

YEAR 11 CoDA Curriculum



Improving the life chances of all students

ART & DESIGN GCSE Curriculum Year 10-11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>Choosing a project from year 10 to develop ideas using a new starting point, building a portfolio of work for component 1</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p>	→	<p>Component 2-set task AQA to deliver paper with specific themes. Pupils to choose a theme and develop work through...</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p>	→		
Y10	<p>Skills building project- based around using new media- developing recording skills, techniques and processes</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Photography: Formal elements project- tone, line, angle, texture, composition</p>	→	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	→	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	

BUSINESS STUDIES GCSE Curriculum Year 10-11 (Pearson)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Enterprise & Entrepreneurship</p> <ul style="list-style-type: none"> • The dynamic nature of business • Risk and reward • The role of business enterprise <p><i>(Mini-investigation into local business for one area – added value or entrepreneurs)</i></p> <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation 	<p>Enterprise & Entrepreneurship</p> <ul style="list-style-type: none"> • The competitive environment <p><i>(Mini investigation into local business for market research or market mapping)</i></p> <ul style="list-style-type: none"> • Business aims and objectives • Business revenues, costs and profits • Cash and cash flow • Sources of business finance <p><i>(Mini investigation into local business – cash flow)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • The options for start-up and small businesses • Business location • The marketing mix • Business plans <p><i>(Mini investigation into local business on business location or an element of the marketing mix)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • Business stakeholders • Technology and business • Legislation and business <p><i>(Mini investigation into a local business on stakeholders or the economy)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • The economy and business • External influences <p>Growing the business</p> <ul style="list-style-type: none"> • Business growth • Changes in business aims and objectives 	<p>Growing the business</p> <ul style="list-style-type: none"> • Business and globalisation(cont) • Ethics, the environment and business • Ethics, the environment and business
Y11	<p>Making marketing decisions</p> <ul style="list-style-type: none"> • Product • Price • Promotion • Place • Using the marketing mix to make business decisions <p><i>(Mini topic into one element of the marketing mix – which is most important?)</i></p>	<p>Making marketing decisions</p> <ul style="list-style-type: none"> • Business operations • Working with suppliers • Managing quality • The sales process • Importance to business providing good customer service 	<p>Making financial decisions</p> <ul style="list-style-type: none"> • Business calculations • Understanding business performance <p>Making People decisions</p> <ul style="list-style-type: none"> • Organisational structures • Effective recruitment • Effective training and development 	<p>Making People decisions</p> <ul style="list-style-type: none"> • Motivation • How business motivates employees <p><i>(Mini topic – design a recruitment pack for a business)</i></p>	<p>Exam Preparation – revisit:-</p> <ul style="list-style-type: none"> • Enterprise and entrepreneurship • Spotting a business idea • Putting a business idea into practice • Making a business effective • External influences • Marketing decisions • Operational decisions • Financial decisions 	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Out of lesson revision • Exam(s)

