



scruffiness - her looks and bearing sort of unusual, a
nut.
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
followed her. She came over. Every eye in the place
I was wrong. 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 unbelievable 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 gugging 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. "I'm Gail."
"Hi, Gail. Just linked, right?"
"Right."
"Please! Don't tell me if you don't want."
"Gladly!"
"Ah-ha. Every woman!"
"Yes. Sogfather."
"Ah - say no more."
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, woman. Link." she
murmured. "I don't know what to do. Sit at her end
of the street."
"You learn, Gail. That's all." (Oh yeah I learned a whole
inside my head. What about your dependence on
Ginger, then - that kept in check? 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.)



English (Year 11) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
Dec to April 2017-2018	<p>AQA Language Scheme 3</p> <p>In this unit students will explore how the writer's choice of language and structure create effect. It will also assess their comprehension skills and their ability to write for a range of purposes.</p> <p>Revision: OCR Literature: Prose: Dr Jekyll and Mr Hyde OCR Literature: Drama: An Inspector Calls OCR Literature: Poetry: Conflict Cluster OCR Literature: Drama: Romeo and Juliet</p>	Students will display the mastery of skills through completing: past papers; exam based questions.	<p>Buy newspapers and discuss key aspects of articles within them.</p> <p>Read fiction texts with your child and discuss how the writer creates emotion within the reader.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p>
Spring Term			
Dec to June 2017-2018	<p>Spoken Language Retakes</p> <p>Exam Feedback</p> <p>Revision: OCR Literature: Prose: Dr Jekyll and Mr Hyde OCR Literature: Drama: An Inspector Calls OCR Literature: Poetry: Conflict Cluster AQA Language</p>	Students will display the mastery of skills through completing: past papers; exam based questions.	Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.

Maths (Year 11) Curriculum Overview 2017-18

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 Mathswatch login works and ensure your child is using the website 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 Mathswatch login works and ensure your child is using the website 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	Revision- Mocks in February	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		

Science (Year 11) Curriculum Overview 2017-18

Periods per fortnight: 9 (for all groups)

Autumn Term Sept to Dec 2017/ Groups	Topics studied (approx.. start and end dates)	Homework, APP, trips, etc.	How parents could support students.
11yz1,11yz2,1 1yz3,11yz4 11wx1,11wx2, 11wx3 **11wxPhy (Separate Science)	<p>Subject Biology <i>DNA and Genome</i> <i>Chromosomes and cell division</i> <i>Mitosis and cell cycle</i> <i>Genetic Inheritance</i> <i>Sex determination</i> <i>Inherited disorders</i> <i>Selective breeding</i> <i>Genetic Engineering</i> <i>Natural selection</i> <i>Evolution and Variation</i> <i>Evidence of Evolution</i></p> <p>Chemistry Revision of Atomic Structure- <i>Elements and compounds, atoms,</i> <i>formulae and equations, mixtures.</i> <i>Chemical quantities and calculations-</i> <i>Relative formula mass</i> <i>Mass changes when gases are in</i> <i>reactions</i> <i>Chemical measurements and</i> <i>uncertainties</i> <i>Moles</i> <i>Amounts of substances in equations</i> <i>Using moles to balance equations</i> <i>Concentrations of solutions</i> <i>Atom economy (Separate Science)</i> <i>Using concentrations of solutions</i> <i>(Separate Science)</i> <i>Amounts of substances in volumes of</i> <i>gases (Separate science).</i></p> <p>Energy Changes <i>Endothermic and exothermic reactions</i> <i>Reaction profiles</i> <i>Energy changes of reactions</i> <i>Cells and bateries</i> <i>Fuel cells.</i></p> <p>Physics Electromagnetism: <i>Magnetism and magnetic forces</i> <i>Compasses and magnetic fields</i> <i>The magnetic effect of a solenoid</i> <i>Calculating the force on a</i> <i>conductor(Higher)</i></p>	<p>Completion of 3.0% of Tassomai every week. www.tassomai.com [students have their log-ins] <i>Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook.</i> <i>[Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Biology: Pages: 20, 35, 57,66,70,72,84,85,86,106, 107.</p> <p>Chemistry: Pages: 88,90,92,102,104,110, 112, 113,120,128,129,134.</p> <p>Physics: Pages: 188,190,204,205, 206, 219,220,222, 226</p> <p>Complete the End of module tests on the topics covered this term from the Collins connect on-line textbooks (Biology, Chemistry, Physics).</p> <p>Complete relevant Doddle Learning Tasks [students have their own 'log ins']</p> <p>Revision for Pre-Public Exams. Attend intervention on a Wednesday.</p> <p>Pre- Public Exams 4th December 2018</p>	<p>Tassomai, Collins connect, Doddle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on the VLE is being used weekly.</p> <p>Guide students to make mind maps, concept maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Ensure a revision guide has been purchased on parent pay.</p>

