



Programmes of Learning 2021-22

Year 11

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Year 11 - Art and Design GCSE

Year 11 - Art and Design GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EdExcel Art and Design (2AD01)	Unit 1: Personal portfolio (5AD01)	n/a	100%
	Unit 2: Externally set assignment (5AD02)	n/a (cancelled due to pandemic restrictions)	
Key topics	Course content		Assessment

<p>Autumn 1:</p> <p>Unit 2:</p> <p>Still Life/Fragmentation</p>	<p>Still life/Fragmentation Unit 2:</p> <p>Still Life drawing from setup in studio. Experimental drawing exercises. Research chosen still life theme. Sustained drawings using a variety of media from photographs. Research an artist that links to your theme. Investigate colour theory and painting techniques.</p> <p>PPE1 - Painting experiments</p>	<p>Prep:</p> <p>Students working through the Still life/Fragmentation</p> <p><i>All homework contributes to coursework</i></p> <p>Other assessments:</p> <p>Sketchbook portfolio checks every half term.</p> <p>Mock exam assessment.</p>
<p>Autumn 2:</p> <p>Fragmentation/Cubism</p>	<p>CUBISM: Introduction to Cubism</p> <p>Researching work of Cubist Artists/Still Life Artists Development of ideas and production of final painting in response to theme. Show connections to other artists.</p>	
<p>Spring 1:</p>	<p>Present ideas - final painting.</p> <p>Final compositional plans:</p> <ul style="list-style-type: none"> ● Test pieces, painting testers and annotation. ● Final plans for composition with colour notes ● FINAL PAINTING 	<p>Prep:</p> <p>Outstanding coursework Structured homework timetable</p> <p>Other assessments: Coursework review</p>

Spring 2:	Review coursework and make refinements to work. Complete a further project which links to previous 2 or complete/improve existing work.	Other assessments: Coursework review
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Summer 1:	Review coursework and make refinements to work. Complete a further project which links to previous 2 or complete/improve existing work.	April/May: Coursework deadline set and all work handed in for final assessment and moderation
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Suggestions for independent study and home support:

Observational drawing, photographs and research based on theme - Cubism/still life/pre-public exam/final exam, visits to relevant exhibition or gallery.

[BBC Bitesize](#)

KEY SKILLS

Literacy (keyword link) Cubism: analytical, synthetic, collage, mixed media, line, tone, texture, fractured, multiple viewpoints. Assessment objectives: refine, development, record,	Numeracy Scaling up/down, enlargement. Proportion, shape, repeating pattern, translation.	Other Independent learning - development of ideas for the final piece.
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present.		
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Year 11 - ASDAN Certificate of Personal Effectiveness level 1 and level 2		
Exam Board & course title/ code	Unit	Exam type

ASDAN	Certificate of Personal Effectiveness	100% Portfolio	
Key topics	Course content		Assessment
Autumn 1:	<p>Introduction to problem solving Students are reintroduced to problem solving and the skills needed to solve the problem.</p> <p>Various teacher led problems are introduced throughout the term.</p> <p>Ultimately students will identify a personal problem and devise ways of solving the problem, identify which way is best suited and create an action plan to actually solve the problem.</p>		<p>Homework:</p> <p>Problem worksheets</p> <p>Other assessments:</p>

Autumn 2:		Homework: Other assessments:
Spring 1:	Communication through discussion Students to gather information within their group, on an area of interest, Students prepare for an assessed discussion	Homework: Research worksheets
Spring 2:	Portfolios are completed and final drafts made for external moderation.	Homework: Other assessments:
Summer 1:		Homework: Other assessments:
Suggestions for independent study and home support:		
KEY SKILLS		
Literacy (keyword link) Introduction to working with others, Introduction to improving	Numeracy	Other

own		
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Learning and performance, Introduction to problem solving, Planning and carrying out a piece of research, Communication through discussion Planning and giving an oral presentation.		
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Exam Board & course title: BTEC TECH Award in Enterprise Level 1/2

Unit	Coursework	% of Total Course
Component 1: Exploring Enterprises	<p>C: Investigate the factors that contribute to the success of an enterprise</p> <p>Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which SWOT and PEST analysis can be used to support decision making.</p>	<p>Hand in Deadline</p> <p>10th November</p> <p>This is a written report worth 10% of the overall grade</p>
Component 2: Planning for and Pitching an Enterprise Activity	<p>A. Explore ideas and plan for a micro-enterprise activity</p> <p>Learners will develop their knowledge and understanding of the skills required to plan for a micro-enterprise activity.</p>	<p>Hand in Deadline</p> <p>26th January</p> <p>A business plan worth 10% of the overall grade</p>
Component 2: Planning for and Pitching an Enterprise Activity	<p>B: Pitch a micro-enterprise activity</p> <p>Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience</p>	<p>Hand in Deadline</p> <p>21st March</p> <p>This is a presentation worth 10% of the overall grade</p>
Component 2: Planning for and Pitching an Enterprise Activity	<p>C: Review own pitch for a micro-enterprise activity</p> <p>Learners will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills.</p>	<p>Hand in Deadline</p> <p>18th May</p> <p>This is a written report worth 10% of the overall grade</p>

Suggestions for independent study and home support:

News articles

Reading business news on www.bbc.co.uk

Books

BTEC Tech Award Level 1/2 student book Enterprise, Pearson, 2018, Richards, C., Coupland-Smith, H., Redfern, A. ISBN 978-1292231396

Running a Micro Business, Ambassador Publishing, 2010, Topp, C. ISBN 978-0982924518

Micro-entrepreneurship for Dummies, John Wiley & Sons, April 2013, Mladjenovic, P. ISBN 978-1118521687

Videos

The BBC 'Bitesize' - Enterprise has several videos that might be appropriate including:

Promoting products at a market stall; www.bbc.co.uk/education/clips/zwj4kqt

Young Entrepreneur:

www.bbc.co.uk/education/clips/ztqs34j

Exploring business and enterprise at Reading Festival:

www.bbc.co.uk/education/clips/z8vm6sg

KEY SKILLS

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Year 11 - Certificate in Design Applications

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Pearson	Unit 1: Developing Web Products	Jan / JUNE	25%
	Unit 4: Game Making	Controlled Assessment	75%
Key topics	Course content		Assessment
<p>Learning Cycle 1:</p> <p>Unit 4: Game Making</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> ● Investigating computer games ● Using a Moodboard <ul style="list-style-type: none"> ● Developing games for others to play: audience and purpose, pathways, levels, assets, story, rules, navigation and controls, interaction <p>Unit 1: Web Development modules repeated for exam retake students</p>		<p>Preparation:</p> <p>Online tutorials</p> <p>Evaluations and review User feedback and testing</p> <p>Past exam projects / catch up sessions after school.</p>

<p>Learning Cycle 2:</p> <p>Unit 4: Game Development</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop a game for others to play ● Use Game Maker software to code and build a game ● Prepare and import assets, create features e.g. levels, scoring systems, events and controls ● Consider audience and purpose ● Prepare and log assets ● Test and respond to user feedback about their game 	<p>Testing and gathering user feedback</p> <p>Audience brief</p> <p>Asset collation</p> <p>Knowledge of the software</p>
<p>Learning Cycle 3:</p> <p>Unit 4: Game Making</p>	<p>Students will develop the following game features:</p> <ul style="list-style-type: none"> ● Sound types: mide, mp3, ogg ● Use sound to create effect ● Accessibility features: contrast, alt text ● Select and apply effects: e.g. emitters, fog, rain ● Manipulate assets in 3D space: position, scale, rotate 	<p>Accessibility Features</p> <p>Sound in Games: compare & contrast</p> <p>Use of effects in Games: Research project.</p>
<p>Learning Cycle 4:</p>	<p>Students will cover the following syllabus topics:</p>	<p>Preparation:</p>

<p>Unit 4: Promotion and Reviewing</p>	<ul style="list-style-type: none"> ● Audience and purpose <ul style="list-style-type: none"> ● Client briefs and the project lifecycle ● ● Playability: e.g. challenge, interest, duration, start-up, progress ● Interactivity: Controls, effects ● Rules: Clarity, logic ● Create a Promo: using assets from the game to attract interest and persuade people to play. ● Feedback ● Evaluation 	<p>Promo reviews Testing</p> <p>Other assessments:</p> <p>Final Submission: April / May 2020</p>
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> ● Web development: https://www.w3schools.com/ ● Game Making: https://www.yoyogames.com/gamemaker ● Game maker tutorials: https://www.youtube.com/watch?v=hzMNunoPd0o&list=PLPRT_JORnlurFYwHdWhLWR3bLH2nzCh sm 		
<p>KEY SKILLS:</p>		

<p>Literacy:</p> <p>Legislation, effectiveness, quality assurance, conversion, safety, plagiarism, acknowledgment of sources.</p> <p>Presentation: grammar and spelling accuracy.</p>	<p>Numeracy:</p> <p>File sizes and processor speeds. Binary</p>	<p>Other:</p> <p>Analysis Computational thinking Critical thinking Problem solving Online safety Laws related to assets / copyright / data protection</p>
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Year 11 - Computing GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR J276	Theory Component 1	June	40%

	Theory Component 2	June	40%
	NEA	Controlled assessment	
Key topics	Course content		Assessment

<p>Learning Cycle 1:</p> <p>J276- Practical Investigation Practice Controlled Assessment</p> <p>3.1 Programming Techniques</p>	<p>Students start a practice controlled assessment where the focus is on the write-up skills and in particular: • Analysis</p> <ul style="list-style-type: none"> • Design • Development • Testing • Evaluation <p>Students are also taught the following syllabus topics:</p> <p>System Software</p>	<p>Prep:</p> <ul style="list-style-type: none"> • System Software • Programming Techniques • Algorithmic Thinking • System Software <p>Assessments:</p> <ul style="list-style-type: none"> • Practice controlled assessment • PPE 1 Component 1
<p>Learning Cycle 2:</p> <p>J276: Component 1</p> <p>J276- Practical Investigation Practice Controlled Assessment</p>	<p>Students are taught the following syllabus topics:</p> <ul style="list-style-type: none"> • System Security • Ethical, legal, cultural and environmental concerns <p>Students continue with the live controlled assessment task.</p>	<p>Prep:</p> <ul style="list-style-type: none"> • Revision Tasks • Ethical, legal and cultural issues • Practice 6 marks questions <p>Assessments:</p> <ul style="list-style-type: none"> • Component 2 exam • 6 mark Q&A

<p>Learning Cycle 3:</p> <p>J276 - Practical Investigation Live Controlled</p> <p>Assessment J276 :</p> <p>Component 2</p>	<p>Students finish the live controlled assessment task</p> <ul style="list-style-type: none"> • Students revise all topics for the exam, focussing 	<p>Prep:</p> <ul style="list-style-type: none"> • Revision Tasks <ul style="list-style-type: none"> • Walking, talking Mock • Problem solving programming tasks • Past papers <p>Other assessments:</p>
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		<ul style="list-style-type: none"> • Live controlled assessment • PPE2 • Component 2 exam
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Suggestions for independent study and home support:

Theory: <http://www.cambridgegcsecomputing.org/>

Python: <https://repl.it/languages/python3>

Python Programming for OCR GCSE Computing.