CONSTRUCTION Vocational Award Curriculum Year 10-11 (WJEC)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>Unit 3 Planning Construction Projects</p> <p>LO1 Know job roles involved in realising construction and built environment projects AC1.1 Involve Peer assessment AC1.2 Involve AC1.3 Involve</p> <p>Assessment 1</p> <p>Unit 2 Developing construction projects</p> <p>LO1 Be able to interpret technical information AC1.1 Interpret sources of information AC1.2 Different sources of information in the construction industry</p>	<p>Unit 3 Planning Construction Projects</p> <p>LO2 Understand how built environment development projects are realised AC2.1 Processes Self-assessment AC2.2 Factors AC2.3 Sources AC2.4 Resources</p> <p>Assessment – Mock exam</p> <p>Unit 2 Developing construction projects</p> <p>LO2 Know preparation requirements for construction tasks AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p>	<p>Unit 3 Planning Construction Projects</p> <p>LO3 Be able to plan built environment development projects AC3.1 Processes Peer-assessment AC3.2 Processes AC3.3 Tolerances</p> <p>Assessment – Mock exam</p> <p>Unit 2 Developing construction projects Perfecting Construction skills</p> <p>LO2 Know preparation requirements for construction tasks AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p> <p>External Visit: Local builders merchants – coursework preparation an evidencing</p>	<p>Unit 3 Planning Construction Projects</p> <p>Perfecting LO3 Be able to plan built environment development projects AC3.1 Processes AC3.2 Processes AC3.3 Tolerances</p> <p>Assessment 4</p> <p>Unit 2 Developing construction projects</p> <p>LO3 Be able to use construction processes in completion of construction tasks AC3.1 Techniques AC3.2 Health and safety AC3.3 Evaluate</p> <p>Evaluating personal practice</p>	<p>Unit 3 Planning Construction Projects</p> <p>Revision - 5 lessons Revision carousel Revision quizzes Mock exam practice Revision Games Low stake quizzes</p> <p>Unit 2 Developing construction projects</p> <p>Practising construction skills Dragons Den In-school competition SLT Judging</p>	<p>External Exam: Unit 3 Planning Construction Projects</p> <p>Resit: Safety and security in construction (if required)</p> <p>Developing construction projects</p>
Y10		<p>Safety and security in construction</p> <p>Introduction to the construction industry</p> <p>Know health and safety legal requirements for working in the construction industry</p> <p>Responsibilities and safety legislation – 5 lessons</p> <p>Signs in the construction industry – 3 lessons (peer assessment)</p> <p>How to respond to fires – 2 lessons</p> <p>The role of a HSE – 2 lessons</p> <p>The basics of Health and Safety – 3 lessons</p> <p><i>Assessment 1</i></p>	<p>Safety and security in construction</p> <p>Understand risks to health and safety in different situations</p> <p>Are hazards? Identifying hazards? <i>Self-Assessment</i></p> <p>What effect can hazards can have? – 2 lessons</p> <p>What are risks? Identifying and describing risks to health and safety? <i>Peer Assessment</i></p> <p>Unit 2 Developing construction projects</p> <p>Introduction to practical construction skills: LO1 Be able to interpret technical information</p> <p>AC1.1 Interpret sources of information AC1.2 Different sources of information in the construction industry</p>	<p>Safety and security in construction</p> <p>Understand how to minimise risks to health and safety</p> <p>What are control measures? – 2 lessons Situations where risk needs to be minimised. – 3 lessons</p> <p>Unit 2 Developing construction projects</p> <p>Introduction to practical construction skills: LO2 Know preparation requirements for construction tasks</p> <p>AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p> <p>External Visit: Local construction site</p>	<p>Safety and security in construction</p> <p>Know how risks to security are minimised in construction</p> <p>Why do we have security in construction? – 2 lessons Identifying appropriate security measures – 2 lessons</p> <p>Revision - 5 lessons Revision carousel Revision quizzes Revision Games Low stake quizzes</p> <p>Unit 2 Developing construction projects Applying practical construction skills: LO2 Know preparation requirements for construction tasks</p> <p>AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p> <p>External Visit: Local builders merchants Grand Designs - NEC</p>	<p>External Exam: Safety and security in construction</p> <p>Unit 2 Developing construction projects</p> <p>LO1 Be able to interpret technical information</p> <p>AC1.1 Interpret sources of information AC1.2 Different sources of information in the construction industry</p> <p>External Visit: External visitor – Construction industry expert</p>

CREATIVE MEDIA PRODUCTION BTEC Tech Award Curriculum Year 10-11 (Pearson)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Introduction</p> <ul style="list-style-type: none"> mind-map mood-board visualisation diagram camera shots storyboard script who does what? Gantt chart file format client brief assets evidencing work target audience using Photoshop legislation s/w/i 	<p>R082: Creating digital graphics</p> <p>LO 1: Understand the purpose & properties of D graphics</p> <ul style="list-style-type: none"> why DG are used how DG are used types of DG file formats the properties of DG & their suitability for use how different purposes & audiences influence the design & layout of DG 	<p>R082: Creating digital graphics</p> <p>LO 2: Be able to plan the creation of a D graphic</p> <ul style="list-style-type: none"> interpret client requirements understand target audience requirements produce a work plan produce a visualisation diagram identify assets needed identify resources needed how legislation applies to images used 	<p>R082: Creating digital graphics</p> <p>LO 3: Be able to create a D graphic</p> <ul style="list-style-type: none"> source assets identified create assets identified ensure technical compatibility create a DG save a DG in a format export the DG version control <p>LO 4: Be able to review a D graphic</p> <ul style="list-style-type: none"> review a DG against a specific brief identify areas in a DG for improvement 	<p>R090: Digital photography</p> <p>LO 1: Understand the features & settings of D photographic equipment</p> <ul style="list-style-type: none"> the capabilities & limitations of different D cameras the capabilities & limitations of other devices for taking D photographs the features & settings of D photographic equipment the suitability of D cameras rules of photography & composition <p>LO 2: Be able to plan a photo shoot</p> <ul style="list-style-type: none"> interpret client requirements understand the target audience requirements produce a work plan identify the equipment & resources needed how legislation applies 	<p>R090: Digital photography</p> <p>LO 3: Be able to take & display D photographs</p> <ul style="list-style-type: none"> organise the photographic subject & scene use appropriate features & settings of a D camera take D photographs using rules of photography & composition store D photographs create a D photographic portfolio display D photographs using a suitable medium <p>LO 4: Be able to review D photographs</p> <ul style="list-style-type: none"> review the portfolio of photographs justify the selection of photographs identify areas for improvement
Y11	<p>R081: Pre-production skills (exam prep)</p> <p>LO 1: Understand the purpose & content of pre-production</p> <ul style="list-style-type: none"> the purpose & uses for: mood boards; mind maps/spider diagrams; visualisation diagrams; storyboards; scripts the content of: mood boards; mind maps/spider diagrams; visualisation diagrams; storyboards; scripts <p>LO 2: Be able to plan pre-production</p> <ul style="list-style-type: none"> interpret client requirements identify timescales for production how to conduct & analyse research produce a work plan & production schedule identifying the target audience & how they can be categorised hardware, techniques & software health & safety considerations legislation regarding any assets to be sourced how legislation applies 	<p>R081: Pre-production skills (exam prep)</p> <p>LO 3: Be able to produce pre-production documents</p> <ul style="list-style-type: none"> create a: mood board; mind map/spider diagram; visualisation diagram or sketch; storyboard analyse a script the properties & limitations of file formats for still images; audio; images suitable naming conventions identify appropriate file formats needed <p>LO 4: Be able to review pre-production documents</p> <ul style="list-style-type: none"> review a pre-production document identify areas for improvement 	<p>R085: Creating a multipage website</p> <p>LO 1: Understand the properties & features of multipage websites</p> <ul style="list-style-type: none"> the purpose & component features of multipage websites in the public domain the devices used to access web pages the methods of internet connection <p>LO 2: Be able to plan a multipage website</p> <ul style="list-style-type: none"> interpret client requirements understand target audience requirements produce a work plan create a site map with navigation links produce a visualisation diagram identify the assets needed identify the resources needed prepare assets for use in web pages create & maintain a test plan how legislation applies 	<p>R085: Creating a multipage website</p> <p>LO 3: Be able to create multipage websites using multimedia components</p> <ul style="list-style-type: none"> create suitable folder structures source & import assets create a suitable master page use a range of tools & techniques insert assets into web pages create a navigation system save a multipage website publish a multipage website to a location how to use version control 	<p>R085: Creating a multipage website</p> <p>LO 4: Be able to review a multipage website</p> <ul style="list-style-type: none"> review a multipage website against a specific brief identify areas for improvement & further development <p>R081 Retakes</p>	