	<p><i>Electric motors(Higher)</i> <i>Loudspeakers(Higher)</i> <i>The generator effect (Higher)</i> <i>Using the generator effect(Higher)</i> <i>**Transformers (Separate Science)</i></p> <p>Electricity: <i>Electric current</i> <i>Series and parallel circuits</i> <i>Investigating circuits</i> <i>Circuit components</i> <i>Control circuits</i> <i>Transmitting electricity</i> <i>Power and Energy Transfer</i> <i>Calculating Power</i> <i>**Static Electricity (Separate Science)</i> <i>**Electric fields (Separate Science)</i></p>	<p>Complete relevant week's task on the weekly study plan on the VLE.</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p>	
Spring Term January to March 2018/ Groups	Topics studied (approx.. start and end dates	Homework, APP, trips, etc.	How parents could support students.
<p>11yz1,11yz2,1 1yz3,11yz4 11wx1,11wx2, 11wx3</p> <p>**11wxPhy(Se parate Science)</p>	<p>Biology <i>Classification</i> <i>Extinction</i> <i>Resistant Bacteria</i> <i>Fossils</i> <i>Ecosystem</i> <i>Competing for resources</i> <i>Food chains and Trophic levels</i> <i>Biomass Transfer.</i> **In addition separate science will do the following: <i>Culturing microbes</i> <i>Plant defence responses</i> <i>Plant hormones control</i> <i>Uses of plant hormones</i> <i>Decomposition</i> <i>Trophic levels</i> <i>Pyramids of biomass</i> <i>Impact of environmental change</i> <i>Factors affecting food security</i> <i>Sustainable fisheries</i> <i>Farming techniques</i> <i>Role of Biotechnology</i></p>	<p>Completion of 3.0% of Tassomai every week. www.tassomai.com [students have their log-ins] <i>Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook.</i> <i>[Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Biology: Pages: 74,86,108.</p> <p>Chemistry: Pages:124,126,135, 153 **Pages: 126,135, 140,153, 155,175</p> <p>Physics:</p>	<p>Tassomai, Collins connect, Doodle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion. Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on the VLE is being used weekly</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p>

	<p><i>Cloning</i> <i>Theory of evolution.</i></p> <p><u>Chemistry</u> <u>The rate and extent of chemical change</u> <i>Measuring rates</i> <i>Calculating rates</i> <i>Factors affecting rates</i> <i>Collision theory</i> <i>Catalysts</i> <i>Reversible reactions and energy changes</i> <i>Equilibrium</i> **In addition Separate science will do the following: <i>Changing concentration and equilibrium</i> <i>Changing temperature and equilibrium</i> <i>Changing pressure and equilibrium.</i></p> <p><u>**Chemical analysis</u> <i>Formulations</i> <i>Chromatography</i> <i>Test for gases</i> <i>Flame tests</i> <i>Metal hydroxides</i> <i>Test for anions</i> <i>Instrumental methods</i> <i>Flame emission spectroscopy.</i></p> <p><u>Physics</u> <u>Waves</u> <i>Describing waves</i> <i>Transverse and Longitudinal</i> <i>Measuring wave speeds</i> <i>Reflection and refraction of waves</i> <i>The electromagnetic spectrum</i> <i>Reflection, refraction and wavefronts</i> <i>Gamma rays and x-rays</i> <i>Ultraviolet and infrared radiation</i> <i>Microwaves</i> <i>Radio and microwave communication</i> **In addition Separate science will do the following: <i>Sound waves</i> <i>Exploring sound waves</i> <i>Seismic waves</i> <i>Colour</i> <i>Lenses</i> <i>Images and magnification</i> <i>Emission and absorption of infrared radiation</i> <i>Temperature of the earth.</i></p> <p><u>**SPACE:</u> <i>The solar system</i></p>	<p>Pages: 182,184,202,218 **Pages: 186,203,219</p> <p>Complete the End of module tests on the topics covered this term from the Collins connect on-line textbooks (Biology, Chemistry, Physics).</p> <p>Complete relevant Doddle Learning Tasks [students have their own 'log ins']</p> <p>Revision for Pre-Public Exams</p> <p>Attend intervention on a Wednesday.</p> <p>Paper 2 Pre- Public Exam – January 2018</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p>	<p>Make a glossary of keyword definitions from each module.</p> <p>Ensure a revision guide has been purchased on parent pay.</p>
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	<p><i>Orbits of planets, moons and artificial satellites</i></p> <p><i>The sun and other stars</i></p> <p><i>Main sequence of a star</i></p> <p><i>Life cycles of stars</i></p> <p><i>How the elements are formed</i></p> <p><i>Red-shift.</i></p>		
<p>Summer Term. April to June 2018/ Group</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homework, APP, trips, etc.</p>	<p>How parents could support students.</p>
<p>11yz1,11yz2,11yz3,11yz4 11wx1,11wx2,11wx3.</p> <p>**11wxPhy(Seperate Science)</p>	<p>Biology: Complete and revise the following year 9 and year 10 topics: Cell Biology- <i>Looking at cells, Microscopes, Primitive cells, cell division, Cell differentiation, Cancer, Stem cells, living without oxygen.</i></p> <p>Photosynthesis: <i>Looking at photosynthesis, investigating leaves, increasing photosynthesis and food production. Looking at stomata.</i></p> <p>Moving and changing materials: <i>Explaining water movement</i> <i>Explaining enzymes</i> <i>Digestive system</i> <i>Exchange surfaces</i> <i>Blood, the heart and the circulatory system.</i></p> <p>Health matters: <i>Communicable diseases, analysing and evaluating data.</i> <i>Pathogens- Viral, bacterial and fungal diseases.</i></p> <p>Coordination and control: <i>Homeostasis, Nervous system, reflex actions, the brain, the eye, body temperature control, controlling blood glucose level, water balance, human reproduction, IVF, contraception, auxins.</i></p> <p>Chemistry: Atomic structure and the periodic table <i>Electronic structure</i> <i>The periodic table</i> <i>Developing the periodic table</i> <i>Metals and non-metals</i> <i>Exploring the Groups 0,1,7.</i></p> <p>Structure Bonding and properties of matter.</p>	<p>Completion of 3.0% of Tassomai every week. [students have their log-ins] <i>Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Biology: Pages: 16,18,20,22,34,35,40,42,44,46,48,,56,57,60,61,80,81,82.</p> <p>Chemistry: Pages: Pages:88,90, 110, 128, 129 Pages: 94,96,98,100, 111,112,129,130,136,138,154, 155,174.</p> <p>Physics: Pages: 158,160,162,164,178,179,198,199 **Pages: 166,168, 180</p> <p>Complete the End of module tests on the topics covered this term from the Collins connect on-line textbooks (Biology, Chemistry, Physics).</p> <p>Complete relevant Doddle Learning Tasks [students have their own 'log ins']</p> <p>Revision for Pre-Public Exams</p>	<p>Revision for Exams. Go over flash cards. Continue to do Tassomai.</p> <p>Tassomai, Collins connect, Doddle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion.</p> <p>Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on the VLE is being used weekly</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Ensure a revision guide has been purchased on parent pay.</p>