Textbook provided: OCR GCSE(9-1) Computer Science -Revision Guide and Workbook. CGP-Revision Guide

KEY SKILLS

<p>Literacy: BIOS, Software, Decomposition Communication Protocol, Dynamic IP Address, FTP, Gigabyte, Hub/switches, Hyper Text Transfer Protocol (HTTP), IP address, LAN, Private IP Address, Protocols, Public IP Address SMTP, Static IP Address, TCP/IP, WAN</p>	<p>Numeracy: Intrinsic to Computing and delivered throughout the course.</p>	<p>Other: Analysis Computational thinking Critical thinking Problem solving</p>
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Year 11 - Dance BTEC			
Exam Board & course title/ code	Unit	Date of Exam	% of Total Exam
EdExcel BTEC Tech Award Performing Arts	Component 1: Exploring the Performing Arts (Internal exam) 36GLH	March	Course Accreditation July 30% of total
	Component 2: Developing Skills and Techniques (Internal exam) 36GLH	December	Course Accreditation July 30% of total
	Component 3: Performing to a Brief (External exam) 48GLH	May	Course Accreditation July 40% of total
Key topics	Course content		Assessment

Autumn 1: Component 2	Students to learn a 2 minute rep of a professional dance as close to the original as possible	Final performance to be performed to live audience and recorded for assessment
Autumn 2: Component 2	Students to complete a log book to support understanding of the physical and expressive skills needed to perform this dance successfully	Log books

<p>Spring 1: Component 3</p>	<p>Set by exam board students to perform to a brief.</p> <p>10 -12 minute final performance that showcases students abilities in performance.</p>	<p>Personal research and problem solving to work as a team to put together a performance to be performed at school to an external audience</p> <p>Other assessments: Final performance of show and participation during the process Homework questions set by teacher</p> <p>Other assessments: Log book evaluations of contributions</p>
<p>Spring 2: Component 3</p>	<p>Finishing written analysis report to support practical work</p>	<p>Homework: Completing written and verbal analysis of process for final assessment</p>

Suggestions for independent study and home support

Continued attendance at extracurricular dance events/technique sessions Opportunities to see professional dance companies in a professional setting Workshops with professional artists to support class learning

Performing arts textbook to support examined units

KEY SKILLS

Literacy

Using keywords from glossaries in folders.
Analytical language when talking about how they are developing and using key skills of organisation, problem solving and using initiative

Numeracy

Counting musically, problem solving relationships within choreography

Other

Working together, sharing ideas Responding to evaluations, analyzing own work

Year 11 - Dance GCSE			
Exam Board & course title/ code	Unit	Date of Exam	% of Total Exam
AQA Dance 8236	Component 1 3.1 Performance and 3.2 Choreography	April 2022	Performance - solo and duet/trio 30% Choreography - solo or group performance 30%
	Component 2 - 3.3.Written Paper 1 ½ hours - 80 marks	June 2022	Written paper 1 ½ hours 40%
Key topics	Course content		Assessment

<p><u>PERFORMANCES</u></p>	<ul style="list-style-type: none"> ● Students to use remaining phrases to create own compositions for component 1 examination ● Students to work from a choreographic intention ● Support given to students to develop strong choreography and opportunities to showcase their full physical capability 	<p>duet/trio dances Continued rehearsal</p>
<p>Spring 1:</p> <p><u>Choreography from a given stimulus & programme notes</u></p>	<ul style="list-style-type: none"> ● Introduction to own compositions based on a range of stimulus options set by exam board e.g. photograph, geographical/historical event, prop, music, poetry/text. ● Developing choreography using a wide range of composition skills. ● Continued development of compositions and written programme notes to support understanding of the stimulus used. 	<p>Preparation</p> <p>Regular rehearsals - teacher support</p> <p>Other assessments: Final film and written programme notes to be completed</p>
<p>Spring 2:</p> <p><u>Practical exam</u></p>	<p>Rehearsal of all practical work Solos - set phrases if needed Performance dance Choreographies Revision for written exam</p>	<p>Homework:</p> <p>Rehearsal Other assessments:</p>

<p>Summer 1: <u>Written examination (May/June)</u></p>	<p>Revision of all professional works Revision linked to Heads up support Revision session led by Arts pool representative</p>	<p>Preparation To attend revision sessions Complete online revision resource from Artspool</p>
<p>Suggestions for independent study and home support Rehearsal of set phrases and performance choreographies. Practice of exam based questions surrounding professional works and dance terminology. Revision for mock exam A big emphasis on choreography of group/solo performance - additional rehearsals outside of lessons. s. Practice exam style questions. Revision for written exam. Use heads-up revision tool available through artspool/AQA for help with answering exam questions.</p>		
<p>KEY SKILLS</p>		

<p>Literacy See books and revision guides Subject specific glossary</p>	<p>Numeracy In practical work - use of musical phrasing</p>	<p>Other Communication and analysis of peers and own work <u>PLTS</u> Creative Thinking Time management Independent learning Group work Reflective learners</p>
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Year 11 - Design Technology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA 8552	8552	Exam taken in June of year 11	50%
	8552	Non exam assessment starts June in year 10	50%
Key topics	Course content		Assessment
Learning Cycle 1	Continue Non Exam Assessment Contextual challenges released summer of year 10 Assessment criteria: Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating		Preparation: Exam questions Extended research Other assessments: PPE exam October End of term test

<p>Learning cycle 2</p>	<p>Continue Non Exam Assessment Contextual challenges released summer of year 10 Assessment criteria: Identifying and investigating design possibilities Producing a design brief and specification</p>	<p>Preparation: Exam questions Extended research</p>
	<p>Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating</p> <p>Final hand in for complete non exam assessment March</p>	<p>Other assessments: End of term test PPE exam February</p>

<p>Learning cycle 3</p>	<p>Revision based focused practical tasks covering topic below</p> <p>sustainability and the environment informing the design decision people cultures and society production techniques and systems industry and enterprise energy generation energy storage modern materials Smart materials composite materials system approaches to design electronic systems mechanical devices</p>	<p>Preparation: Exam questions Extended research</p> <p>Other assessments: End of term test</p>
<p>Learning cycle 4</p>	<p>Exam period</p>	
<p>Suggestions for independent study and home support</p> <p>GCSE Bitesize, www.designtechnologystudent.com. Lonsdale revision booklet (available from department), doddle. AQA Design and Technology Nelson Thornes</p>		