DANCE Year 10-11

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p style="text-align: center;"><u>Unit 1</u> Introduce the course</p> <p style="text-align: center;">Learning Aim: A Introduce Unit 1 1st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p style="text-align: center;">Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p style="text-align: center;">Learning Aim: A 3rd Choreographer – Christopher Bruce 'Ghost Dance' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p style="text-align: center;">Learning Aim: A Roles and responsibilities of choreographer, dancer, costume designer, set designer, lighting technician</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p style="text-align: center;">Learning Aim: B</p> <ul style="list-style-type: none"> • Processes used in development, rehearsal and performance • Techniques and approaches in performance • Comparisons of all choreographers 	<p style="text-align: center;"><u>Unit 1</u></p> <p style="text-align: center;">Writing up Learning Aim A assignment and Learning Aim B assignment</p>
Y11	<p style="text-align: center;"><u>Unit 2</u> Introduce Unit 2</p> <p style="text-align: center;">Learning Aim A and B Log Book and practical workshops on Alvin Ailey's 'Revelations'</p>	<p style="text-align: center;"><u>Unit 2</u> Introduce Unit 2</p> <p style="text-align: center;">Learning Aim A and B Log Book and practical workshops on Alvin Ailey's 'Revelations'</p>	<p style="text-align: center;"><u>Unit 3</u> Introduce Unit 3 Exploration of choreographic devices and different themes</p> <p style="text-align: center;">Introduce the external stimulus set by Pearson Late Jan/Early Feb</p>	<p style="text-align: center;"><u>Unit 3</u> Exploration of the theme through different choreographic devices and preparing for practical controlled assessment</p> <p style="text-align: center;">8 hours practical controlled assessment</p>	<p style="text-align: center;"><u>Unit 3</u></p> <p style="text-align: center;">Finishing 8 hours practical controlled assessment</p> <p style="text-align: center;">3 hours of written controlled assessment in computer room</p>	Y11 EXAMS

