



scruffiness - her looks and hearing next if possible a
not.
She didn't look at anybody as she crossed the mat
but everybody looked at her. I couldn't tear my eyes
away. She got a Coke and turned, looking for
somebody to sit. Her eyes - those fantastic eyes -
mine for a second and I smiled. No chance. I had
I was wrong. She came over. Every eye in the place
followed her. She nodded at one of the three empty
chairs. "Always sitting here?" She sounded serious. I
shook my head.
"Mind if I join you, then?" I nodded, saying nothing.
Being the New Me, she sat down, saying nothing.
I had to move and sit down. I lifted my mug and sipped.
It was uncomfortable but that's all it was - sitting in the
real world the blood was pouring in my ears and it
was as much as I could do to keep from gagging at that
fantastic face.
She inserted a straw in her Coke and sucked. When I
drank a glass at her she dropped her eyes. I sipped
some coffee, staring at her eyes on my face. I mean I could
actually feel them, like lasers. After a bit she said,
"Have - you been long in London?" Without looking at
her I nodded.
"How long?"
"Year, year and a half." I lied. Well - in five minutes
she'd get up and walk away and we'd never meet again.
"That's right?" She sounded suitably impressed.
"You'll know your way around, then?"
I shrugged. "Some. Man of few words."
"Link - if they call you?"
"Link." She sucked up Coke. "What's that short for?"

It's short for I have another name but prefer to be
known by this one.
"Sure." She looked sorry. "Hi Gail."
"Hi, Gail. Just landed, right?"
"Right."
"Please! Don't tell me if you don't want."
"Gladly."
"Ah-ha. Every woman!"
"Yes. Sogfather."
"Ah - say to me."
She looked at me. "You too?"
"Uh-huh." The New Me. The guy who doesn't
nobody get close and here I am, spilling my guts to the
first stranger I meet because she's got nice hair and
nice eyes. I drained my mug and pushed back my
chair. "I've gotta go."
"Why? She looked crossfallen. I shrugged.
"Things to do." I stood up. This was exciting too, but I
wasn't going to wind up watching trains for the rest of
some back.
"Don't go. So simple. So direct. Looking at her and
busy stared in my chest. I hesitated, looking at her
pack, looking down at her. What if you want Link?"
Her eyes held mine. "Link, what?"
"I murmured. "I don't know what to do. I'm in love with
the street."
"You learn, Gail. That's all." (It's such a wonderful world
inside my head. What about your dependence on
Ginger, then - that kept us close? It came to me that
this was the first time I'd thought of Ginger since she
called in, and that was powerful medicine. Maybe we
needed each other. I dropped my pack and sat down.)

CURRICULUM BOOKLET

YEAR 11



ASHCROFT
High School

Top Tips for Parent Power!

A parent's influence is up to SIX TIMES more important than the school's in influencing your child's progress. These suggestions will help you make that count. If you require any further guidance please contact the relevant subject leader.

KS2 Score	KS2 Level	Y10/11 Grade Range	Yr10/11 Grade Range
<80	1c	GCSE A*-G	9-1
<80	1b	GCSE A*-F	9-2
<80	1a	GCSE A*-E	9-3
80 - 82	2c	GCSE A*-D	9-4
83 - 85	2b	GCSE A*-D	9-4
86 - 89	2a	GCSE A*-C	9-5
90 - 92	3c	GCSE A*-C	9-5
93 - 94	3b	GCSE A*-B	9-6
95 - 97	3a	GCSE A*-B	9-6
98 - 99	4c	GCSE A*-B	9-6
100 - 104	4b	GCSE A*-A	9-7
105 - 108	4a	GCSE A*-A	9-7
109 - 112	5c	GCSE A*	9-8
113 - 116	5b	GCSE A*	9-8
117 -120	5a	GCSE A*	9-8

The grids show the progress students are expected to make from their KS2 Results (or KS2 scores for year 7) in year 6 towards their end of KS4 (Yr10/11) target. With the phased changes of GCSE A*-G grades to number grades 9 to 1 both versions have been shown for years 10 and 11.

Average homework at Ks2	Year 7 Per evening	Year 8 Per evening	Year 9 Per evening	Year 10 Per evening	Year 11 Per evening
15 minutes	1 hour	1 hour	1 hour	2 hours	2 hours

Revision

Supporting your daughter/son in completing coursework and preparing a thorough REVISION schedule are the best ways to help create the best opportunities for success. You may not be able to help with subject specific knowledge, but you can provide the right environment and materials

Take an Interest

Guide your child in keeping sensible time. Ensuring that s/he keeps sensible times, not staying up too late, having times when s/he works, checking that the computer is being used for work and not games – although there should be time for relaxation, but in balance.

Timetable support

The best place to start is to work with your child in preparing a work/revision timetable. (The timetable should include any coursework being worked on as well as revision. And revision starts now, not nearer the exams.)



Art (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Continuing Personal Project</p> <p>Students will work on the assessment objective they have struggled with the most throughout year ten. This is personal to each student and could be research, experiments, observations or planning for final pieces.</p>	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p> <p>Students are assessed</p>	<p>Encourage students to take photographs, draw and sketch any objects which are relevant to their personal topic.</p>
November – December	<p>Students will work on the assessment objective they have struggled with the most throughout year ten. This is personal to each student and could be research, experiments, observations or planning for final pieces.</p>	<p>against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</p>	<p>Visit galleries with exhibitions that are of interest to the student.</p>
Spring Term			
January to February	<p>Exam</p> <p>Set by AQA students pick one of eight questions to answer. Working in the same format as earlier projects students need to use their independent learning skills to produce a sketchbook with observations, experimentations, research and exploration in a variety of media.</p>	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p>	<p>Encourage students to take photographs, draw and sketch any objects which are relevant to their personal topic.</p>
March – April	<p>Final Exam</p> <p>Students will sit a 10 hour exam to produce a final piece for their exam work. This will have been planned and</p>	<p>Students are assessed against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</p>	<p>Visit galleries with exhibitions that are of interest to the student.</p>
Summer Term			
April – May			

Child Development with Care (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term 1	Topics Studied	Home works / APP assessments / controlled assessments, trips etc	How parents could support students
First Half Term	<p><u>Unit 1</u> To complete this unit all section of the coursework need to be completed from: D1, D2, D3, D4, D5, D6, D7 & D8 Worth 5 marks each C1 – Worth 10 marks B1 & B2 – Worth 10 marks each A1 & A*- – Worth 15 marks each</p> <p>All sections that are worth 10/15 marks must have at least two quotes and a detailed evaluation supporting the content of research.</p> <p>Hand in final draft for marking before half term.</p> <p><u>Unit 3</u> Exam Revision Exam Date: Tuesday 8 November 2016</p> <p>Revise for the exam using the content covered in Unit 1 and 2. Develop key strategies to use a process of elimination to work out the correct answer on a multiple choice exam paper.</p>	<p>Homework will be set on quality of coursework and additional amendments.</p> <p>The work will be marked at the first draft and given back for amendments.</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Second Half Term	<p><u>Unit 2</u> To complete this unit all section of the coursework need to be completed from: D1, D2, D3, D4, D5, D6, D7 & D8 Worth 5 marks each C1 – Worth 10 marks B1 & B2 – Worth 10 marks each A1 & A*- – Worth 15 marks each</p> <p>All sections that are worth 10/15 marks must have at least two quotes and a detailed evaluation supporting the content of research.</p> <p>Exam Result Date: Tuesday 6 December 2016</p> <p>Unit 1 and Unit 2 need to be completed and the final marks need to be approved at moderation. Once this has been done and a pass mark has been achieved in the exam students will be able to use these periods to revise for other subjects.</p>	<p>Homework will be set on quality of coursework and additional amendments.</p> <p>The work will be marked at the first draft and given back for amendments.</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>