	<p><i>Chemical, ionic, covalent, metallic bonding, properties of ionic compounds.</i></p> <p><i>Polymer structures, Giant covalent structures, properties of metals and alloys, Diamond, graphite.</i></p> <p><i>Graphene and Fullerenes</i></p> <p><i>Nanoparticles, properties and uses.</i></p> <p><u>Hydrocarbons:</u></p> <p><i>Crude oil, hydrocarbons and alkanes.</i></p> <p><i>Fractional distillation and petrochemicals.</i></p> <p><i>Properties of hydrocarbons.</i></p> <p><i>Combustion, cracking and alkenes.</i></p> <p><u>Physics</u></p> <p><u>Energy</u></p> <p><i>Potential energy, Kinetic energy and Elastic potential energy.</i></p> <p><i>Work done, Energy transferred, power, energy efficiency.</i></p> <p><i>Specific heat capacity, energy resources.</i></p> <p><u>Particle model of matter</u></p> <p><i>Density, change of state.</i></p> <p><i>Internal energy, latent heat particle motion in gases.</i></p> <p><u>Atomic structure:</u></p> <p><i>Atomic structure, radioactive decay, nuclear equations, hazards and uses of radiation, uses of radiation in medicine, nuclear fission, nuclear fusion.</i></p> <p><u>Forces:</u></p> <p><i>Forces, speed, acceleration, velocity-time graphs, calculations of motion</i></p> <p><i>Weight and mass, forces and motion, resultant forces, forces and acceleration</i></p> <p><i>Newton's third law.</i></p> <p>Revision and Exams</p> <p><i>Revision using Power points, Class Notes, Revision Guides, Past Exam paper, Specimen paper and Marking schemes, My GCSE Science website videos.</i></p>	<p>Paper Pre- Public Exam in March.</p> <p>Complete relevant week's task on the weekly study plan on the VLE.</p> <p>Attend intervention on a Wednesday.</p> <p>Paper 2 Pre- Public Exam – March 2018</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p>	
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Art (Year 11) Curriculum Overview 2017-18

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>Continuing Personal Project</u></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 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<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>
November to December	<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</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>to use these periods to revise for other subjects.</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 2017-18

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><u>Activity 1</u></p> <ul style="list-style-type: none"> Logo Survey data Web banner Activity 1 review <p><u>Activity 2</u></p> <ul style="list-style-type: none"> Shelter model Shelter report Digital poster Activity 2 review <p><u>Activity 3</u></p> <ul style="list-style-type: none"> Video advert <ul style="list-style-type: none"> • Timeline and script document • Finished video advert Website <ul style="list-style-type: none"> • Storyboards • Structure diagram • Completed website Activity 3 review <p><u>Activity 4</u></p> <ul style="list-style-type: none"> Evaluation <p><u>Sources</u></p> <ul style="list-style-type: none"> Sources tables 	<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>	Go on to the Edexcel webpage and practice past papers
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>	Go on to the Edexcel webpage and practice past papers
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>	Go on to the Edexcel webpage and practice past papers
June to July			