KEY SKILLS

<p>Literacy (keyword link) Manufacturer's specification, Manufacture, Rendering, Finishes, Isometric, Jigs, Modelling, MDF, Perspective, Prototype, Production methods, One off, Batch, Mass, Continuous, Plywood, Plastic memory, Quality control, Quality Assurance, Risk assessment, renewable, sustainability, strip heater, shell structure, thermoplastic, thermosetting, triangulation. Plasticity, polymer, Rapid prototyping, Recover, recycle, Reuse, Shear strength, Split</p>	<p>Numeracy</p> <p>1mm = 0.1cm 10mm = 1cm 50mm = 5cm 55mm = 5.5cm 100mm = 10cm</p>	<p>Other</p> <p>Communication Presentation Team work Independent skills Research development</p>
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<p>die, Spruce, Sustainable, Tarnish, tempering, tensile strength, thermoplastics, thermosetting plastics, user requirements, veneers, UV, versatile, warping, Durability, Elasticity, Electrolysis, EPOS, Extruded, Face Edge, Felled ,Ferrous, Fibrous ,Flux, Function, galvanizing, Hardwood, Hardening, High tensile strength, knots, Kyoto Protocol, Laser Cutting, Malleable, Molecular structure, non ferrous, offshore manufacturing, one off production, opaque, organic material, performance requirements, photovoltaic cell, plastic memory, Abrasive, Accuracy, Adhesives, Aesthetics, Alloys, Annealing, Anodising, Anthropometrics, Batch production, Bending metals, Bespoke, Bevel, Bio Fuel, Biomass, Blow Moulding, Built-in Obsolescence, Bolts, CAD, CAM ,Carbon Footprint, Chiselling, Circuit Boards, CNC, Composites, Compressive Strength, Datum, Die Stock, Dimensional Stability, Draft angle, Ductile, Anti-static Finish, Applique, Batik, Bias, Biological Finishes, Blends, Block Printing, Bonded Fabric, British Standards, Conduction Materials, Disassembly, Dyeing, Elastane, Embellishment, Embroidery, Engraved Roller, Environmental Issues, Ethical Goods, Fabric Paint, Fairtrade, Felt, Fibres, Haute Couture, Interfacing, Job Production, Just-in-time Stock Control, Kevlar, Kitemark, Knitted Fabrics, Knitting, Machine Labelling, Lay Planning, Legislation, Medical textiles, Microencapsulation, Microfibres, Nanomaterials, Nomex, Off-the-peg, Overlock, Physical Finishes, Pinking Shears, Polycotton, Printing, Properties</p>	<p>To convert mm to cm $\div 10$ To convert cm to mm x 10</p>	<p>Time management</p>
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<p>of Fabric, Regulations, Risk Assessment, Safety Standards, Screen Printing, Seams, Sewing Machine, Stencilling, Surface Decoration, Technical Textiles, Transfer Printing, Weave, Woven Fabric, Foam board, GSM (grams per square metre), Laminating, Embossing, Jig, Typesetting, Kerning, Serif, Sans Serif, Script, Moral, social, cultural, Flexography, Lithography, screen printing , gravure, Polypropylene, Polyvinyl chloride (PVC), High-density Polyethylene (HDPE), Neoprene, PVA glue, spray mount, Hue, Vanishing point, contrasting, horizontal, perspective, analyse, laminated, serif, input device, freehand, copyright, carton board, complementary, binding, corrugated, GSM, net, corporate identity, mock-up , highlight, registered design, rendering, colour fusion</p>		
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Year 11 - Drama GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EDEXCEL	GCSE DRAMA 1DR0	SUMMER	
	Component 1DR0/1	DEVISING	40 Coursework
	Component 2 1DR0/2	PERFORMANCE FROM TEXT	20 Coursework
	Component 3 1DR0/3	THEATRE MAKERS IN PRACTICE	40 Written Examination
Key topics	Course content	Assessment	

<p>Learning Cycles 1 - 4</p> <p>(Component 1 Completion of Devising portfolio from y10)</p> <p>Component 2:</p> <p>Preparation for Examined performance from</p>	<p>Completion of devising portfolio from y10 Each student must include a response to the following questions.</p> <ul style="list-style-type: none">• What was your initial response to the stimuli and what were the intentions of the piece?• What work did your group do in order to explore the stimuli and start to create ideas for performance?• What were some of the significant moments during the development process and when rehearsing and refining your work?• How did you consider genre, structure, character, form, style, and language throughout the process?• How effective was your contribution to the final performance? <p>Performance from text</p> <p>Performers must develop skills in:</p> <ul style="list-style-type: none">• how meaning is communicated and interpreted through:o the use of voice, physical and non-verbal	<p>Preparation: Self and peer written evaluation</p> <p>Line learning</p> <p>Note taking and set text analysis.</p> <p>Quote learning and model answer preparation.</p> <p>Live performance reviews</p>
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text.		
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<p>2 pieces required from a modern play eg Living with Lady Macbeth, DNA, Kvetch, Holes, Blood Brothers, Mugged</p> <p>Component 3:</p> <p>Preparation for sit down exam June</p>	<p>techniques (such as facial expression and gesture)</p> <ul style="list-style-type: none"> o use of space and spatial relationships o the presentation of characters/roles o relationships between performer and audience o production elements, such as set (including props), costume, lighting and sound. <p>Also:</p> <ul style="list-style-type: none"> • characterisation • voice: use of clarity, pace, inflection, pitch and projection • physicality: use of space, gesture, facial expression, stillness and stance • communicating creative intent to audience • communication with other performers and/or with the audience. <p>Theatre Makers in Practice.</p> <p>Students must practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including:</p> <ul style="list-style-type: none"> • acting style and purpose, including 	
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<p>2018.</p> <p>Set text: The Crucible</p> <p>Review of a live performan ce: Of Mice and Men</p>	<p>vocal and physical skills</p> <ul style="list-style-type: none"> • set and props, including stage furniture and personal props • lighting and sound, including colour and music • costume, makeup and masks as appropriate • use of stage space and spatial relationships, including 	
<p>Suggestions for independent study and home support:</p> <p>Theatre visits, various educational websites e.g. Bitesize, all aspects of school productions, REHEARSALS. After school and holiday sessions with teachers to complete written assignments and rehearse performances.</p>		
<p>KEY SKILLS</p>		