	<p>If the above has not been completed the individual students will have to complete the work before the time can be given to another subject.</p>		
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Computing (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Activity 4: Evaluation The quality of your written communication will be assessed in this evaluation. Write an evaluation of each of the product. For each product discuss: its fitness for audience and purpose, whether all requirements are met, feedback you received and ways in which</p>	<p>This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.</p>	<p>Proof read the evaluation for spelling and grammar. Encourage student to give detail.</p>
November to December	<p>Checklist – ‘Animal Shelter’</p> <p>Activity 1</p> <p>Logo Survey data Web banner Activity 1 review</p> <p>Activity 2</p> <p>Shelter model Shelter report Digital poster Activity 2 review</p> <p>Activity 3</p> <p>Video advert</p> <ul style="list-style-type: none"> • Timeline and script document • Finished video advert <p>Website</p> <ul style="list-style-type: none"> • Storyboards • Structure diagram • Completed website <p>Activity 3 review</p> <p>Activity 4</p> <p>Evaluation</p> <p>Sources</p> <p>Sources tables</p>	<p>This is the final stages for controlled assessment. All Files will be checked and assessed for the final time against the checklist. Feedback for improvements will also be given. Homework is to read and research the information required to carry out activity.</p>	<p>Go through the checklist with the student. Tick what they have completed and encourage improvements from feedback are carried out.</p>

Spring Term			
January to February	<p>Unit 1</p> <p>In this unit, students explore how digital technology affects the lives of individuals, organisations and society.</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p> <p>Students will develop the skills to answer exam questions</p>	<p>Go on to the Edexcel webpage and practice past papers</p>
March to April	<p>Unit 1 continued:</p> <p>They will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. Students will develop awareness of the inherent risks of using ICT and the features of safe, secure and responsible practice.</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p> <p>Students will develop the skills to answer exam questions</p>	<p>Go on to the Edexcel webpage and practice past papers</p>
Summer term			
April to May	<p>Unit 1 continued:</p> <p>They will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. Students will develop awareness of the inherent risks of using ICT and the features of safe, secure and responsible practice.</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p> <p>Students will develop the skills to answer exam questions</p>	<p>Go on to the Edexcel webpage and practice past papers</p>
June to July			

Dance (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work, trips.	How parents could support students
September to October	<p><u>Unit 4a & 4b: 40% (60 marks)</u></p> <ul style="list-style-type: none"> Study different stimuli (4b) Technique class <p>Task 4a: 15% (20 marks) Solo Composition, 1-1 ½ mins.</p> <p>Students will be taught three motifs from a professional work. Students will successfully link and integrate motifs in an inspired, creative and original manner, using smooth, clear and innovation transitions. Developing a clear form and structure.</p> <p>Students will use a diary to document progress, feedback and development.</p>	<p>Practise/ rehearse all practical work at home or in the studio.</p> <p>Use YouTube to view dance work which will inspire and develop you dance vocabulary.</p>	<p>Encourage students to rehearse outside of lessons.</p> <p>Revise from their diary all the contextual information on the two set works.</p>
November – December	<p><u>Task 4b: 25% (40 marks) Choreography, 2-3 ½ mins.</u></p> <p>Students have a couple of dance ideas to explore for their final 4b dance.</p> <p><u>Unit 3: 20% (30 marks) Group Performance – Rosas</u></p> <p>In house workshop to create the performance piece.</p>	<p>Practise/ rehearse all practical work at home or in the studio.</p> <p>Use YouTube to view dance work which will inspire and develop you dance vocabulary.</p>	<p>Encourage students to rehearse outside of lessons.</p> <p>Revise from their diary all the contextual information on the two set works.</p>
Spring Term			
January to February	<p><u>Final practical exam is at the start of March.</u></p> <p>4b: 25% (40 marks) Choreography, 2-3 ½ mins.</p> <p>4a:15% (20 marks) solo composition, 1-1 ½ mins.</p> <p>Unit 3: 20% (30 marks) Group Performance – Rosas</p> <p>All 3 unit are worked on in lesson and during intervention.</p>	<p>Practise/ rehearse all practical work at home or in the studio.</p> <p>Use YouTube to view dance works that will inspire and develop you dance vocabulary.</p>	<p>Students must rehearse outside of lessons time. At least one extra night after school.</p> <p>Revise from their diary all the contextual information on the two set works.</p>

March – April	<p><u>Final exam on units 3, 4a & 4b – Friday 6th March</u></p> <p>Prepare for a GCSE showcase evening.</p> <p>Study the theory of dance – Unit 1.</p>	Practise/ rehearse all practical work at home or in the studio.	<p>Students must rehearse outside of lessons time. At least one extra night after school.</p> <p>Revise from their diary all the contextual information on the two set works.</p>
Summer Term			
April – May	<p><u>Unit 1 – Theory</u></p> <p>Use the workbooks, mobile phone programme and online question resource as final preparation for unit 1 (20%)</p>	<p>HWK</p> <p>Revise from your dance diaries and use all the resources you are given to aid your progress.</p>	<p>Ask/ quiz your child knowledge of their own dance work and the two professional works that they have studied.</p>
June-July	<p><u>Final examination of Unit 1</u></p>		

	Students will use the final weeks prior to the written exam to prepare. Students will focus on Section A and C. Section A is about		see if you can clearly picture what they are writing about.
Summer Term			
April – May	<u>Final Exam</u>		

English (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 9

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Dec 2016	Shakespeare: Romeo and Juliet	Exploring themes through the study of literature, whilst developing comprehension and analytical skills. Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)	Discuss key themes of play with child. Watch play with child. Log onto VLE to revise content
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Dec to April 2017	Inspector Calls and Jekyll and Hyde Revision	Exploring themes through the study of literature, whilst developing comprehension and analytical skills. Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)	Discuss key themes of texts with child. Watch play with child. Log onto VLE to revise content
Summer Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
April to July 2017	Revision	Exploring themes through the study of literature, whilst developing comprehension and analytical skills.	