Dance (Year 11) Curriculum Overview 2017-18

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	<u>Component 1 Performance and Choreography</u> Group dance workshop Choreography Lessons will be shared between the two dances.	HWK: Keep a diary of everything we study in class. Practise/ rehearse all practical work at home or in the studio. Go on the VLE to watch the set works. Quiz yourself on the set works. Use YouTube to view dance work which will inspire and develop you dance vocabulary.	Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner. Make sure they go on the VLE to watch and study the set works.
November – December	<u>Component 1 Performance and Choreography</u> Learn the 2 nd Set dance Scoop. Continue to complete the group dance and choreography, ready for the December mock exam. Study the 5 th Set work.	HWK: Practise/ rehearse all practical work at home or in the studio. Use YouTube to view dance work which will inspire and develop you dance vocabulary.	Encourage students to rehearse outside of lessons. Make sure they go on the VLE to watch and study the set works.
Spring Term			
January to February	Devise a timetable. Accurately mapping out when you will work on which dance. Use the detailed feedback on all practical work. An outside artist workshop. To inspire, encourage and develop students choreographically and technically.	<u>HMK</u> Practise, refine and further develop classwork in their own time.	Encourage students to rehearse outside of lessons.
March –April	2 nd Mock 2 nd March 2018 Use the feedback to finalise dance pieces. Final exam 28 th & 29 th March TBC	<u>HMK</u> Practise, refine, Practise, refine, Practise, refine.	Encourage students to rehearse outside of lessons.
Summer Term			
April – May	GCSE Dance showcase date TBC	<u>HMK</u>	Encourage students to

	<p>Possibly a 2nd theory workshop. To motivate and develop students' knowledge.</p> <p>Use the workbooks and the online question resource 'Heads Up', in final preparation for component 2 theory paper (40%)</p>	Preparation for the showcase	<p>rehearse outside of lessons.</p> <p>Make sure they go on the VLE to watch and study the set works.</p>
June-July	<p><u>Component 2 – Final written examination</u></p> <p>Date TBC</p>	<p><u>HMK</u></p> <p>Go on the VLE and watch the works. Quiz yourself and in peer groups.</p>	<p>Make sure they go on the VLE to watch and study the set works.</p> <p>Quiz them on the fact files based on the 6 set works</p>

Product Design (Year 11) Curriculum Overview 2017-18

Periods per fortnight: 6 periods

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>The lessons have been allocated equally to complete two pieces of coursework – Unit A551 & A553.</p> <p>A551 The students have picked a theme to design and will have to design a product that is innovative. Research the problem and analyse existing products.</p> <p>A553 Continue making the final product to a high quality finish that demonstrate precision. Record each step with a photograph and discuss the following points for each step:</p> <ul style="list-style-type: none"> • Technique and process – Include how to use the tools and equipment correctly. • Health & Safety – Ensuring all correct steps are carried out to maintain a safe working environment. • Modifications- Record any steps to show how the making process was altered and the reason for the modification. • Precision – What techniques were used to create a success completed steps. • Environmental Issues – How resources have been used without wastage. Include any recycled materials. 	<p>Homework done at home will become part of their coursework folder Technologystudent.com (Product Design Section) Bbcbitesize.com</p>	<p>Reinforce the need for revision each week.</p> <p>Students attending Intervention Classes.</p>
November to December	<p>A551 Using the research develop a questionnaire, use data to show the reason why this is an area for the product to be developed. Write a specification that reflects the research. Develop initial ideas leading to development.</p> <p>A553 Reflect on each steps and make sure that each step of the production long follows clearly.</p>	<p>Homework done at home will become part of their coursework folder Technologystudent.com (Product Design Section) Bbcbitesize.com</p>	<p>Reinforce the need for revision each week.</p>

	<p>Complete a product testing activity that demonstrates how well the product functions.</p> <p>Revision for the PPE Exam – Exam Topic Using past papers.</p>	<p>Students need to revise on www.technologystudent.com in their own time.</p> <p>Students attending Intervention Classes.</p>	
Spring Term			Reinforce the need for revision each week.
January to February	<p>A551 Use modelling techniques to make a small scale model. Demonstrate CAD/CAM skills using google sketch up and show clear steps to how the drawing would be generated using screen dumps. Evaluate the final product against the specification.</p> <p>A553 Write a clear explanation to how the product could be modified. Use sketches to show clearly how it would look before and after the modification.</p> <p>Use three different methods to advertise the product using persuasive language skills one of must be a formal letter to a buy – This is essential. The other two can be picked from the list below:</p> <ul style="list-style-type: none"> ▪ Bill board ▪ Magazine ▪ Facebook ▪ Online webstore 	<p>Homework done at home will become part of their coursework folder Technologystudent.com (Product Design Section) Bbcbitesize.com</p> <p>Students need to revise on www.technologystudent.com in their own time.</p> <p>Students attending Intervention Classes.</p>	Reinforce the need for revision each week.
March	<p>In March the students will have the opportunity to add any alternations to increase the final marks. Students will be given detailed feedback to any areas that will help increase their final overall grade.</p> <p>In April students will start the preparations on preparing for the two exams</p>		
Summer Term			
April to 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.	Students need to revise on www.technologystudent.com in their own time.	Reinforce the need for revision each week.
June to July	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:		Reinforce the need for revision each week.