DESIGN & TECHNOLOGY [Timber-based products] GCSE Curriculum Year 10-11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Unit 3 Materials Define, categorise and describe the primary sources of materials for producing:</p> <ul style="list-style-type: none"> • Papers & Boards • Timbers • Metals and alloys • Polymers • Textiles <p>Practical - Box Project. Marking out, cutting and making a simple box using different types of joints.</p>	<p>Unit 4 Common Specialist Tech Principles including:</p> <ul style="list-style-type: none"> • Forces & Stresses • Improving functionality • Ecological & social footprint • The 6 R's • Scales of production <p>Unit 6 Designing Principles:</p> <ul style="list-style-type: none"> • Investigation of primary & secondary data • The work of others • Design strategies • Communication of design ideas <p>Practical - Re-use can project. Making a unique Tea light</p>	<p>Unit 7 Making Principles including:</p> <ul style="list-style-type: none"> • Selection of materials and components • Tolerances • Material management • Tools, equipment, techniques and finishes • Surface treatments and finishes <p>None Exam Assessment (NEA) mock practice to familiarise pupils with NEA process</p> <p>Practical - Mini Table project to consider mass/batch production of similar items.</p>	<p>Unit 5B Timber:</p> <ul style="list-style-type: none"> • Sources and origins • Working with timbers • Commercial manufacturing <p>None Exam Assessment (NEA) mock practice to familiarise pupils with NEA process</p> <p>Practical - Mini Table project to consider mass batch production of similar items.</p>	<p>Unit 1 New Technologies:</p> <ul style="list-style-type: none"> • Industry and enterprise • Sustainability and the environment • People, culture and society • Production techniques and systems • Informing design decisions <p>Practical – Fed by mock NEA. Consider iterative design solutions through the use of modelling</p>	<p>Unit 2 Energy, Materials, Systems and Devices:</p> <ul style="list-style-type: none"> • Energy generation • Energy storage • Modern materials • Smart materials • Composite materials and technical textiles • Systems approach to designing • Electronic systems processing • Mechanical devices <p>NEA – Discussions and preparation for NEA in year 11 once contextual challenges have been released</p>
Y11	<p>NEA based on relevant contextual challenge:</p> <ul style="list-style-type: none"> • Power point folder work (20 – 30 sheets) • Computer aided design solutions • Hand drawn design ideas • Practical modelling • Practical prototype solution to contextual challenge 			<p>Exam Preparation</p> <ul style="list-style-type: none"> • Discussions of previous units to complete any missing knowledge (driven by pupils RAG rating of each delivered unit) • Practice of exam style questions • Mock exam practice using previous exam papers 		

DRAMA Year 10-11

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

	Autumn	Spring	Summer
Y11	<u>Component 3 – Responding to a brief</u>		
	<p>Intent: - Practical exploration of devising group piece in response to an externally set stimulus. Exploring purpose and incorporating appropriate drama conventions. A working notebook must be kept to document process in preparation for assessment.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus, and 3 milestone written controlled assessments. All externally assessed. (Externally assessed)</p>		
Y10 Wk1	<u>Component 1 research practitioner 1</u> <u>Richard Bean, One Man, Two Governors (Comedia Del Arte)</u>	<u>Component 1 research practitioner 2</u> <u>Lin-Manuel Miranda, Hamilton (Musical)</u>	<u>Component 1 research practitioner 3</u> <u>Splendid productions Macbeth (Epic Theatre)</u>
	<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>	<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>	<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>
Y10 Wk2	<u>Component 2 Developing performance skills</u>		<u>Component 3 – Responding to a brief</u>
	<p>Intent: - Practical exploration of performance of set text, developing understanding of style, characterisation, vocal, physical, and interpretative skills for performance and recording whole process in a working notebook.</p> <p>Assessment: - Through practical performance of set text and presentation of physical and interpretative skills of a character. Students are also assessed throughout the whole process including discussions, rehearsals for their input into their group performance and workshops. (Internally assessed)</p>		<p>Intent: - Practical exploration of devising group piece in response to an externally set stimulus. Exploring purpose and incorporating appropriate drama conventions. A working notebook must be kept to document process in preparation for assessment.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus, and 3 milestone written controlled assessments. All externally assessed. (Externally assessed)</p>

ENGLISH LANGUAGE & LITERATURE Curriculum Year 11 (AQA)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> English Language paper 2 <p>Students will prepare for the November PPE which will be English Language Paper 2. They will revisit AO1, AO2, AO3 and AO4 but this time with a focus on non-fiction and literary non-fiction sources.</p> <p><u>Assessment:</u> Book marking of practice questions on English Language paper 2 Sections A + B.</p>	<ul style="list-style-type: none"> PPE English Lang. Paper 2 Romeo and Juliet <p>Students will continue to develop their analysis of Literature skills by applying them to a Shakespeare play. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the play and the society.</p> <p><u>Assessment:</u> English Language paper 2 - Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6.</p>	<ul style="list-style-type: none"> Romeo and Juliet completed. <p>Students will complete Romeo and Juliet this half term, with a specific focus on developing the exam skills required to succeed in English Literature paper 1 section A.</p> <p><u>Assessment:</u> Book marking of practice questions on English Literature paper 1 Sections A.</p>	<ul style="list-style-type: none"> English Literature paper 1 PPE English Language paper 1 PPE <p>With two full PPEs in this half term in English, students will revise the skills required to be successful in English Literature paper 1 and English Language paper 1.</p> <p><u>Assessment:</u> English Literature paper 1 – Full paper. English Language paper 1 – Full paper.</p>	<ul style="list-style-type: none"> PPE feedback and fix it and final exam preparation. <p>In the final build up to the exams, students will have the chance to improve upon their March PPE grade during comprehensive fix it lessons, as well as work on final revision which will vary according to the needs of each class.</p> <p><u>Assessment:</u> Feedback on fix it improvements and book marking of exam preparation.</p>	