Food & Cookery (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
September to October	NCFE Level 2 Food and Cookery Unit 4 Plan and produce dishes in response to a brief <ul style="list-style-type: none"> • Assess the requirements of a set brief Select a menu of dishes for the brief • Develop a plan of action for making the dishes • Review and revise plan from feedback 	Research a range of recipes. Portfolio of starters, mains and desserts. 2-3 detailed Planning Sheets with timings for each recipe.	Help research recipes at home. Assist with planning of the recipe. Practice recipes at home where possible – give feedback on sensory qualities and adaptations.
October - December	NCFE Level 2 Food and Cookery Unit 4 Plan and produce dishes in response to a brief <ul style="list-style-type: none"> • Be able to prepare and make the dishes on the menu The learner can: Demonstrate how to prepare themselves and environment for cooking • Apply the plan to make the dishes on the menu • Demonstrate cooking skills to make the dishes on the menu • Demonstrate safe and hygienic working practices throughout 	Produce a range of recipes and put together a portfolio of photos and evaluations. Invite guests to sample recipes and get feedback on sensory qualities/ changes and adaptations.	Help research recipes at home. Assist with planning of the recipe. Practice recipes at home where possible – give feedback on sensory qualities and adaptations.

Spring Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students

January to February	<p>NCFE Level 2 Food and Cookery Unit 4 Plan and produce dishes in response to a brief – continue. Prepare and present a 3 course meal for guests.</p> <ul style="list-style-type: none"> • Be able to prepare and make the dishes on the menu The learner can: Demonstrate how to prepare themselves and environment for cooking • Apply the plan to make the dishes on the menu • Demonstrate cooking skills to make the dishes on the menu • Demonstrate safe and hygienic working practices throughout 	<p>Produce a range of recipes and put together a portfolio of photos and evaluations.</p> <p>Invite guests to sample recipes and get feedback on sensory qualities/ changes and adaptations.</p>	<p>Help research recipes at home.</p> <p>Assist with planning of the recipe.</p> <p>Practice recipes at home where possible – give feedback on sensory qualities and adaptations.</p>
March –April	<p>NCFE LEVEL 2 Food and Cookery Folder marking and feedback. Moderation.</p> <p>Students to respond to generic and personal feedback to improve marks and catch up on missed work.</p> <p>NCFE Level 2 Food and Cookery Exam Revision.</p> <p>Second attempt at the exam.</p> <p>Mock 2 given.</p> <p>Second revision booklet.</p> <p>Tuesday study sessions if required.</p> <p>Time given to improve work. Peer, self and teacher assessment and moderation.</p>	<p>Completed portfolio of evidence unit 1-4.</p>	<p>Help research recipes at home.</p> <p>Assist with planning of the recipe.</p> <p>Practice recipes at home where possible – give feedback on sensory qualities and adaptations.</p>

Summer Term	<p>Topics Studied</p> <p>Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year</p>	<p>Home works / APP assessments / controlled assessments, trips etc.</p>	<p>How parents could support students</p>
April – May	<p>NCFE LEVEL 2 Food and Cookery Folder marking and feedback. Moderation.</p> <p>Students to respond to generic and personal feedback to improve marks and catch up on missed work.</p> <p>NCFE Level 2 Food and Cookery Exam Revision.</p> <p>Second attempt at the exam.</p>	<p>Completed portfolio of evidence unit 1-4.</p>	<p>Support to complete portfolio & make improvements.</p>

	<p>Mock 2 given.</p> <p>Second revision booklet.</p> <p>Tuesday study sessions if required.</p> <p>Time given to improve work. Peer, self and teacher assessment and moderation.</p>		
June-July	<p>NCFE LEVEL 2 Food and Cookery Folder marking and feedback. Moderation.</p> <p>Students to respond to generic and personal feedback to improve marks and catch up on missed work.</p> <p>NCFE Level 2 Food and Cookery Exam Revision.</p> <p>Second attempt at the exam.</p> <p>Mock 2 given.</p> <p>Second revision booklet.</p> <p>Tuesday study sessions if required.</p> <p>Time given to improve work. Peer, self and teacher assessment and moderation.</p>	Completed portfolio of evidence unit 1-4.	Support to complete portfolio & make improvements

French (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Travel and Tourism</p> <p>Module 7 Tourism</p> <p>Topic: Tourisme</p> <p><i>Revising plans for holidays and understanding forecasts</i></p> <p>Unit 1 Choisir un hôtel en France</p> <p><i>Understanding information about hotels</i></p> <p>Unit 2 Mes projets pour les vacances</p> <p><i>Describing holiday plans</i></p> <p>Unit 3 Camping la Forêt</p> <p><i>Describing past and future holidays</i></p> <p>Unit 4 Visitez la Côte d'Armor</p> <p><i>Describing a destination</i></p> <p>Unité 5 La nourriture</p> <p><i>Describing food</i></p> <p>Unité 6 Plage, mer et Soleil</p> <p><i>Describing holidays</i></p> <p>Unité 7 L'année dernière</p> <p><i>Describing past holidays</i></p> <p>Business, work and employment</p>	<p>Controlled assessment – 3rd speaking</p> <p>Use of websites to learn and revise contents about the topics.</p>	<p>PowerPoints, vocab help for coursework</p> <p>In VLE/French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages</p>
November – December	<p>Topic Free time and Leisure</p> <p><i>Talking about shopping clothes, food and going out.</i></p> <p>Module 4 Allons-y!</p> <p>Unit 1 On ira au festival de rock!</p> <p><i>Talking about Plans to go out with friends.</i></p> <p>Unit 2. Bon voyage!</p> <p><i>Talking travel arrangements.</i></p> <p>Unit 3. Ça me va!</p> <p><i>Talking about buying clothes.</i></p> <p>Unit 4. C'est la fête! <i>Describing Special occasions.</i></p> <p>Unit 5. À la mode. <i>Talking about fashion.</i></p> <p>Revision module 1 Moi <i>Talking about yourself and other people</i></p> <p>Revision module 6 Il faut bosser! <i>Talking about jobs and money</i></p> <p>Reading and Listening skills</p>	<p>Reading and listening skills focus from Samlearning and BBC Bitesize</p> <p>Re-sitting of some of their exams if needed</p>	<p>Encourage students to learn vocab and practise exam questions on the relevant topics on BBC Bitesize and Samlearning.</p>
Spring Term			