	<ul style="list-style-type: none">• What made the designer influential,• What made the product so influential? <p>Students will also need to practise their drawing skills in order to ensure that they are ready for the exam.</p> <p>Revision cards and exam questions will be supplied and covered in lesson.</p> <p>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.</p>		
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Drama (Year 11) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<u>Devising Log Completion.</u> Students will complete the written element to their Devising work. The written log, is worth the majority of the overall grade. Devising Log – Students have to write about how they created their own ideas, how they developed these ideas and then evaluate their success in these ideas.	Internally Marked and Externally Moderated. Worth 20% of overall grade.	Read through students work to ensure it makes sense. Check students know when deadlines are. Use exemplar material on the VLE to support students work
November – December	<u>Texts in Practice – Examined Performance - 20% of final grade</u> Students will be put into groups and assigned a play which they will perform two extracts from. Students are required to learn lines, think about costume, props and lighting for their performance.	Externally Marked by AQA examiner. The performance will make up 30% of their overall grade and will be performed to an external examiner.	Come and support students by watching their TIP performances Ensure students are checking the VLE and working on past papers/questions at home.
Spring Term			
January to April	<u>Exam Preparation/Live Theatre Review</u> During this final term students will be preparing for the written exam which makes up 40% of their overall grade. Students are also expected to see a piece of Live theatre – this will be required during Term. Students write about a piece of live theatre they have seen as part of the written exam.	Theatre trip TBC In February time students will be offered the chance to see another piece of live theatre to help them in the written exam	Buy a copy of the exam texts Blood Brother by Willy Russell. It must be the copy with the following ISBN number: 9780413767707 Ensure students are using Sam Learning and the VLE to help with exam practice.
Summer Term			

April – May	<u>Final Exam -40% of overall grade</u> 3 Sections. Section A – Multiple Choice Section B – Blood Brothers Section C – Live Theatre Review	May 18 th 2018 1 hour 45 minutes 3 Sections - Worth 40%	
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Food & Cookery (Year 11) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	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.
November to December	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			
January to February	<p>Unit 4 - Plan and produce dishes in response to a brief – continue. Topic: 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>NCFE Level 2 Food and Cookery Exam Revision</p> <p>Second revision booklet.</p> <p>Tuesday, Wednesday or Friday voluntary study sessions if required.</p> <p>Mock 2 given.</p> <p>Second attempt at the exam.</p>	<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 to 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>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			
April to 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>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.
June to 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>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 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>MODULE 7 of Studio Future aspirations, study and work.</p> <p>Unit 1 : Discussing Jobs and work preferences</p> <p>Unit 2 : Discussing career choices</p> <p>Unit 3 Talking about plans, hopes and wishes.</p> <p>Unit 4 The languages are an asset</p> <p>Unit 5 Applying for a job</p> <p>Unit 6 My job in tourism.</p>	<p>Writing 150 word essay on their job preference and career choices and the reasons why.</p> <p>Write a 150 word essay on whether the languages are important and why.</p> <p>Write a CV in French and a supporting letter to apply for a job</p>	<p>PowerPoints, vocab help In VLE/French dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages</p>
November to December	<p>MODULE 8 INTERNATIONAL AND GLOBAL DIMENSION</p> <p>Unit 1 Discussing problems facing the world</p> <p>Unit 2 Talking about protecting the environment</p> <p>Unit 3 Discussing ethical shopping</p> <p>Unit 4 Talking about volunteering</p> <p>Unit 5 Discussing big events</p>	<p>Write a paragraph on problems facing the world</p> <p>Write a paragraph on how the environment could be protected.</p> <p>Write about the reasons why they should buy ethical clothes</p> <p>Write about whether it is important to volunteer</p> <p>Revision for end of module assessment</p>	<p>PowerPoints, vocab help In VLE/French dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages</p>

	<p>MODULE 6 school</p> <p>Unit 1 Revising school subjects</p> <p>Unit 2 Talking about their school</p> <p>Unit 3 Comparing school in the UK and the French speaking countries</p> <p>Unit 4 Discussing school rules</p> <p>Unit 5 Talking about getting the best out of school</p> <p>Unit 6 Talking about a school exchange</p>	<p>Write a description of their school including subjects like and dislike and why</p> <p>Write an essay about the differences between French speaking schools and English ones.</p> <p>Write a 150 word essay about the school rules and their opinions on them</p> <p>Revision for end of module assessment.</p>	<p>PowerPoints, vocab help In VLE/French dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages</p>
Spring Term			
January to February	<p>MODULE 3 IDENTITY AND CULTURE</p> <p>Unit 1 Describing your daily life (revision)</p> <p>Unit 2 Talking about food and meals</p> <p>Unit 3 Discussing and shopping for clothes</p> <p>Unit 4 Talking about food for special occasions</p> <p>Unit 5 Using polite language</p>	<p>Write 150 word essay on your daily life</p> <p>Write a paragraphe on the food you like and dislike</p> <p>Describe a special occasion and what food you have.</p>	<p>PowerPoints, vocab help In VLE/French dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages</p>

March to April	<p>Unit 6 Describing family celebrations</p> <p>Unit 7 Describing festivals and traditions</p>	Revision for end of module assessment	
Summer Term			
April to May	<p>USING STUDIO/EDEXCEL 9-1 FRENCH HIGHER</p> <p>Module 1-p.180-181 Module 5-p.188-189 Module 2-p.182-183 Module 6-p.190-191 Module 3-p.184-185 Module 7-p.192-193 Module 4-p.186-187 Module 8-p.194-195</p> <p>EASTER HOLIDAYS Using past papers for listening, reading and writing skill. Using sample assessment materials to practice the speaking skill.</p>		<p>PowerPoints, vocab help In VLE/French dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages</p>
June to July			