ENGLISH LANGUAGE & LITERATURE Curriculum Year 10 (AQA)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> English Language paper 1 English Literature paper 2 – 5 poems from the anthology <p>In the first half term of their GCSE, students will build on the poetry analysis skills that they were developing at the end of year 9, using the poems as the inspiration for creative writing practice.</p> <p><u>Assessment:</u> English Language paper 1 - creative writing – 24+16 marks. AO5 + AO6.</p>	<ul style="list-style-type: none"> A Christmas Carol <p>Students will continue to develop their analysis of Literature skill by applying them to a Victorian novel. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the book and the society.</p> <p><u>Assessment:</u> English Literature Paper 1 Section B 30 marks AO1, AO2 + AO3.</p>	<ul style="list-style-type: none"> English Language paper 1 <p>Students will complete the reading section of paper 1 in this half term, with a specific focus on gaining an understanding of how writers use structure to interest a reader and what is meant by evaluation in English.</p> <p><u>Assessment:</u> English Language paper 1 – reading section – 40 marks. AO1, AO2, AO3 + AO4</p>	<ul style="list-style-type: none"> English Literature paper 2 – remaining poems from the anthology and unseen poetry. <p>Students will cover the remaining poems from their AQA anthology and develop an understanding of how to approach an answer about a poem they have never seen before, including a strong focus on the comparative element of this paper.</p> <p><u>Assessment:</u> English Literature paper 2 – Section C (unseen poetry) – 32 marks. AO + AO2</p>	<ul style="list-style-type: none"> Revision of English Literature paper 2 for PPE – Section A. <p>Students will revise Inspector Calls from the end of year 9 in order to prepare for the PPE at the start of the Summer 2 half term. Students will also revise the poems covered at the end of the year 9 as well as key examination skills.</p> <p><u>Assessment:</u> Book marking of practice questions on English Literature paper 2 Sections A + B.</p>	<p>PPE + second chance at Spoken Language Assessment</p> <p>Students will have a full PPE experience in the Sports Hall, after which they will have the opportunity to improve on the Spoken Language Assessment that was completed in year 9.</p> <p><u>Assessment:</u> English– Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6.</p>

FOOD PREPARATION & NUTRITION GCSE Curriculum Year 11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>NEA 1: Food investigation (30 marks)</p> <p>This is an investigation into the working characteristics, functional and chemical properties of ingredients.</p> <p>Students will research, plan and complete investigations into a context set by the exam board.</p> <p>The sections of this piece of work are:</p> <ul style="list-style-type: none"> A. Research (6 marks) B. Investigations(15 marks) C. Analyse and evaluate (9 marks) <p>Due in before October half term.</p>	<p>Revision for mock exam</p> <p>NEA 2 Food preparation assessment (70 marks)</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task will be assessed.</p> <p>Students will research and plan 3 dishes which fit the context provided by the exam board.</p> <p>They will trial up to 4 skills before they decide on their final menu.</p> <p>Prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved.</p> <p>The sections of this piece of work are:</p> <ul style="list-style-type: none"> A. Research (6 marks) B. Skills trials (18 marks) C. Planning for the final menu (8 marks) D. Making the final dishes (30 marks) E. Analyse and evaluate (8 marks) <p>Due in before February half term.</p>	<p>Exam Preparation</p> <p>Revision of all topics studied in year 10 to include any gaps in knowledge.</p> <p>Pupils will use a variety of revision techniques including online tools, quizzes, demonstrations and past papers.</p> <p>Online tools include: www.illuminate.digital/aqafood username: SCITYOFDERBY3 password: STUDENT3</p> <p>www.senecalearning.com search for 'food' and pick Food Preparation and Nutrition: AQA GCSE</p>	<p>Final written exam (100 marks).</p> <p>1h45m written exam.</p> <p>Section A: 20 multiple choice questions, 20 marks</p> <p>Section B: 80 questions, a mixture of short and long answers, 80 marks.</p>	<p>NEA 1: Food investigation (30 marks)</p> <p>This is an investigation into the working characteristics, functional and chemical properties of ingredients.</p> <p>Students will research, plan and complete investigations into a context set by the exam board.</p> <p>The sections of this piece of work are:</p> <ul style="list-style-type: none"> D. Research (6 marks) E. Investigations(15 marks) F. Analyse and evaluate (9 marks) <p>Due in before October half term.</p>	<p>Revision for mock exam</p> <p>NEA 2 Food preparation assessment (70 marks)</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task will be assessed.</p> <p>Students will research and plan 3 dishes which fit the context provided by the exam board.</p> <p>They will trial up to 4 skills before they decide on their final menu.</p> <p>Prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved.</p> <p>The sections of this piece of work are:</p> <ul style="list-style-type: none"> F. Research (6 marks) G. Skills trials (18 marks) H. Planning for the final menu (8 marks) I. Making the final dishes (30 marks) J. Analyse and evaluate (8 marks) <p>Due in before February half term.</p>