January to February	<p>Topic – Free time activities for teenages</p> <p>Module 2 Mon temps libre <i>Discussing about leisure activities for teenagers</i></p> <p>Unit 1. Qu'est-ce qu'on fait? <i>Discussing TV and cinema</i></p> <p>Unit 2. Ça te dit? <i>Talking Aboutgoing outs.</i></p> <p>Unit 3. Ce n'était pas mal. <i>Describing what you did.</i></p> <p>Unit 4. Il s'agit de quoi? <i>Describing what you saw or did</i></p> <p>Unit 5. Toujours le sport! <i>Describing a sporting event</i></p> <p>Unit 6. La technologie est partout! <i>Talking about new technologie</i></p>	<p>Revision</p> <p>Reading and listening skills focus</p> <p>Vocabulary test/Mind maps/Mock papers etc...</p> <p>Revision</p> <p>Reading and listening skills focus from Samlearning</p> <p>Re-sitting of some of their exams if needed</p>	<p>PowerPoints, vocab help for coursework</p> <p>In VLE/French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French /GCSE Bitesize</p>
	<p>Revision Module 3 Là où j'habite <i>Talking about local area</i></p>		
February –April	<p>Topic - Lifestyles</p> <p>Module 8 Mode de vie. <i>Revision about food, drink and parts of the body</i></p> <p>Discussing about different lifestyles</p> <p>Unit 1 Ça ne va pas <i>Talking what is wrong with you</i></p> <p>Unit 2 Garder la forme <i>Talking about a healthy lifestyle</i></p> <p>Unit 3 La dépendance <i>Discussing adiction and other problems</i></p> <p>Unit 4 Veux-tu te marier? <i>Talking about family relationships</i></p> <p>Unit 5 À la une <i>Understanding new stories</i></p> <p>Mock revision</p> <p>Revision of past papers on reading and listening skills.</p>	<p>Revision</p> <p>Reading and listening skills focus</p> <p>Vocabulary test/Mind maps/Mock papers etc...</p>	<p>PowerPoints, vocab help for coursework</p> <p>In VLE/French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French /GCSE Bitesize</p>
Summer Term			
April to May	<p>Module 5 Work and Employment Topic: Le collège. <i>Revising types of schools and differences in other countries</i></p> <p>Unit 1 La formation <i>Describing schools.</i></p> <p>Unit 2 Ma journée, aujourd'hui et hier. <i>Talking about timetable.</i></p> <p>Unit 3 Vive la différence! <i>Comparing schools in France and UK</i></p> <p>Unit 4 Respectez les consignes! <i>Describing School rules and pressures.</i></p> <p>Unit 5 Que feras-tu? <i>Describing future plans</i></p>	<p>Revision</p> <p>Reading and listening skills focus</p> <p>Vocabulary test/Mind Maps / Mock papers etc...</p>	<p>PowerPoints, vocab help for coursework</p> <p>In VLE/French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French /GCSE Bitesize</p>

June to July	Mock revision Final GCSE Listening and Reading skills exams	Revision Reading and listening skills focus Vocabulary test/Mind Maps / Mock papers etc...	PowerPoints, vocab help for coursework In VLE/French dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French /GCSE Bitesize
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Geography (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term	Students will be working on their controlled assessment task, based on the fielded work that was conducted in the summer term. Afterwards, they will be studying content to be assessed in their Unit 2 paper of their Edexcel geography GCSE. Population is the first topic on this exam and includes sections such as global population increase, population change, patterns and migration.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly, through mock exam questions. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students should focus on developing their exam technique through the use of past questions. They are able to access BBC Bitesize which can help with this. Revision guides have been ordered by the department and will be available shortly, priced at £3.99.
Spring Term	Students are now studying content to be assessed in their Unit 2 paper of their Edexcel geography GCSE. The demand on our resources and the developments of renewable energies is our first focus, moving on to developments and industry in our rapidly changing world.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly, through mock exam questions. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students should focus on developing their exam technique through the use of past questions. They are able to access BBC Bitesize which can help with this. Revision guides have been ordered by the

			department and will be available shortly, priced at £3.99.

History (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
September to October	<ul style="list-style-type: none"> • Write up of notes for Section A • Write up of notes for section A • Practise write up of section A • Annotation of Representations and writing up notes for B and C • Annotation of Representations and writing up notes for B and C • Practice Write up of Sections B and C • Final write up of Controlled Assessment 	<p>Mock of Controlled Assessment on Northern Ireland.</p> <p>Ongoing weekly exam question practice.</p>	<p>Visits to libraries, BBC Bitesize revision, the use of the MLE's revision materials and past papers. Also Wednesday afternoon revision sessions (3:00 pm – 4:00 pm)</p> <p>Ensure attendance at Controlled Assessment Saturday sessions, and Easter revision sessions.</p>
November to December	<ul style="list-style-type: none"> • A woman's place • The Women's societies • Militancy and Protest • Source skills – exam questions in text book. • Reactions to the Suffragettes and Source skills • Britain in 1906 • Helping the young • Helping the sick, elderly and unemployed • The BEF, Schlieffen Plan • Trench warfare • New weapons • Trench warfare • The Somme • The end of WW1 • Mock exam on The role of women in World War I 	<p>Practise sessions in class before mock exam – there will also be a Saturday revision opportunity, if necessary, after Christmas.</p> <p>Ongoing weekly exam question practice.</p> <p>Voluntary Friday intervention sessions for exam practise and mock exam</p> <p>Mock exam – Paper 3 – The role of women in WW1 sources paper Paper 1 – International Relations 1918 - 1956</p>	<p>Visits to libraries, BBC Bitesize revision, the use of the MLE's revision materials and past papers. Also Wednesday afternoon revision sessions (3:00 pm – 4:00 pm)</p> <p>Ensure attendance at Controlled Assessment Saturday sessions, and Easter revision sessions.</p>
Spring term			
January to February	<ul style="list-style-type: none"> • DoRA and Recruitment • Conscientious objectors • Rationing • Role of Women in WW1 • Equality for women • Industrial Unrest 	<p>Saturday revision/catch up opportunities for students still not meeting target grade.</p> <p>Ongoing weekly exam question practice.</p>	<p>Visits to libraries, BBC Bitesize revision, the use of the MLE's revision materials and past papers. Also Wednesday afternoon</p>

	<ul style="list-style-type: none"> • Unrest in the mines • General Strike • Assessment – Paper 3 exam paper • Treaty of Versailles • Weimar Constitution • Economic problems 1918-23 	<p>Voluntary Friday intervention sessions for exam practise and mock exam</p> <p>If class time allows, Practice exam paper – Paper 3 – Liberal Reforms or the Home Front in World War I – sources paper</p> <p>Paper 1 – International Relations 1918 - 1956</p>	<p>revision sessions (3:00 pm – 4:00 pm)</p> <p>Ensure attendance at Controlled Assessment Saturday sessions, and Easter revision sessions.</p>
February to March	<ul style="list-style-type: none"> • Political problems 1918-23 • Weimar recovery – The Stresemann era 1924 – 1929 • Economic crisis 1929- 1932 – the Depression • Birth of the Nazis 1919-23 • The Munich Putsch 1923 • The rebirth of Nazism 1924 • Nazi organisation 1924-1929 • Nazi support grows 1929-1932 • The Nazis win power 1932-33 • The removal of opposition 1933-1934 • The Nazi Police state • Censorship and propaganda • Youth and education in Nazi Germany • Women in Nazi Germany 1933-1939 	<p>Half term and Easter revision sessions</p> <p>Ongoing weekly exam question practice.</p> <p>Voluntary Friday intervention sessions for exam practise and mock exam</p> <p>Mock exam – Paper 3 – Industrial Relations or Germany 1919 - 1939 sources paper</p>	<p>Visits to libraries, BBC Bitesize revision, the use of the MLE’s revision materials and past papers. Also Wednesday afternoon revision sessions (3:00 pm – 4:00 pm)</p> <p>Ensure attendance at Controlled Assessment Saturday sessions, and Easter revision sessions.</p>
Summer Term			
April to May	<ul style="list-style-type: none"> • Work, employment and the standard of living 1933-1939 • Persecution of minorities 1933-1939 • Revision and practise papers in class, up to start of exams in May 	<p>Half term and Easter revision sessions</p> <p>Voluntary Friday intervention sessions for exam practise.</p> <p>Ongoing weekly exam question practice.</p>	<p>Visits to libraries, BBC Bitesize revision, the use of the MLE’s revision materials and past papers. Also Wednesday afternoon revision sessions (3:00 pm – 4:00 pm)</p> <p>Ensure attendance at Controlled Assessment Saturday sessions, and Easter revision sessions.</p>
May/June to July	<ul style="list-style-type: none"> • Revision sessions before each exam paper 		