<p>Literacy</p> <p>Response strategies</p> <p>Written response key words and phrases</p>	<p>Numeracy</p> <p>Forms of staging - Angels/ sight lines</p> <p>Set Design - Scale and measurement</p> <p>Costume design - Measuring someone</p> <p>Any performance - Timing and sequencing/ budgeting</p>	<p>Other</p> <p><u>PLTS</u></p> <p>Creative Thinking</p> <p>Time management</p> <p>Independent learning</p> <p>Team work</p> <p>Reflective learners</p>
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Year 11 -AQA English Language and AQA Literature GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Language Paper 1 Code 8700	Explorations in Creative Reading and Writing	June 2022 TBC	50% of final GCSE

AQA Language Paper 2 Code 8700	Writers' Viewpoints and Perspectives	June 2022 TBC	50% of final GCSE
AQA Literature Paper 1 Code 8702	The 19th century novel and Modern Drama	May 2022 TBC	40% of final GCSE
AQA Literature Paper 2 Code 8702	Shakespeare, Unseen Poem and Unseen Poetry Comparison	May 2022 TBC	60% of final GCSE
Key topics	Course content		Assessment
Autumn 1:	<p>Language Paper 2. This unit will teach the skills for reading and writing for English Language Paper 2. This paper involves comparing one 19th century piece of nonfiction with a 20th/21st century piece that shares a common theme. Students will also complete nonfiction writing tasks.</p>		<p>Preparation: Completing practice papers and revision of literature.</p> <p>GCSE Language Paper 2 PPE 1</p>

<p>Autumn 2:</p>	<p>Language Paper 1. This unit will teach the skills needed for reading and writing for Language Paper 1. Language Paper 1 explores an extract from a piece of fiction and students need to answer four questions about this extract. The final question is where students produce their own piece of creative writing, either a description or a narrative.</p>	<p>Preparation: Completing practice papers and revision of literature.</p>
<p>Spring 1:</p>	<p>Macbeth. This unit will complete student's study of the play. They will be exploring plot, characters and themes from the play through analysing Shakespeare's methods. Unseen Poetry revision. Students will revise the skills of approaching unseen poetry and apply them to various unseen poems. They will also use comparison skills to compare two unseen poems.</p>	<p>Preparation: completing practice papers and revision of literature.</p> <p>GCSE English Language Paper 1 and Literature Paper 1 in PPE 2</p>

Spring 2:	Revision of Language and Literature	
Summer 1:	Further preparation for the language exams Complete revision on literature texts	

Suggestions for independent study and home support:

Reading different books by the same author.

Reading different books about a similar theme.

Detailed research about the author and context.

Reading a range of texts, including non-fiction. Summarising key points of texts. Picking out powerful phrases and briefly discussing effect (this can even be done whilst watching adverts on television or with banner adverts on the internet). What choices have the writers made and what is the effect?

Using revision guides - available to purchase from the library.

Revision through mind maps on themes, ideas and characters of texts including poetry. Revision of key quotations for Literature texts including poetry.

Post-it notes stuck around the house on key ideas or phrases.

Attempting questions with a peer and discussing answers/marking answers together. Telling a willing listener about a key aspect of the Language or Literature exam: teaching someone else is one of the best ways to revise.

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KEY SKILLS

<p>Literacy (keyword link)</p> <ul style="list-style-type: none">UnderstandIdentifySummariseAnalyseCompareWrite clearlyWrite coherentlyWrite accuratelyEvaluate	<p>Numeracy</p> <p>This is implicit in studies of structure and form in Literature.</p>	<p>Other</p>
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FOOD Year 11
Food Preparation & Nutrition GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA 8585 Food Preparation & Nutrition GCSE	NEA 1	September NEA 1 Food Investigation Year 11	50%
	NEA 2	November- February NEA 2 Food Preparation & Cookery Assessment.	
	Exam paper	Written Exam Paper 2 hrs. June 8th	50%
Key topics	Course content		Assessment
Food Science Food Nutrition preparation and cooking.	Making skills: bread, pasta, pastry, sauce, sponges, searing fish/meat.		Students progress is graded against marking criteria and presented on tracker.

Autumn	<p>NEA 1: Issued 1 Sept. 10 GLH for this food science investigation.</p> <p>Analysis, research investigate the function and chemical property of an ingredient in a component eg bread or pastry.</p>	
Winter	<p>NEA 2: November: NEA 2 Food Preparation task starts.</p> <p>Cuisine, diet & client to be researched.</p> <p>Offer relevant dishes.</p> <p>Trial relevant required cookery skills and recipes. Plan 3 course menu with detailed timeplan completed.</p> <p>Trial 3 course menu over 3 week period.</p> <p>Reflect and improve.</p>	
Spring	<p>NEA 2: Prepare and cook 3 course menu within 3 hour</p>	
	<p>time slot . record outcomes and evaluate effectiveness of ingredients, skills and to the brief diet and client needs.</p> <p>Final submission before April of NEA 1 and NEA 2 completed.</p>	

<p>Summer</p>	<p>Exam paper</p> <p>April & May : Exam question strategy, exam topic revision.</p> <p>Theory lessons supporting CGP AQA exam and revision questions</p> <p>Year 11 Sept - May 31st: FOCUSSED PRACTICAL TASKS SET AND TAUGHT BY TEACHER WHICH ARE FOCUSSED AND CENTRED ON A PAST PAPER EXAM QUESTION.</p>	<p>Students progress is graded against marking criteria and presented on tracker.</p>
<p>Suggestions for independent study and home support</p> <p>CGP AQA exam question book issued to all and pages set for Preparation.</p> <p>AQA past papers have been uploaded to G Drive.</p>		
<p>KEY SKILLS</p>		