GEOGRAPHY GCSE Curriculum Year 11 (AQA)

Urban Issues & Challenges	Natural Hazards	Changing Economic World	ALL TOPICS
<p>LIC/NEE urban issues: Mumbai</p> <ul style="list-style-type: none"> Describe the location and importance of Mumbai, regionally, nationally and internationally. Explain the causes of urban growth. Analyse how urban growth has created both social and economic opportunities for urban growth. To what extent has urban growth in Mumbai created both opportunities and challenges. Assess how urban planning is improving the quality of life for the urban poor. 	<p>Natural Hazards – Tectonic / Weather Hazards</p> <ul style="list-style-type: none"> Describe the different types of natural hazard. Explain the factors that affect hazard risk. Explain the factors that affect global atmospheric circulation. Describe the global distribution of tropical storms Explain how tropical storms are formed and how they might be linked to climate change. Assess the extent to which primary effects of tropical storms are more destructive than secondary effects. Using Typhoon Haiyan as a case study, evaluate the effectiveness of the immediate and long-term responses to a tropical storm. Explain why volcanoes occur at different plate boundaries. Explain why earthquakes occur at different plate boundaries. Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Choose either an earthquake or a volcanic eruption. Assess the extent to which the effects of tectonic hazards vary between areas of contrasting wealth. Evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard. To what extent does a country's wealth affect its ability to cope with a tectonic hazard? Explain how management strategies can reduce the effects of tectonic hazards. Assess the extent to which prediction is the most important factor in reducing the effects of tectonic hazards. Explain reasons why people continue to live in areas at risk from tectonic hazards. 	<p>Development</p> <ul style="list-style-type: none"> To what extent is Gross National Income (GNI) per capita the most effective way to classify how developed a country is. Assess the limitations of using economic and social indicators to measure development. Explain the link between the Demographic Transition model and a country's level of development. Evaluate how far economic development can be linked to the DTM Assess the causes of uneven development. Explain how investment and industrial development can help reduce the development gap in a named LIC or NEE. Explain how Fairtrade can help reduce the development gap in a named LIC or NEE. Explain how aid and debt relief help to deal with the problems of unequal development in a named LIC or NEE. Explain how intermediate technology and microfinance loans can help to deal with the problems of unequal development in a named LIC or NEE. Assess the strategies used to reduce the problems of unequal development. Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development. Using a case study of a LIC or NEE country, explain the link between Transnational Corporations (TNCs) and industrial development in the country. Assess the view that TNCs only bring benefits to the host country. Using an example of a LIC/NEE you have studied, explain how tourism can help reduce the development gap. 	<p style="text-align: center;">“Review, Reteach, Revise”</p> <p style="text-align: center;">Preparation for the GCSE examinations:</p> <p style="text-align: center;">Paper 1 Living with the physical environment</p> <p style="text-align: center;">Paper 2 Challenges in the human environment</p> <p style="text-align: center;">Paper 3 Geographical applications (issue/fieldwork)</p>

Y11

HISTORY GCSE Curriculum Year 11 (EDEXCEL)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p><u>Paper 3 - Weimar and Nazi Germany – 1918-39</u></p> <p><u>Key Topic 1 – The Weimar Republic</u></p> <ul style="list-style-type: none"> - The origins of the Weimar Republic - The impact of the Treaty of Versailles - Strengths and Weaknesses of the Weimar Republic - Political threats from the left and right. - Hyperinflation - Gustav Stresemann’s reforms. <p><u>Key Topic 2 – Hitler’s Rise to Power</u></p> <ul style="list-style-type: none"> - The early years of the Nazi Party - Was the Munich Putsch a success or disaster for Hitler? - The development of the Nazi Party - The Wall Street Crash and Great Depression. - Hitler’s appeal - Nazi Propaganda - Hitler becomes Chancellor 	<p><u>Key topic 3 – Nazi Control & Dictatorship</u></p> <ul style="list-style-type: none"> - The Reichstag Fire - The Enabling Act - Night of the Long Knives - The Nazi police state - Nazi control of the Church - Opposition towards the regime <p><u>Key topic 4 – Life in Germany</u></p> <ul style="list-style-type: none"> - Women in Nazi Germany - The Hitler Youth and Nazi education - Nazi policies to reduce employment - Did standards of living improve under the Nazi Party? - The Nazi persecution of minorities. 	<p>Revision & Recap Medicine Through Time Focus</p>	<p>Revision & Recap Elizabethan England focus</p>		