Maths (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 10

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Algebra 5 Revision of solving equations, solving simultaneous equations algebraically (and linking to the graphical solution) revision of factorising simple quadratics and solving simple quadratic equations by factorising. Changing the subject of a formula in simple cases and extending to formulas involving squares and where the subject appears twice.</p> <p>Data 4 Averages: Mean, mode, median and measures of spread: range, inter-quartile range. Pupils will need to work on problems involving finding missing numbers where averages are given and where means are given for two sets of data and an overall mean is to be found. For grouped data: finding the modal class, estimating the mean by calculation and finding the class interval where the median lies.</p> <p>Number 4 Indices, fractional and negative powers, a range of problems involving standard form with and without a calculator.</p>	Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.	Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD
November – December	<p>Data 5 Drawing quadratic graphs and cubic graphs. Using graphs to solve equations. Recognise the shapes of linear, quadratic and cubic graphs</p> <p>Shape Pythagoras theorem and Trigonometry in right angles triangles. A range of problems including worded problems where triangles need to be sketched first. Problems involving ladders, diagonals in rectangles, compass directions, angles of elevation and depression.</p>	Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.	Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD
Spring Term			
January to February	<u>Revision- Mocks in February</u>	Revision packs will be provided and it is essential that they are used for homework in preparation to the GCSE exams	
March –April	Revision Mocks in April	Revision packs will be provided and it is essential that they are used for homework in preparation to the GCSE exams	
Summer Term			
April – May	Revision	Revision packs will be provided and it is essential that they are used for homework in preparation to the GCSE exams	
June-July	GCSE exams		

Media Studies (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A	<p>Unit 4 Responding to a Brief Double Award</p> <p>Research and Planning Client Questionnaire Analysis of Client Questionnaire Market Research Audience Questionnaire Focus Group Research into current campaigns Research into Slogans and Logos</p> <p>Planning Initial storyboard for poster Storyboard for tv advert</p>	<ul style="list-style-type: none"> • Homework: Analyse and label Magazine Front Cover • Homework: Complete Storyboard of own Magazine • Peer Assessment of First Draft • Labelling of Keywords for their own Magazine Front Cover • Self Assessment • Evaluation 	Parents will be used as part of focus group feedback.
B	<ul style="list-style-type: none"> • Production Stages for Unit 4 <p>Creating the products for Market Campaign Focus group feedback on initial products Evaluation on final products</p> <p>Revisit previous courseworks for Unit 2.</p>	Homework: Make improvements to coursework.	
Spring Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A	<p>Introduction to Exam Topic Television Gameshows for 2017</p> <p>Research into gameshows Introduction to Institution Understanding ethos and mission statement of TV Channels Research into Audience needs and target audience. Understanding the concept of hosts and television scheduling</p> <p>Students to create their own game show form for sales pitch and exam prep.</p>	<p>Homework: Research One Game show for 5 different channels</p> <p>Homework: research televisions channels and find out their channel ethos and mission statement.</p> <p>Assessment will be based around past paper question answers.</p>	Parents will watch gameshows with students and share their thoughts on how the gameshow appeals to them as an audience.
B	Exam revision and final touch up to coursework	<p>Exam Past Paper marking and Final grading of coursework.</p> <p>Coursework Moderation</p>	Parents to monitor the revision and effort of past papers at home.

Music (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work, trips.	How parents could support students
September to October	Students will be completing all controlled assessment: <ul style="list-style-type: none"> • Solo performance – recorded by 4th November • Unit 1 Composition – recorded by 16th December. • Unit 2 Composition – recorded by 16th December. Students will continue to regularly complete a creative task practice exam stimulus for their chosen instrument	Assessment: Students progress on controlled assessment is carefully monitored to ensure all students complete work to the highest possible standard. Students will receive feedback for every creative task stimulus completed. Homework: Practise all practical work at home or in the music department. Learn all features of the Areas of Study for the final listening exam.	Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Check students are accessing all materials on the VLE.
November – December	Students will be completing all controlled assessment: <ul style="list-style-type: none"> • Solo performance – recorded by 4th November • Unit 1 Composition – recorded by 16th December. • Unit 2 Composition – recorded by 16th December. Students will continue to regularly complete a creative task practice exam stimulus for their chosen instrument	Assessment: Students progress on controlled assessment is carefully monitored to ensure all students complete work to the highest possible standard. Students will receive feedback for every creative task stimulus completed. Homework: Practise all practical work at home or in the music department. Learn all features of the Areas of Study for the final listening exam.	Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Check students are accessing all materials on the VLE.
Spring Term			
January to February	Students will continue with regular weekly practice for the creative task exam. All Areas of Study will be revised with students in preparation for their final listening exam.	Assessment: Students will receive feedback for every creative task stimulus completed. Regular exam style listening questions and past papers will be completed. Homework: Practise all practical work at home or in the music department. Learn all features	Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Check students are accessing all materials on the VLE.

		of the Areas of Study for the final listening exam.	
March – April	<p><u>Final Creative Task exam – date TBC</u></p> <p>Students will continue to prepare for their final creative task exam. All Areas of Study will be revised with students in preparation for their final listening exam.</p>	<p>Assessment: Students will receive feedback for every creative task stimulus completed. Regular exam style listening questions and past papers will be completed.</p> <p>Homework: Practise all practical work at home or in the music department. Learn all features of the Areas of Study for the final listening exam.</p>	Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Check students are accessing all materials on the VLE.
Summer Term			
April – May	All Areas of Study will be revised with students in preparation for their final listening exam.	Homework: Learn all features of the Areas of Study for the final listening exam.	Check students are accessing all materials on the VLE and completing regular revision. Test students on the features of the genres in each Area of Study.
June-July	<u>Final Listening Exam</u>		