<p>Literacy: Analysing Evaluating Skills: Enrobing Baking Roasting Shaping Forming Task Analysis Sensory Analysis</p>		<p>Other: Communication Presentation Team work Independent skills Research development Time management</p>
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Programme of Learning Year 11 - 2020-21 31 MODERN FOREIGN LANGUAGES FRENCH SPANISH AND GERMAN

Year 11 - French GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA	Speaking	May 2022	25
	Writing	May 2022	25
	Listening	May 2022	25
	Reading	May 2022	25
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>The Environment</p>	<p>New topic vocabulary and grammatical structures. Typical local and global environmental problems and solutions</p> <p>Discussing world issues, problems in your area, discussing the environment</p>		<p>Homework:</p> <p>Written tasks</p> <p>Vocabulary to learn Reading tasks</p> <p>Other assessments:</p> <p>Reading and Listening Exam questions.</p>

<p>Autumn 2</p> <p>Social issues</p>	<p>New topic vocabulary and grammatical structures. Describing where you social problems and solutions Begin preparation for speaking exam</p>	<p>Homework:</p> <p>Memorising techniques.</p> <p>Pronunciation Practice</p> <p>Other assessments: Mock Reading and Listening Exam.</p>
<p>Spring 1:</p> <p>Charity and volunteering</p>	<p>New topic vocabulary and grammatical structures.</p> <p>Continue preparation for the speaking exam.</p>	<p>Homework:</p> <p>Written tasks with emphasis on grammar. Work set on seneca Vocabulary to learn. Reading tasks.</p>

<p>Spring 2:</p>	<p>Revision of key topics and exam technique for Reading and Listening and Writing exams.</p> <p>Mock speaking exam and writing and listening exams</p>	<p>Homework:</p> <p>Spelling and Grammar work. Exam questions Exam techniques</p> <p>Other assessments:</p> <p>Mock Reading and Listening Exams.</p>
<p>Suggestions for independent study and home support</p> <p>Regular vocabulary learning at home is vital for GCSE success in MFL. We recommend: Revise AQA: GCSE French Revision Guide AND Workbook (from Amazon). www.linguascope.com (ask your teacher for the username and login) www.doddlelearn.co.uk - self testing, revision of key topics and grammar www.bbc.co.uk/schools/gcsebitesize/ - great example questions and listening exercises www.languageskills.co.uk - activities on topics and language www.memorizenow.com - memory technique www.text-to-speech.imtranslator.net/ - great for pronunciation support www.cueprompter.com - memory technique www.studystack.com www.quizlet.com - self-testing quizzes www.languagesonline.org.uk - activities on topics and language</p>		
<p>KEY SKILLS</p>		
<p>Literacy (keyword link)</p> <p>Regular vocabulary learning is</p>	<p>Numeracy</p> <p>Interpreting data from class</p>	<p>Other</p>

<p>essential in Languages. Refer to your vocab. booklet provided by your teacher.</p>	<p>surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	
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Year 11 - Geography GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel B Geography	Paper 1 - Global Geographical Issues	June	37.5%
	Paper 2 - UK Geographical Issues	June	37.5%
	Paper 3 - People and the Environment	June	25%
Key topics	Course content		Assessment

<p>Autumn 1:</p> <p>People and the Biosphere</p>	<p>Global ecosystems Humans and the biosphere Role of the biosphere Demand for resources</p>	<p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP exam workbook</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:</p> <p>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
<p>Autumn 2:</p> <p>Forests Under Threat</p>	<p>Tropical rainforests Threats to tropical rainforests Rainforest conservation Taiga forests Threats to Taiga forests Taiga forest conservation</p>	<p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP exam workbook</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:</p> <p>Students will have 2 assessments during the</p>

		units covering areas of study and an end of topic test at the end of the unit.
Spring 1: Consuming Energy Resources	Energy resources Impacts of energy production Access to energy Oil supply and demand Increasing energy supply Sustainable energy use Energy futures	Homework: Termly revision and consolidation homework set using the CGP exam workbook Makes use of the CGP revision revision guide. Other assessments: Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.

<p>Spring 2: Revision</p>	<p>Students will begin revising and revisiting previous units of work. This will involve intensive practice of exam questions and the development of responses. Revision sessions are also aimed at making the learning enjoyable and memorable. .</p>	<p>Homework: Students will be expected to practice exam based questions at home. They will be expected to create their own revision resources and share these with the class. They will be expected to learn key words and use them effectively in their answers.</p>
<p>Summer 1: Revision</p>	<p>Continue with revision sessions. Students will be expected to make effective use of the Edexcel B revision guide.</p>	<p>Homework: Students will be expected to practice exam based questions at home. They will be expected to create their own revision resources and share these with the class. They will be expected to learn key words and use them effectively in their answers.</p>

Suggestions for independent study and home support:

Students are encouraged to buy the Edexcel B Revision guide which can be purchased from the Geography department for £3.25.

Students will also be provided with revision resources called a PLC.

Seneca is an online revision tool we encourage all students to use

KEY SKILLS

Literacy (keyword link)

Students are provided with lists of keywords and terms for each unit of work.

They will be expected to use these keywords to develop their written responses to questions. Students are also expected to develop their literacy skills through effective use of connectives.

Numeracy

Numeracy is developed through the units of work by analyzing graphs and charts, making use of statistics and graphicacy.