Geography (Year 10) Curriculum Overview 2017-18

Periods per fortnight:

Year 11 – 6

Year 10 – 5

Year 9 - 4

Year 9 Spring Term Onwards	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
	<p>Students will be studying the GCSE Geography Edexcel B (from 2016) specification.</p>	<ul style="list-style-type: none"> • 3 examinations – at the end of Year 11 • No controlled assessment • 2 fieldwork opportunities <p>Homework/ independent tasks are regularly set;</p> <ul style="list-style-type: none"> • On the VLE • On Doodle • On SAM Learning • In class 	<p>As the course is now fully examination based there is an increased focus on independent learning. Students will need to spend time revising and reading ahead for lessons, as well as regularly going over the content and practice demonstrating their knowledge through exams questions so that they can fully grasp the topics included in the specification.</p>
<p>Component 1 – 37.5% Global Geographical Issues</p>	<p>The first component to study The topics to be focussed on <i>Hazards</i>. Students will learn about <i>Plate Tectonics</i> in depth, as well as <i>World Biomes</i>. <i>Tropical Cyclones</i> will be focused on in the first part of this module. We will then move on to <i>Climate and Change</i> - glacial and interglacial periods of time and their impacts on humans, animals and plants for instance the extinction of species including the Woolly Mammoth. More recent pressures on are climate are also investigated including climate change over the past 200 years and the theory of global warming.</p> <p>Topic headings include:</p> <ul style="list-style-type: none"> - <i>Hazardous Earth</i> - <i>Development Dynamics</i> 	<p>Homework tasks are available on the VLE.</p> <p>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.</p>	<p>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 will be available from the department once they have been published, however revision material is available on the VLE.</p>

	<ul style="list-style-type: none"> - <i>Challenges of an Urbanizing World</i> 		
<p>Component 2 - 37.5%</p> <p>UK Geographical Issues</p>	<p>The second component of the GCSE will be focused on <i>Field Work</i>. Students will no longer be required to submit controlled assessment, and will instead be examined on the field work that they complete. One day will be human geography based, and the other physical geography based.</p> <p>Topics studied are:</p> <ul style="list-style-type: none"> - <i>The UK's evolving physical landscape (coastlines)</i> - <i>The UK's evolving human landscape (urban areas)</i> - <i>Geographical Investigations</i> 	<p>Homework tasks are available on the VLE.</p> <p>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.</p>	<p>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 will be available from the department once they have been published, however revision material is available on the VLE.</p>
<p>Component 3 - 25%</p> <p>People and Environment Issues – Making Geographical</p>	<p>This component will include an examination based on content studied in the classroom, as well as a decision making exercise. Students will be provided with information about a geographical based issue and be expected to decide which option would be best for dealing with the situation.</p> <p>Topics studied:</p> <ul style="list-style-type: none"> - <i>People and the Biosphere</i> - <i>Forests Under Threat</i> - <i>Consuming Energy Resources</i> - <i>Making Geographical Decisions</i> 	<p>Homework tasks are available on the VLE.</p> <p>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.</p>	<p>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 will be available from the department once they have been published, however revision material is available on the VLE.</p>

History (Year 11) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<ul style="list-style-type: none"> • The Munich Putsch • The lean years of the Nazi party and re-organisation • The impact of unemployment • The appeal of Hitler and the Nazis to 1932 • Political developments 1932 - 22 • Reichstag Fire, Enabling Act, Night of the Long Knives • Nazi Police State • Policies towards the Church • Goebbels and propaganda; Culture and Arts • Extent of support for the Nazi Regime • Opposition of the young • Women, youth, education • Employment and living standards 	Ongoing weekly homework on Doddle – exam questions practice . Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doddle are completed.</p>
November to December	<ul style="list-style-type: none"> • Racial beliefs; persecution of Jews and minorities • Introduction to Elizabethan society • Elizabethan government and power • Elizabeth as queen • Threats and problems facing Elizabeth in 1558 • Religious divisions in England in 1558 • Elizabeth’s religious settlement (1559) Revision for mocks • Revision for mocks • Challenges to the religious settlement • the Catholic threat to Elizabeth • Mary, Queen of Scots • Revolt of the Northern Earls, 1569 	Ongoing weekly homework on Doddle – exam questions practice . Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doddle are completed.</p>
Spring Term			
January to February	<ul style="list-style-type: none"> • More rebellions against Elizabeth • Execution of Mary, Queen of Scots, and Walsingham’s spy network • Relations with Spain and Drake • Political and religious rivalry • Lesson 16: Direct intervention and “singeing the King of Spain’s beard” • The Armada 	Ongoing weekly homework on Doddle – exam questions practice . Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will	Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read