PE (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>TOPIC 1.2.2: A healthy, active lifestyle and your cardiovascular system The impact of a healthy active lifestyle on your cardiovascular system. The immediate and short-term effects of participation in exercise and physical activity The effects of regular and long-term participation in exercise and physical activity The need for rest and recovery time. About diet and the cardiovascular system, HDL and LDL PRACTICAL: Students develop advanced skills in their 4 chosen sports. They conduct regular AOP and record results. They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.</p>	<p>HW: <u>Cardiovascular adaptations</u> <u>Blood pressure and cholesterol.</u></p> <p>Controlled assessment: Component 2.2.5: Plan a Personal Exercise Programme (PEP)</p> <p>Produce clear and ample evidence of a well-designed Personal Exercise Programme which shows improvement in their personal fitness over a 6-week period, taking their performance to a higher level. Students' work will show sound grammar, spelling and punctuation and appropriate technical language will be used accurately</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
November – December	<p>TOPIC 1.2.3: A healthy, active lifestyle and your respiratory system The immediate and short-term effects of participation in exercise and physical activity. The long-term effects of regular participation in exercise and physical activity. The need for rest and recovery time. TOPIC 1.2.1: Physical activity and your healthy mind and body The different body types (somatotypes): endomorph, mesomorph, ectomorph. The effect each can have on participation and performance Be able to identify activities where different body types are an advantage. Understand optimum weight, why it varies according to height, gender, bone structure and muscle girth, and how it can affect performance and participation in physical activity. You should also be able to explain the terms: anorexic, obese, overfat, overweight, underweight (and how these conditions may affect physical activity), risk assessment, kit, equipment, readiness, rules, clothing and balanced competition. PRACTICAL: Students develop advanced skills in their 4 chosen sports. They conduct regular AOP and record results. They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.</p>	<p>HW: <u>Respiratory system adaptations.</u> <u>Redistribution of blood flow</u> <u>Factors affecting optimum weight.</u></p> <p>End of unit test: TOPIC 1.2.2: A healthy, active lifestyle and your cardiovascular system/ TOPIC 1.2.3: A healthy, active lifestyle and your respiratory system/ TOPIC 1.2.1: Physical activity and your healthy mind and body</p> <p>Controlled assessment: Component 2.2.5: Plan a Personal Exercise Programme (PEP)</p> <p>Produce clear and ample evidence of a well-designed Personal Exercise Programme which shows improvement in their personal fitness over a 6-week period, taking their performance to a higher level. Students' work will show sound grammar, spelling and punctuation and appropriate technical language will be used accurately</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
Spring Term			
January to February	<p>TOPIC 1.2.1: Physical activity and your healthy mind and body The effects of recreational drugs on the respiratory system and cardiovascular system. The effects of performance enhancing drugs, such as steroids, EPO, Narcotic analgesics. THEORY: TOPIC 1.2.4: A healthy, active lifestyle and your muscular system/ TOPIC 1.2.5: A healthy, active lifestyle and your skeletal system The potential for injuries such as fractures and their treatment</p>	<p>HW: <u>Exam preparation practise</u> <u>questions SAM learning etc.</u></p>	<p>Ensure that child is attending intervention sessions. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning.</p>

	<p>The potential for injuries such as muscle strain and muscle atrophy and their treatment using common techniques. Risk in sport assessing.</p> <p>PRACTICAL: Students develop advanced skills in their 4 chosen sports. They conduct regular AOP and record results. They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity</p>		Encourage child to attend extra-curricular activities
March –April	<p>THEORY: Preparation for exam Application of knowledge Long answer questions. Exam technique.</p> <p>ANALYSIS OF PERFORMANCE: Students prepare for practical exam by conducting following for their chosen sport: Component 2.2.1: Rules, regulations and terminology Component 2.2.2: Observe and analyse performance Component 2.2.3: Evaluate performance Component 2.2.4: Plan strategies, tactics and practices</p> <p>PRACTICAL: Students to develop skills in their 4 chosen sports aiming to work at a level 9-10.</p>	<p>Controlled Assessment: Analysis of performance for chosen sport.</p> <p>Final Practical Assessment (Moderation)</p>	<p>Ensure that child is attending intervention sessions. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
Summer Term			
April – May	<p>THEORY: Preparation for exam Application of knowledge Long answer questions. Exam technique.</p>	FINAL EXAM (THEORY)	
June-July			

Product Design (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	During this half term student will be working on A551: Developing and applying Design Skills Unit. The students have picked a theme to design and will have to design a product that is innovative.	Homework done at home will become part of their coursework folder Technologystudent.com (Product Design Section) Bbcbitesize.com	Reinforce the need for revision each week.
November – December	The coursework will include all the areas of the design process and present the final design as professional drawings using CAD. They will be required to submit a complete folder based on a design task given by the exam board. This coursework is worth 30% and must be completed in lesson over a 20 hour time period. Students will complete a number of practise tasks based on Hodder Education before completing this coursework.		Students attending Intervention Classes.
Spring Term			
January to February	Students will complete the Unit A551 and receive feedback during this term. They will use the skills covered in Term 1 to ensure that they have met the requirements for coursework.	Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Bbcbitesize.com	Reinforce the need for revision each week.
March			
Summer Term			
April – May	This term, the focus will be on the modelling Exam and the written exam. These Units are worth 40% and are heavily design based. In order to prepare for the written exam students will have to do the following: Students will have to study their chosen iconic designers and identify: <ul style="list-style-type: none"> • What made the designer influential, • What made the product so influential? 	Students need to revise on www.technologystudent.com in their own time.	Reinforce the need for revision each week.
June	Students will also need to practise their drawing skills in order to ensure that they are ready for the exam. Revision cards and exam questions will be supplied and covered in lesson. In order to prepare for the modelling exam students will be designing and creating models during lesson time. Students will also need to practise these skills at home.		Reinforce the need for revision each week.

Religious Studies (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 2

	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn term 1	Matters of life and death part 1 Students consider the issues that can be considered life and death. Students examine the religious teachings on life after death and abortion.	<u>Homework</u> Students learn the key words and continue to develop exam technique through practice question. <u>APP</u> A GCSE exam question	Assist students in learning the key words. Purchase a revision guide and workbook from school.
Autumn term 2	Matters of life and death part 2. Students continue to explore the matters of life and death. This includes religious attitudes towards euthanasia and how these issues are covered by the media.	<u>Homework</u> Students learn the key words and continue to develop exam technique through practice question. <u>APP</u> A GCSE exam question	Assist students in learning the key words. Purchase a revision guide and workbook from school.
Spring term 1	Rights and Responsibilities part 1. Students explore the topic of rights and responsibilities such as why sacred texts have such an authority over religious believers and how people make their moral decisions.	<u>Homework</u> Students learn the key words and continue to develop exam technique through practice question. <u>APP</u> A GCSE exam question	Assist students in learning the key words. Ensure work is revised outside of class
Spring term 2	Rights and Responsibilities part 2. Students continue to consider the topic of rights and responsibilities. This includes a study of Human rights and the UN declaration of human rights.	<u>Homework</u> Students learn the key words and continue to develop exam technique through practice question. <u>APP</u> A GCSE exam question	Assist students in learning the key words. Ensure work is revised outside of class
Summer term 1	Revision	<u>Homework</u>	Assist students in revising in

	<p>This half term will be taken revising the content of the course for the exam that takes place in May.</p>	<p>Students will be required to revise in preparation for their exam.</p> <p><u>APP</u></p> <p>There will not be an APP in this time as the exam takes place in May.</p>	<p>preparation for the exam.</p> <p>Ensure work is revised outside of class</p>
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Science (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 12 (11W1 & 11Y1) / 10 (all other groups)