Other

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA	Speaking	May	25
	Writing	May	25
	Listening	May	25
	Reading	May	25
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Home and Local Area</p>	<p>Talking about your home. Using dative prepositions. Talking about the advantages and disadvantages of where you live. Listening to infer meaning. Talking about your future home.</p>		<p>Homework: Written tasks. Work set on Doodle. Vocabulary to learn. Reading tasks. Other assessments: Reading and Listening exam questions.</p>

<p>Autumn 2:</p> <p>Mock Reading and Listening Exam</p> <p>Home and Local Area</p> <p>December: Environment</p>	<p>Writing a longer text about your home. Describing a town. Developing reading and listening strategies.</p> <p>Discussing how we can all help the environment. Using infinitive expressions. Discussing world problems and possible solutions. Using prepositions with the accusative. Considering the environmental impact of different forms of transport. Consolidating the use of three tenses.</p>	<p>Homework:</p> <p>Memorising techniques.</p> <p>Pronunciation Practice</p> <p>Revision: Mock Reading and Listening Exam.</p>
<p>Spring 1:</p> <p>Holidays</p>	<p>Discussing what type of holiday you enjoy. Using <i>gern, lieber, am liebsten</i>. Talking about holiday activities. Using <i>du, ihr, Sie</i>.</p>	<p>Homework:</p> <p>Written tasks with emphasis on grammar.</p>

	<p>Talking about a city you have visited. Using the perfect tense. Giving directions and describing a journey. Using the imperative <i>Sie</i>. Describing a disastrous past holiday. Extending the use of the perfect tense. Preparing for an interview about holidays.</p>	<p>Work set on Doodle. Work set on languages online. Vocabulary to learn. Reading tasks.</p> <p>Other assessments: Reading and Listening exam questions</p>
<p>Spring 2:</p> <p>Holidays: S</p> <p>March /April: Education and Work.</p>	<p>Discussing advantages of different jobs. Linking personality traits to jobs. Talking about part-time jobs. Developing understanding of word order. Preparing an application for a summer job. Revisiting the conditional mood. Talking about future job possibilities. Developing the ability to compare and contrast. Describing different work routines. Developing reading skills. Discussing problems at work. Considering the impact of new technologies in the workplace.</p>	<p>Homework: Memorising techniques. Work set on languages online. Spelling and Grammar work.</p> <p>Other assessments: Holidays. Reading & Listening exam questions.</p>

Summer 1:	Revision of key topics and exam technique for Reading and Listening exams.	Homework: Other assessments:
Summer 2:		Homework: Other assessments:

Suggestions for independent study and home support
Regular vocabulary learning at home is vital for GCSE success in MFL.
We recommend: Revise AQA: GCSE German Revision Guide AND Workbook (from Amazon).

www.linguascope.com (ask your teacher for the username and login)
www.doddlelearn.co.uk - self testing, revision of key topics and grammar www.bbc.co.uk/schools/gcsebitesize/
- great example questions and listening exercises www.languageskills.co.uk - activities on topics and language

www.memorizenow.com - memory technique
www.text-to-speech.imtranslator.net/ - great for pronunciation support www.cueprompter.com
- memory technique
www.studystack.com
www.quizlet.com - self-testing quizzes
www.languagesonline.org.uk - activities on topics and language

KEY SKILLS

<p>Literacy (keyword link) Regular vocabulary learning is essential in Languages. Refer to your vocab. booklet provided by your teacher.</p>	<p>Numeracy Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	<p>Other</p>
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Year 11 - Health and Social Care GCSE			
Exam Board & course title/code	Component	Date of Exam	% of Total Exam

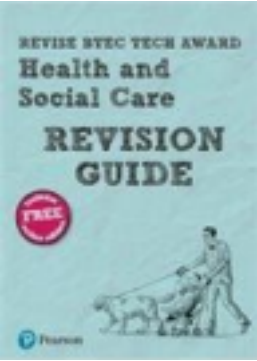
Btec Tech award in Health and Social Care	Component 3	February/ June tbc	40%
Key topics	Course content	Assessment	
Autumn 1: Component 3 Health and Wellbeing	Component 3 Learning Aim A Demonstrate knowledge and understanding of factors that affect health and wellbeing including; physical, lifestyle, social, emotional, cultural, economic, environmental and life events.	Homework: Revision Component 1 + 2 Assessment PPE1	
Autumn 2: Component 3 Health and Wellbeing	Learning Aim B Interpret Health indicators including; Physiological, lifestyle, Learning Aim C Demonstrate knowledge and understanding of: Person Centred Health and wellbeing and obstacles to implementing plans.	Homework: Revision Component 1+ 2	

Spring 1:Component 1 + 2+ 3 Revision		Homework: Revising Component 1+ 2 + 3
Spring 2:Component 1 + 2+ 3 Revision		Homework: Revising Component 1+ 2 + 3

Suggestions for independent study and home support:

Research into different career options in health and social care sectors. Research and know about the range of statutory, private and voluntary services available in local area. Consider the Personal Growth and Development and the factors that affect PGD across all life stages in real-life situations (family and role models).

KEY SKILLS:

<p>Literacy: (keyword link) Command</p> <p>Words</p> <p>Subject Specific words</p>	<p>Numeracy:</p> <p>Age ranges</p> <p>Reading and interpreting Health Indicators eg Blood Pressure/BMI/Peak Flow</p> <p>UK population statistics</p>	<p>Other:</p> <p>Google Classroom Revision website.</p> 
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Year 11 - History GCSE			
Exam Board & course title code	Unit	Date of Exam	% of Total Exam
Edexcel - History 9-1	Paper 1 - Thematic Study and Historic Environment - Medicine in Britain through time	June 2022	37.5%
	Paper 2 -British Depth Study - Early Elizabethan England 1558-1588*	June 2022	25% * There is no Period study as part of the Covid alterations this year only
	Paper 3 - Modern Depth Study - Weimar and Nazi Germany 1918-39	June 2022	37.5%
Key topics	Course content		Assessment