	<ul style="list-style-type: none"> • The defeat of the Armada • Education • Pastimes and the arts • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia • The role of the Church and supernatural explanations • Rational explanations • Approaches to treatment and prevention • Hospitals and medieval 'medics' • Dealing with the Black Death, 1348–49 • Ideas about the cause of disease and illness, c1500–c1700 • Approaches to treatment and care, c1500–c1700 • Case study – William Harvey • Case study – The Great Plague in London, 1665 • Ideas about the causes of disease, c1700–c1900 • Approaches to prevention and treatment, c1700–c1900 • Case study – Edward Jenner and vaccination • Public Health Act, 1875 	be coming up on the relevant half term's assessment.	<p>through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
March to April	<ul style="list-style-type: none"> • Case study – The fight against cholera • Belief about the cause of disease c1900–present • Approaches to treatment, c1900–present • Changes to care and prevention, c1900–present • Fleming, Florey, Chain and penicillin • Case study – The fight against lung cancer • The British sector of the Western Front – The trenches • The British sector of the Western Front – The key battles • Implications for medical treatment • Conditions requiring medical treatment • Assessing sources – Gas attack case study • The work of the RAMC and FANY • The underground hospital at Arras • The Western Front and experiments in surgery and treatment • Medical advances – mobile X-rays, blood banks and plastic surgery 	Ongoing weekly homework on Doodle – exam questions practice . Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term's assessment.	<p>Visits to libraries, BBC Bitesize, the use of the VLE's revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
Summer Term			

April to May	<ul style="list-style-type: none"> • The work of the RAMC and FANY • The underground hospital at Arras • The Western Front and experiments in surgery and treatment • Medical advances – mobile X-rays, blood banks and plastic surgery 	<p>Ongoing weekly homework on Doddle – exam questions practice. Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term's assessment.</p>	<p>Visits to libraries, BBC Bitesize, the use of the VLE's revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doddle are completed.</p>
June to July			

Music (Year 11) Curriculum Overview 2017-18

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 13th November • Unit 1 Composition – recorded by 13th December. • Unit 2 Composition – recorded by 4th 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"> • Unit 1 Composition – recorded by 13th December. • Unit 2 Composition – recorded by 4th December. Students will continue to regularly rehearse their ensemble performance for recording in January.	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 studying Area of Study 2 – The Concerto Through Time. This includes learning the development and features of: <ul style="list-style-type: none"> • the Baroque Solo Concerto • the Baroque Concerto Grosso • the Classical Concerto • the Romantic Concerto. 	Assessment: Regular exam style listening questions and past papers will be completed. Homework: Practise ensemble performance piece. 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.

	Students will record their ensemble performance - date TBC as dependent on availability of visiting musicians.		
March – April	All Areas of Study will be revised with students in preparation for their final listening exam.	<p>Assessment: Regular exam style listening questions and past papers will be completed.</p> <p>Homework: 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 2017-18

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>Health, Fitness and Well-being (Paper 2: Health and Performance)</p> <p>An introduction to using a PEP to develop fitness, health, exercise and performance PARQs; warm ups and cool downs Components of fitness Fitness tests – theory and practice (i) Fitness tests – theory and practice (ii) Fitness tests – theory and practice (iii) Principles of training Application of principles of training to a PEP Methods of training Application of methods of training to a PEP</p> <p>PRACTICAL: Students develop advanced skills in their 3 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>Controlled assessment: Personal Exercise Programme (PEP)</p> <p>HW: <u>Doddle/SAM learning/VLE set tasks</u></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>End of unit test: 3.2, 3.3</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>Health, Fitness and Well-being (Paper 2: Health and Performance)</p> <p>Long term effects of training on the musculo-skeletal system Long term effects of training on the cardio-respiratory system Identification and treatment of injury Injury prevention in physical activity Performance enhancing drugs (i) Performance enhancing drugs (ii)</p> <p>PRACTICAL: Students develop advanced skills in their 3 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</p>	<p>HW: <u>Doddle/SAM learning/VLE set tasks</u></p> <p>End of unit test: 1.4, 3.4, 3.5</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</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>

	tactics and positional sense as appropriate for the activity.	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	
Spring Term			
January to February	<p>Socio-cultural Influences (Paper 2: Health and Performance)</p> <p>Factors affecting participation in physical activity (i) Factors affecting participation in physical activity (ii) Participation rate trends – use of data Commercialisation and the media</p> <p>PRACTICAL: Students develop advanced skills in their 3 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>End of Unit tests: 3.1,3.2,3.3</p> <p>HW: <u>Exam preparation practise questions SAM learning/Doddle 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. Encourage child to attend extra-curricular activities</p>
March –April	<p>Socio-cultural Influences (Paper 2: Health and Performance)</p> <p>Advantages and disadvantages of commercialisation (i) Advantages and disadvantages of commercialisation (ii) Sporting behaviours Deviance in sport</p> <p>Review paper 1 content Review paper 2 content</p> <p>PRACTICAL: Students to develop skills in their 3 chosen sports aiming to work at a level 9-10.</p>	Final Practical Assessment (Moderation)	<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>Preparation for exam, Application of knowledge, Long answer questions, Exam technique.</p> <p>Mock exam Revision and exam technique (i) Revision and exam technique (ii) Revision and exam technique (iii)</p>	FINAL EXAM (THEORY)	
June-July			