Autumn Term	Topics studied (approx.. start and end dates)			Homework, APP, trips, etc.	How parents could support students.
Sept to Dec 2016	Year 11 Group	Subject	Controlled Assessments	Practice Exam papers on: Relevant Module for the group Weekly homework on SAM Learning , Complete relevant Doddle Learning Tasks [students have their own 'log ins'] Completion of Tassomai Task for the week [Students have their log-ins] Revision for Mock Exams Pre- Public Exam in December 6-Mark Extended questions Completion of 6 mark questions applicable to the module covered. This is to be taken from the Extended Questions booklet. Peer and self-assessment. Trips- O2 climb – October 2016 – TBC. St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.	Visits to libraries to extend learning outside of the class room. BBC Bitesize GCSE, SAM Learning, and Doddle Learning for revision materials and past papers. Assist students to prepare a revision timetable and to guide students through revision. Guide students to make mind maps for each module to aid revision. Make a glossary of keyword definitions from each module. Prepare Flash Cards for each module Visits to libraries to
	11w2,11x1, 11x2, 11y2 11z1 & 11z2	Biology Cells and simple cell transport <i>Cells and cell structure.</i> <i>Dissolved substances</i> Tissues, organs and organ systems <i>Animal and plant organs.</i> Photosynthesis, Organisms and their environment. <i>Distribution of organisms</i> <i>Proteins, enzymes, enzymes and digestion, uses of enzymes.</i> <i>Aerobic and Anaerobic Respiration</i> Chemistry Structure and Bonding <i>Ionic, Covalent Bonding, Formulae of ionic compounds.</i> <i>Metals</i> Structure and Properties <i>Simple molecules, Giant ionic structures, Giant covalent structures, Giant metallic structures, Properties of polymers, Nanoscience.</i> How Much? <i>Mass, Moles, percentage formulae, Equations, Yield, Reversible reactions, Analysing substances, Instrumental analysis</i> Reaction Rates <i>Collision theory and surface area</i> <i>Effect of temperature, effect of concentration or pressure</i> <i>Effect of catalyst</i>	Completion of Year 11 Controlled Assessments		

	<p><u>Physics [P2]</u> Forces and their Effects <i>Forces and Resultant Forces</i> <i>Speed, Velocity and Acceleration</i> <i>Forces and Braking</i> <i>Forces and Terminal Velocity</i></p> <p><u>Work, Energy, Power and momentum</u> <i>Forces and Energy</i> <i>Momentum</i></p> <p><u>Using Electricity</u> <i>Currents in electrical circuits, Static electricity, electrical circuits, Resistance, Current and Potential difference.</i> <i>Oscilloscope traces, Household electricity, Current, charge, energy and power.</i></p>		<p>Final Exam –June 2017</p> <p>Practice Exam papers on: Relevant Module for the group Weekly homework on SAM Learning, Complete relevant Doddle Learning Tasks [students have their own ‘log ins’] Completion of Tassomai Task for the week[Students have their log-ins]</p> <p>Revision for Mock Exams</p> <p>Pre- Public Exam in December</p> <p>6-Mark Extended questions</p> <p>Completion of 6 mark questions applicable to the module covered. This is to be taken from the Extended Questions booklet. Peer and self-assessment.</p> <p>Trips- O2 climb – October 2016 – TBC. St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam –June 2017</p> <p>Practice Exam papers on: Relevant Module for the group</p>	<p>extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Doddle Learning for revision materials and past papers.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module. Prepare Flash Cards for each module</p> <p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Doddle Learning for revision materials and past papers.</p> <p>Assist students to prepare a</p>
<p>11W1 & 11Y1 September 2016 to June 2017</p>	<p><u>Biology [B2]</u> Cells and simple cell transport <i>Cells and cell structure.</i> <i>Dissolved substances</i> Tissues, organs and organ systems <i>Animal and plant organs.</i> Photosynthesis, Organisms and their environment. <i>Distribution of organisms</i> <i>Proteins, enzymes, enzymes and digestion, uses of enzymes.</i> <i>Aerobic and Anaerobic Respiration</i> <i>Cell Division and Inheritance</i> <i>Genetic Disorders</i> <i>Speciation- Old and New Species</i></p> <p><u>Biology [B3]</u> <i>Movement of molecules in and out of cells.</i> <i>Transport systems in animals and Plants.</i> <i>Homeostasis.</i> <i>Humans and their environment.</i></p> <p><u>Chemistry [C2]</u> Structure and Bonding</p>	<p>Completion of Year 11 Triple Science Physics Controlled Assessments.</p> <p>Students will work to complete this by 15th Decemebr 2016</p> <p>Completion of Year 11 Triple Science Physics Controlled Assessments.</p>	<p>Final Exam –June 2017</p> <p>Practice Exam papers on: Relevant Module for the group</p>	

	<p><i>Ionic, Covalent Bonding, Formulae of ionic compounds. Metals</i></p> <p><u>Structure and Properties</u> <i>Simple molecules, Giant ionic structures, Giant covalent structures, Giant metallic structures, Properties of polymers, Nanoscience.</i></p> <p><u>How Much?</u> <i>Mass, Moles, percentage formulae, Equations, Yield, Reversible reactions, Analysing substances, Instrumental analysis</i></p> <p><u>Reaction Rates</u> <i>Collision theory and surface area Effect of temperature, effect of concentration or pressure Effect of catalyst</i></p> <p><u>Energy</u> <i>Exothermic and Endothermic reactions, Energy and reversible reactions Using energy transfers from reactions.</i></p> <p><u>Salts and Electrolysis</u> <i>Acids and alkali Making salts from metals or bases Making salts from solutions Electrolysis Electrolysis of brine Extraction of aluminium Electroplating</i></p> <p><u>Chemistry [C3]</u> The periodic table- <i>Early, modern, Group 1, 7 and Transition</i> <u>Water-</u> <i>Hardness, removing it and water treatment.</i> Energy Calculations- <i>energy level diagrams, calculations using bond energies.</i> <u>Analysis and synthesis-</u> <i>titrations, test for positive and negative ions, chemical equilibrium, making ammonia, Haber process and its economics.</i> <i>Organic Chemistry- Alcohols, carboxylic acids, esters</i></p>	<p>Students will work to complete this by 15th Decemebr2016.</p>	<p>Weekly homework on SAM Learning, Complete relevant Doddle Learning Tasks [students have their own 'log ins'] Completion of Tassomai Task for the week[Students have their log-ins]</p> <p>Revision for Mock Exams</p> <p>Pre- Public Exam in December</p> <p>6-Mark Extended questions</p> <p>Completion of 6 mark questions applicable to the module covered. This is to be taken from the Extended Questions booklet. Peer and self-assessment.</p> <p>Trips- O2 climb – October 2016 – TBC Final Exam –June 2017</p> <p>Practice Exam papers on: Relevant Module for the group Weekly homework on SAM Learning, Complete relevant Doddle Learning Tasks [students have their own 'log ins'] Completion of Tassomai Task for the week[Students have their log-ins]</p> <p>Revision for Mock Exams</p>	<p>revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module. Prepare Flash Cards for each module</p> <p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Doddle Learning for revision materials and past papers.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each module to aid revision.</p> <p>Make a glossary of</p>
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	<p><u>Physics [P2]</u> Forces and their Effects <i>Forces and Resultant Forces</i> <i>Speed, Velocity and Acceleration</i> <i>Forces and Braking</i> <i>Forces and Terminal Velocity</i></p> <p><u>Work, Energy, Power and momentum</u> <i>Forces and Energy</i> <i>Momentum</i></p> <p><u>Using Electricity</u> <i>Currents in electrical circuits,</i> <i>Static electricity, electrical circuits, Resistance, Current and Potential difference.</i> <i>Oscilloscope traces, Household electricity, Current, charge, energy and power.</i></p> <p><u>The Atom and Radioactivity-</u> <i>Atomic structure, atoms and radiation, uses of radioactivity</i> <i>Nuclear fission and Nuclear fusion.</i> <i>Life cycle of star</i></p> <p><u>Physics [P3]</u> <u>Medical applications of physics</u> <i>X-rays, CT scans, ultrasound, lenses, structure of the eye and camera, correcting vision, other applications of using light.</i></p> <p><u>Using Physics to make things work</u> <i>Centre of mass and stability, moments, hydraulics, circular motion</i></p> <p><u>Keeping things moving</u> <i>The motor effect, transformers</i></p>	<p>Completion of Year 11 Triple Science Physics Controlled Assessments.</p> <p>Students will work to complete this by 15th Decemebr2016</p>	<p>Pre- Public Exam in December</p> <p>6-Mark Extended questions</p> <p>Completion of 6 mark questions applicable to the module covered. This is to be taken from the Extended Questions booklet. Peer and self-assessment.</p> <p>Trips- O2 climb – October 2016 – TBC.</p> <p>St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam –June 2017</p>	<p>keyword definitions from each module. Prepare Flash Cards for each module</p> <p>Visits to libraries to extend learning outside of the class room.</p>
<p>Spring Term January to March 2017</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homework, APP, trips, etc.</p>	<p>How parents could support students.</p>	
<p>11w2,11x1, 11x2,</p>	<p><u>Biology</u> <u>Cell division and Inheritance</u></p>	<p>Practice Exam papers on:</p>	<p>Visits to libraries to</p>	