HEALTH AND SOCIAL CARE Curriculum Year 10-11 (OCR National Certificate)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>Health and Social care – Component 2 Health and Social Care Services and Values</p> <p>CS: Coursework assessed task: Role Play Scenario</p>	<p>Health and Social care – Component 3 Health and Wellbeing</p> <p>Introduction to unit: Health and Wellbeing</p> <p>Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <p>Physical and lifestyle factors Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing Economic factors that can have positive or negative effects on health and wellbeing Environmental factors that can have positive or negative effects on health and wellbeing The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p>Health and Social care – Component 3 Health and Wellbeing</p> <p>Interpret health indicators</p> <p>pulse (resting and recovery rate after exercise) blood pressure peak flow body mass index (BMI).</p>	<p>Health and Social care – Component 3 Health and Wellbeing</p> <p>Design a person-centred health and wellbeing improvement plan</p> <p>Recommended actions to improve health and wellbeing Short-term (less than six months) and long-term targets Appropriate sources of support (formal and/or informal).</p>	<p>Health and Social care – Component 3 Health and Wellbeing</p> <p>Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans Health and Wellbeing:</p> <p>Potential obstacles:</p>	<p>Component 3 External Exam: June 2021</p>
Y10	<p>Health and Social care – Human Lifespan Development</p> <p>Introduction to the course. Introduction to PIES Introduction to the Life stages Infancy – PIES Early Childhood – PIES Adolescence – PIES Early Adulthood – PIES Middle Adulthood – PIES Later Adulthood – PIES</p> <p>CS: Assessment – Eddie Fix it Time</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>Coursework Task Set Coursework Learning Aim A</p> <p>Selection of a suitable individual (DME) Research of selected individual Questionnaire</p> <p>How has my celebrity developed – PIES 3 life stages.</p> <p>Factors affecting development Environmental factors Cultural factors Physical Factors</p> <p>Field trip: Local Care Home – Christmas Visit – Mince Pies – Links to life stages and life events – students to actively converse with residents within a health and social care context.</p> <p>CS: Assessment Task Fix it Time.</p> <p>SF: Command verbs – Identify and Explain – Fix it Task to be referred back to.</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>Coursework Task Students to complete coursework task Coursework Learning Aim A</p> <p>Life Events Expected Life Events Unexpected Life Events How support can help people adapt to life after a life event</p> <p>CS: Assessment Task Multiple choice. Fix it Time.</p> <p>Coursework Learning Aim B</p> <p>CS: Coursework task students must compare two individuals</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>How support can help people adapt to life after a life event</p> <p>Coursework Learning Aim B</p> <p>SF: Command verbs – Describe, Explain and Compare CS: Coursework task students must compare two individuals</p>	<p>Health and Social care – Component 2 Health and Social Care Services and Values</p> <p>Understanding the different types of health and social care services and barriers to accessing them.</p> <p>Exploring the different types of services – Primary, Secondary and Tertiary</p> <p>Exploring the different types of services and who they are suitable for.</p> <p>Barriers to accessing services and how these can be overcome.</p>	<p>Health and Social care – Component 2 Health and Social Care Services and Values</p> <p>What are the Care Values?</p> <p>How do the Care Values underpin practice?</p> <p>Task – Demonstrating the Care Values in practice</p>

HOSPITALITY & CATERING Vocational Award Curriculum Year 11 (WJEC)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>Unit 2 Hospitality and Catering in Action</p> <p>LO1 understand the importance of nutrition when planning menus</p> <p>AC1.1 describe functions of nutrients in the human body</p> <p>Nutrients</p> <ul style="list-style-type: none"> • Protein • Fat • Carbohydrate • Vitamins • Minerals • Water • Dietary fibre (NSP) <p>AC1.2 compare nutritional needs of specific groups</p> <p>Assessment – Case study</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>Assessment – Mini test</p>	<p>Unit 2 Hospitality and Catering in Action</p> <p>LO2 understand menu planning</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>Factors</p> <ul style="list-style-type: none"> • Time of year e.g. seasonality of commodities, seasonal events • Skills of staff • Equipment available • Time available • Type of provision e.g. service, location, size, standards • Finance e.g. costs, customer needs • Client base <p>Assessment – Case study</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.3 explain how menu dishes meet customer needs</p> <p>Needs</p> <ul style="list-style-type: none"> • Nutritional • Organoleptic • Cost e.g. premium priced dishes, value for money <p>AC2.4 plan production of dishes for a Menu</p> <p>Assessment – Mock menu</p>	<p>Unit 2 Hospitality and Catering in Action</p> <p>LO3 be able to cook dishes</p> <p>AC3.1 use techniques in preparation of Commodities</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p> <p>Quality</p> <ul style="list-style-type: none"> • Smell/Aroma • Touch • Sight • Storage • Packaging <p>Assessment – Mini test</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>Techniques</p> <ul style="list-style-type: none"> • Boiling • Blanching • Poaching • Braising • Steaming • Baking • Roasting • Grilling (griddling) • Frying • Chilling • Cooling • Hot holding <p>Assessment – Evidence based evaluations of skills</p> <p>AC3.4 complete dishes using presentation techniques</p> <p>Presentation techniques</p> <ul style="list-style-type: none"> • Portion control • Position on serving dish • Garnish • Creativity <p>Self- Assessment Evaluations</p> <p>AC3.5 use food safety practices</p>	<p>Unit 2 Hospitality and Catering in Action</p> <p>Controlled assessment time.</p> <p>Students must have time to:</p> <p>Research Plan menu Plan timings Plan ingredients Cook Present Evaluate</p> <p>Coursework Deadline Formal Assessment. 2021 Deadline TBC.</p>	<p>Unit 1 The Hospitality and Catering Industry</p> <p>revision – if required.</p> <p>Menu planning and developing independent planning and cooking skills.</p>	<p>Exam Resit if required: Unit 1 The Hospitality and Catering Industry</p>