Religious Studies (Year 11) Curriculum Overview 2017-18

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<u>Islam – Beliefs part 1</u> In the first half of this topic we will be considering what Muslims believe about God. We will also consider the roots of the different groups within Islam.	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class. Assist in creating a revision timetable is created.
November to December	<u>Islam – Beliefs part 2</u> In the second half we will look at the role that prophets and holy texts influence Muslims beliefs and lives.	<u>Homework</u> Learn the key terms from lessons. Revision schedule located on the VLE. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class. Encourage your child to use the revision schedule provided on the VLE.
Spring Term			
January to February	<u>Religion and Life part 2</u> This second topic looks at controversial issues that surround the beginning and ending of human life. Both Euthanasia and Abortion challenge the students to consider the meaning of life and the importance of life.	<u>Homework</u> Learn the key terms from lessons. Revision schedule located on the VLE. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class. Encourage your child to use the revision schedule provided on the VLE.

March to April	<p><u>Revision.</u></p> <p>In the run up to the GCSE exams in May we take time to work on both exam technique and to revise content.</p>	<p><u>Homework</u></p> <p>Revision schedule located on the VLE.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p> <p>Encourage your child to use the revision schedule provided on the VLE.</p>
Summer Term			
April to May	<p><u>Revision.</u></p> <p>In the run up to the GCSE exams in May we take time to work on both exam technique and to revise content.</p>	<p><u>Homework</u></p> <p>Revision schedule located on the VLE.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p> <p>Encourage your child to use the revision schedule provided on the VLE.</p>
June to July			

Spanish (Year 11) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	MODULE 4 of VIVA BOOK Theme: Identity and culture. Unit 1 : Talking about what you usually do. Unit 2 : Talking about sports. Unit 3 Talking about what's trending. Unit 4 Discussing different types of entertainment. Unit 5 Talking about who inspires you. Leer y escuchar Prueba oral y Prueba escrita	Writing 150 word essay on which hobbies are popular in your country. What people in your family do in their free time. What type of music you like. A concert you have been to. Write a 150 word essay on a person you admire or somebody who inspires you. Explain what qualities he/she has. How his/her childhood was. What prizes or competition he/she has won. Conversation Task 3- Preparation of Module 4 questions from 1-10. Answer questions.	PowerPoints, vocab help for coursework In VLE/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) Doodle/SAM learning
November to December	MODULE 8 Theme: INTERNATIONAL AND GLOBAL DIMENSION Unit 1 Considering global issues. Unit 2 Talking about local actions. Unit 3 Discussing healthy lifestyles. Unit 4 Talking about international sporting events. Unit 5 Talking about natural disasters.	Write 80-90 words on Lifestyle. Imagine you are writing a blog entry on healthy lifestyle. Explain a vice you had and why it was a problem for you. Mention how the situation is now. Add any recommendation on healthy lifestyle. Write a short paragraph about the reasons why they should buy ethical clothes (30-40 words)	PowerPoints, vocab help for coursework In VLE/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) Doodle/SAM learning
Spring Term			

<p>January to February</p>	<p>MODULE 5 CIUDADES Theme: Local area, holiday and travel; identity and culture.</p> <p>Unit 1 Describing the features of a region</p> <p>Unit 2 Planning what to do</p> <p>Unit 3 Shopping for clothes and presents</p> <p>Unit 4 Talking about problems in a town</p> <p>Unit 5 Describing a visit in the past.</p>	<p>Write an article about the place where you live. 150 words.</p> <ul style="list-style-type: none"> - Use the present tense for describing your town/your village and saying what the best and the worst thing is. - The imperfect tense for saying what problems there used to be. - The perfect tense for saying what improvements have been made. - The conditional for saying what else you would do to improve it. <p>Write 90 words on how to improve the area where you live, your ideas to improve it and any improvements you have recently seen.</p>	<p>PowerPoints, vocab help for coursework In VLE/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> <p>Doddle/SAM learning</p>
<p>March to April</p>	<p>Module 3 Mi gente Theme: Identity and Culture</p> <p>Unit 2 Making arrangements Using the present continuous tense.</p> <p>Unit 3 Talking about reading preferences.</p> <p>Unit 4 Describing people</p>	<p>Create a detailed description of a person. 40 words</p> <p>Write 90 words on the pros and cons of digital books.</p>	<p>PowerPoints, vocab help for coursework In VLE/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> <p>Doddle/SAM learning</p>
Summer Term			
<p>April to May</p>	<p>USING VIVA BOOK/EDEXCEL 9-1 FRENCH HIGHER</p> <p>Module 1-p.182-183 Module 5-p.190-191 Module 2-p.184-185 Module 6-p.192-193 Module 3-p.186-187 Module 7-p.194-195</p>		<p>PowerPoints, vocab help for coursework In VLE/Spanish Dictionary Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC</p>

	<p>Module 4-p.188-189 Module 8-p.196-197</p> <p>EASTER HOLIDAYS Using past papers for listening, reading and writing skill. Using sample assessment materials to practice the speaking skill.</p>		<p>Languages Spanish –La vida loca/GCSE Bitesize EXTRA ESPANOL (YouTube)</p> <p>Doddle/SAMlearning</p>
June to July			