> <p>Tension, compression, bending, torsion and shear. How materials can be reinforced, stiffened or made more flexible: e.g. lamination, bending, folding, webbing, fabric interfacing.</p> <p>How products are designed and made to avoid having a negative impact on others: • design for disabled • elderly • different religious groups.</p> <p>market research, interviews and human factors including ergonomics • focus groups and product analysis and evaluation • the use of anthropometric data and percentiles.</p> <p>Students should investigate the work of a minimum of two of the following designers: • Harry Beck • Marcel Breuer • Coco Chanel • Norman Foster • Sir Alec Issigonis • William Morris • Alexander McQueen • Mary Quant • Louis Comfort Tiffany • Raymond Tempier • Marcel Breuer • Gerrit Reitveld • Charles Rennie Macintosh • Aldo Rossi • Ettore Sottsass • Philippe Starck • Vivienne Westwood.</p> <p>Students should investigate the work of a minimum of two of the following companies: • Alessi • Apple • Braun • Dyson • Gap • Primark • Under Armour • Zara.</p> <p>freehand sketching, isometric and perspective • 2D and 3D drawings • system and schematic diagrams • annotated drawings that explain detailed development or the conceptual stages of designing • exploded diagrams to show constructional detail or assembly • working drawings: 3rd angle orthographic, using conventions, dimensions and drawn to scale • audio and visual recordings in support of aspects of designing: e.g. interviews with client or users • mathematical modelling • computer based tools • modelling: working directly with materials and components, e.g. card modelling, producing a toile when designing garments, constructing a circuit using breadboard.</p>	GCSE Exam PM Friday 24 th May 2019	<p>Homework – major project meets this.</p> <p>Reading: AQA GCSE Design and Technology 9-1</p> <p>Levers P71</p> <p>Forces and structures : 102</p> <p>Design principles 237</p> <p>Work of others (Foster and Stark) 245</p> <p>Drawing : 259</p> <p>Modelling: 257</p>

Curriculum Plan: PE – Year 11

Term	Enquiry Question(s)	Key Content		Key Assessments	Further Learning for Home
1a	What is a healthy and active lifestyle and how can I apply this into my leisure time?	Football <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Netball <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
1b	When applying rules and tactics what qualities am I gaining that can be applied later on in life in the work place?	Volleyball <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Basketball <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2a	Developing an awareness of aerobic and anaerobic exercise, focussing on these two sports how am I using both systems?	Trampolining <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Handball <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2b	How does exercise help relieve stress and tension? What hormone is released that could possibly benefit me in the run up to exams?	Badminton <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Hockey <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3a	Looking back through the years how has Sport benefited me through physical exercise and the attributes that I have gained?	Athletics <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Tennis <ul style="list-style-type: none"> • Tactics • Game play • Strategy • Set Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

Curriculum Plan: Religious Studies – Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Christianity: Marriage and the Family	<ul style="list-style-type: none"> • Marriage • Sexual relationships • Families • Support for families in the local parish • Contraception • Divorce • Equality of men and women in the family • Gender discrimination 	EA1 Exams: Exam style questions – 27 mark section on Marriage and the Family and 23 vocabulary questions	https://www.bbc.com/education/topics/z2mb4j6
Term 1b	Christianity: Matters of Life and Death	<ul style="list-style-type: none"> • The origins and value of the universe • Sanctity of Life • Origins of human life • Abortion • Life after Death • Euthanasia • Christian responses to issues in the natural world 	Full mock papers for both topics Islam and Christianity	https://www.bbc.com/education/guides/zypykqt/revision/1 https://www.bbc.com/education/guides/z3fbwmn/revision/1 https://www.bbc.com/education/guides/zx7634j/revision/3 https://www.bbc.com/education/guides/zgvrq6f/revision/1
Term 2a	Revision of Islam	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Islam and presentation • Exam technique focus 	N/A	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
Term 2b	Revision of Christianity	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Living the Muslim Life and presentation • Exam technique focus 	Full mock papers for both topics Islam and Christianity	Edexcel Exam GCSE 1-9 RS website provides details of the specification and past papers to practice
Term 3a	Overall revision of Islam and Christianity	<ul style="list-style-type: none"> • Final overview of both religions. 	GCSE exams 1.30pm Monday 13 th May 2019 - 1h 45 mins – Christianity: Religion and Ethics 9.00am Monday 20 th May 2019 - 1h 45 mins - Islam: Peace and Conflict	Exam board revision guide and workbook for Christianity and Islam
Term 3b				

Curriculum Plan: Spanish Year 11

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do I talk about Identity and Culture?	<ul style="list-style-type: none"> Who am I My family and friends Use the preterit and imperfect together Use a range of verbs to talk about hobbies To talk about technology To use the present continuous To talk about future plans To revise the future and conditional tense 	EA1 Exam: Reading and Listening	<u>Reading List</u> <ul style="list-style-type: none"> VIVA GCSE Text Book <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Read Spanish magazines Knowledge organiser revision Past Papers
Term 1b	How do I talk about Local area, Holidays and Travel?	<ul style="list-style-type: none"> Previous holidays Future holidays Ideal holidays Where I live Present subjunctive Activities in my local area Imperfect continuous Translation practice 	Mock Exam 1: Reading, Listening, Writing and Speaking	<u>Reading List</u> VIVA GCSE Text Book <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary Past Papers
Term 2a	How do I talk about school?	<ul style="list-style-type: none"> Describing your school Comparing schools in different countries Uniform School subjects Your primary school 	Exam – Reading and Listening	<u>Reading List</u> VIVA GCSE Text Book <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary Past Papers
Term 2b	How do I talk about future aspirations, study and work?	<ul style="list-style-type: none"> Part time work Work experience Going to university Plans for work Plans for study A gap year 	Mock Exam 2: Reading, Listening, Writing and Speaking	<u>Reading List</u> <ul style="list-style-type: none"> VIVA GCSE Text Book <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary Past Papers
Term 3a	How do I talk about international and Global Dimensions?	<ul style="list-style-type: none"> Global problems International sporting events Music events The environment Working together 	GCSE Spanish Listening & Reading exam: AM Wednesday 22 nd May 2019	<u>Reading List</u> <ul style="list-style-type: none"> VIVA GCSE Text Book <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary Past Papers
Term 3b	Revision	<ul style="list-style-type: none"> 	GCSE Spanish Writing exam: AM Wednesday 5 th June 2019	<u>Activities</u> <ul style="list-style-type: none"> VIVA GCSE Text Book Use of a Spanish dictionary Past Papers