<p>11y2 11z1 & 11z2</p>	<p><i>Cell Division, Genetic Variation, Genetic disorders</i></p> <p><u>Speciation</u> <i>Old and New Species.</i></p> <p><u>Chemistry</u> <u>Salts and Electrolysis</u> <i>Acids and alkali</i> <i>Making salts from metals or bases</i> <i>Making salts from solutions</i> <i>Electrolysis</i> <i>Electrolysis of brine</i> <i>Extraction of aluminium</i> <i>Electroplating</i></p> <p><u>Energy</u> <i>Exothermic and Endothermic reactions, Energy and reversible reactions</i> <i>Using energy transfers from reactions.</i></p> <p><u>Physics</u> <u>The atom and Radioactivity</u> <i>Atomic structure</i> <i>Atoms and radiation</i> <i>Uses of radioactivity</i></p> <p><u>Nuclear Fission and Nuclear Fusion</u> <i>Fission and fusion</i> <i>Life cycle of a star</i></p>	<p>Relevant Module for the group Weekly homework on SAM Learning, Complete relevant Doddle Learning Tasks [students have their own 'log ins'] Completion of Tassomai Task for the week[Students have their log-ins]</p> <p>Revision for Mock Exams</p> <p>Pre- Public Exam in December</p> <p>6-Mark Extended questions Completion of 6 mark questions applicable to the module covered. This is to be taken from the Extended Questions booklet. Peer and self-assessment.</p> <p>Trips- O2 climb – October 2016 – TBC. St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam –June 2017</p>	<p>extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Doddle Learning for revision materials and past papers.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module. Prepare Flash Cards for each module</p>
<p>Summer Term</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homework, APP, trips, etc.</p>	<p>How parents could support students.</p>
<p>April to June 2017</p>	<p>Revision and Exams <i>Revision using Power points, Class Notes, Revision Guides, Past Exam papers and Marking schemes, My GCSE Science website videos.</i></p>		<p>Revision for Exams</p>

Spanish (Year 11) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Septembre to October	<p>Travel and Tourism</p> <p>Modulo 1 De vacaciones Repaso 1 - ¿Adónde fuiste? Talking about where you went.</p> <p>Modulo 2 De paseo por Sevilla Repaso 2 - En ruta. Talking about means of transports.</p> <p>Modulo 1 De vacaciones Unit 1 - ¿Qué tal tus vacaciones? Talking about the holidays and weather. Unit 2_ – ¿Qué tal el hotel? Describing accommodation. Talking about holidays and weather. Unit 3 – Buenas vacaciones. Talking about holidays activities. Unit 4 – En el hotel. Booking a hotel room. Unit 5 – Reclamaciones. Making complaints in a hotel.</p> <p>Prueba oral – WRITING</p>	<p>Controlled assessment – 1st writing (w/c 14th October 2014)</p>	<p>PowerPoints, vocab help for coursework In MLE/Spanish Dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish –La vida loca/GCSE Bitesize EXTRA ESPANOL (YouTube)</p>
November to Decembre	<p>Modulo 3 School</p> <p>Modulo 3 – A clase Repaso 1- Las asignaturas. <i>Giving opinions in school subjects.</i> Repaso 2 – En clase. <i>Describing your school routine.</i> Unit 1. ¿Cómo es tu insti? <i>Producing descriptions of school life.</i> Unit 2. Las normas del Insti. <i>Describing school uniform and rules.</i> Unit 3. <i>Los profesores.</i> Describing teachers using comparatives sentences. Unit 4. <i>El acoso escolar.</i> <i>Describing pressures problems</i> Unit 5. <i>El cole del future.</i> <i>Describing The school of the future</i></p>	<p>Revision Rea& Lis Skills Focus Vocab test/ Mind Maps/ Mock papers etc...</p>	<p>PowerPoints help for coursework in the VLE Use of websites to learn and to revise contents. Linguascope/ Sam Learning/ BBC Languages_ Mi vida loca/ GCSE Bitesize/ Extra espanol YouTube</p>

Spring Term January to February	General interest – myself and others Modulo 4 ¡Perdidos! Repaso Mi familia Talking about Your family. Unit 1 Los supervivientes. Talking About your family Unit 2. La vida cotidianda. Talking about daily routine. Unit 3. Las tareas. Talking about Chores. Unt 4. Otro accidente. Talking about people’s personalities. Unit 5. Un año después. Talking about experiences and hopes. Prueba oral. Talking about family		PowerPoints, vocab help for coursework In VLE/Spanish dictionary to learn and revise contents Use of websites Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca/GCSE/ BITESIZE
March to April	General interest – myself and others Modulo 7 ¡Viva mi barrio! Repaso Hogar dulce hogar Talking about your home Unit 1 como es tu casa?. Talking About different types of houses. Unit 2. Mi barrio. Talking about your neighbourhood Unit 3. Mi ciudad hoy y manana. Talking about how you would change your city Unt 4. El centro comercial. Shopping for clothing. Unit 5. Regalos y quejas. Giving presents and making complaints. Prueba oral. Talking about your area		PowerPoints, vocab help for coursework In VLE/Spanish dictionary to learn and revise contents Use of websites Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca/GCSE/ BITESIZE
Summer Term			
April to July	Intervention/Catch up with work underachievers Extra revision Reading and listening skills for on track students/ past papers	Revision Reading And Listening Skills Focus Vocabulary test/ Mind maps/ Mock papers, etc...	Preparation for Final Exam (Reading & Listening)