MODERN FOREIGN LANGUAGES [French or German] GCSE Curriculum Year 10-11 (AQA)

	Autumn		Spring		Summer	
Y10	House & home Opinions My ideal house My ideal town My town Last weekend (Present, past perfect, past imperfect, conditional & modal verb-to be able to)	Describing a photo Health (Past, present & future tenses, all modal verbs)	School Daily routine (Present tense & reflexive verbs, past tense)	The world of work Work experience Future plans (Past, present & future tenses)	Media Leisure & sports Opinions (Present & past tenses)	Next weekend Personal descriptions Family & friends Future relationships Opinions on marriage (Past, present & future tenses)
Y11	Social media & mobile technology The environment	Social issues Special events (religious festivals & birthday)	Revision	Revision	Revision	

MUSIC GCSE Curriculum Year 10-11 (OCR)

Y10	<p>Performance: My Instrument Performance Skills Intro.</p> <p>Composition: Intro to composition for own instrument.</p> <p>Theory: Composition Basics.</p>	<p>Performance: My Instrument Performance Skills Intro.</p> <p>Composition: Mock composition for own instrument.</p> <p>Theory: Conventions of Pop.</p>	<p>Performance: My Music Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Notation</p>	<p>Performance: My Music Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Notation</p>	<p>Performance: My Music Performance Rehearsal and Completion</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Film Music</p>	<p>Performance: Ensemble Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Completion</p> <p>Theory: Film Music</p>
Y11	<p>Performance: My Music Performance Skills Intro.</p> <p>Composition: Intro to composition for own instrument.</p> <p>Theory: Composition Basics.</p>	<p>Performance: My Music Performance Skills Intro.</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Conventions of Pop.</p>	<p>Performance: My Music then Ensemble Performance Rehearsal Recording</p> <p>Composition: My Music then set composition Composition rehearsal and Development.</p> <p>Theory: The Concerto Through Time</p>	<p>Performance: Ensemble Performance Rehearsal Recording</p> <p>Composition: Set composition completion and recording.</p> <p>Theory: Film Music</p>	<p>Theory: Rhythms of the World then completion and revision of all theory.</p>	<p>Theory: Revision in preparation for the exam.</p>

SCIENCE GCSE Curriculum Year 10-11 (AQA)

	Autumn	Spring	Summer
Y10	Biology 1: Cells Biology 2: Human organ systems Physics 1: Particles Physics 2: Energy	Biology 3: Disease Biology 4: Plants Chemistry 1: Atoms & Periodic Table Chemistry 2: Ionic bonding Chemistry 3: Covalent bonding	Biology 3: Disease Biology 4: Plants Chemistry 1: Atoms & Periodic Table Chemistry 2: Ionic bonding Chemistry 3: Covalent bonding
Y11	Biology 5: Nerves & hormones Biology 6: Inheritance Physics 5: Forces Physics 6: Forces & movement	Biology 7: Evolution Biology 8: Ecology Chemistry 5: Reactions Chemistry 6: Organic Chemistry 7: Atmosphere	Chemistry 8: Using resources Physics 7: Magnets Physics 8: Waves

See Science Fact Sheets for more information about topic.

Most students in Year 10 and 11 study the following specification(s):

AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy (worth 2 GCSEs)

Some students study three separate Science subjects:

AQA Level 1/Level 2 GCSE (9-1) in Biology

AQA Level 1/Level 2 GCSE (9-1) in Chemistry

AQA Level 1/Level 2 GCSE (9-1) in Physics

RSE/PSHE CoDA Curriculum Year 11

	Autumn		Spring		Summer	
Y11	Health and Wellbeing 1 – diversity, privilege, body positivity, identity, reproductive health	Health and Wellbeing 2 – sleep, risk taking, gambling, digital footprint, personal safety	Careers and Finance – study skills, applying for colleges/sixth form/apprenticeships, health and safety at work	Relationships and Safety – diversity & non-traditional relationships, body shaming, consent and break-ups	Living in the Wider World 1 – sustainability, the environment, multiculturalism, internet safety and fraud	Examinations