<p>Autumn 1: Weimar & Nazi Germany</p>	<p>KEY TOPIC 1: THE WEIMAR REPUBLIC 1918-29</p> <ul style="list-style-type: none"> ● Origins of the Republic ● Early Challenges to the Republic ● Recovery of the Republic ● Changes in Society 	<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources for Germany, Medicine & EEE Units studied in previous years</p> <p>Other assessments:</p> <p>End of unit assessment practicing new skills needed for this part of paper especially using sources to develop an enquiry</p> <p>PPE1 on Paper 2 (EEE)</p>
<p>Autumn 2: Weimar & Nazi Germany</p>	<p>KEY TOPIC 2: HITLER'S RISE TO POWER 1919-33</p>	<p>Homework:</p>

	<ul style="list-style-type: none"> ● Early Development of the Nazi Party, 1920-22 ● The Munich Putsch and the Lean Years, 1923-29 ● The Growth in support for the Nazis, 1929-32 ● How Hitler became Chancellor 1932-33 <p>KEY TOPIC 3: NAZI CONTROL AND DICTATORSHIP 1933-39</p> <ul style="list-style-type: none"> ● The creation of a dictatorship, 1933-34 ● The Police State ● Controlling and influencing attitudes ● Opposition, resistance and conformity 	<p>Source skills - Explaining causation using a source and own knowledge</p> <p>Source skills - Evaluating the reliability of a source</p> <p>Source skills - Evaluating a hypothesis</p> <p>Other assessments:</p> <p>End of unit assessment</p>
<p>Spring 1: Weimar & Nazi Germany</p>	<p>KEY TOPIC 4: LIFE IN NAZI GERMANY, 1933-39</p> <ul style="list-style-type: none"> ● Nazi policies towards Women ● Nazi policies towards the Young ● Employment and Living Standards ● The Persecution of Minorities 	<p>Homework:</p> <p>Revision exercises</p> <p>Exam practice questions PPE2</p>

Spring 2:	Revision for all exams (order TBC)	Homework: Revision exercises Exam practice questions
Summer 1:	Revision for all exams	Homework: structured revision Other assessments:
Summer 2:		
<p>Suggestions for independent study and home support: ‘Revise Edexcel GCSE History 9-1 : Revision Guide’ (available from History department at a significant discount or Pearson online) The Varndean History department page on the website is developing extensive revision resources and links to other websites. Students should also use the Google Classroom that has all the resources and advice they need</p>		
KEY SKILLS		
Literacy (keyword link)	Numeracy	Other

<p>All keywords are shared on knowledge organisers for each topic. We go through them extensively in lessons and students also have access to extra copies on the GCSE History Revision google classroom</p>	<p>There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts.</p>	<p>Source skills - inference skills; testing a source for reliability/utility; cross-referencing sources</p>
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Year 11 - Latin GCSE/WJEC			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
WJEC	Core Latin Language level 29521/01	Thursday 26th May	
	Additional Latin Language	Monday 6th June	
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Book 1 / stages 1-5</p>	<p>It is important to get them to read enough Latin at the early stages. Ramp of difficulty starts with stage 5 with perfect and imperfect tenses, but once past that, it's relatively plain sailing.</p> <p>Do the on-line verb, noun and grammar games; students must record new vocabulary and grammar in their books/documents.</p>		<p>Homework:</p> <p>Do the on-line verb, noun and grammar games. (Only to be set every fortnight or so)</p> <p>Other assessments:</p> <p>Informal and book/document checks</p>

<p>Autumn 2:</p> <p>Book 1 / stages 6 - 10 (briefly cover stages 11 and 12)</p>	<p>It is important to get them to read enough Latin at the early stages. Ramp of difficulty starts with stages 5&6 with perfect and imperfect tenses and sharp rise in amount of vocabulary. Once past this sharp rise, it's relatively plain sailing until.</p> <p>Do the on-line verb, noun and grammar games; students must record new vocabulary and grammar in their books/documents. Introduce, make notes and discuss Roman Civilisation material from each chapter.</p>	<p>Homework:</p> <p>Do the on-line verb, noun and grammar games. (Only to be set every fortnight or so)</p> <p>Other assessments:</p> <p>Informal and book/document checks.</p> <p>Assessments for Cambridge Certificates for 6- 12</p>
<p>Spring 1:</p> <p>Book 2's stages</p>	<p>Introduce, make notes and discuss Roman Civilisation material from each chapter.</p>	<p>Homework:</p>

13-18

We will do all the **model sentences** that introduce the grammar focus for each chapter.

Selections from each of the main passages illustrating key grammar features - so, for example, we can do imperatives, and relative clauses just using the stories “ad aulam”, “caerimonia” and “ludi funebres 1 & 2”. Exercises to consolidate and extend language acquisition in both the textbook and online.

Similarly, we will focus on the genitive from the Model Sentences *only* in stage 17. We only need to know about adjectival agreement from “in officina Eutychi” on stage 18.

Do the on-line verb, noun and grammar games. (Only to be set every fortnight or so)

Depending on ability students will start look up the vocabulary for (or do) comprehension and translation

exercises from Latin Momentum Tests for GCSE Paperback - 9

Oct 2003 by [Ashley Carter](#)

Other assessments:

<p>Spring 2:</p> <p>Complete Book 2's Stages 19 & 20 and Book 3's Stages 21 - 24</p> <p>Book 3's Stages 21 - 24</p>	<p>Introduce, make notes and discuss Roman Civilisation material from each chapter.</p> <p>Do model sentences <i>on hic et ille</i> in stage 19 and p118, pluperfects from "venatio" stage 19, and the present participle from stage 20 only.</p> <p>We will go through the key elements of this book which illustrate the main grammatical features.</p> <p>Stage 21: model sentences only on PPPs - do the perfect and pluperfect passive at the same time.</p> <p>Stage 22: model sentences only - PAPs / Deponent participles - you can do deponent verbs in the perfect and pluperfect at the same time.</p> <p>Stage 24: p56: cum + imperfect and pluperfect subjunctive</p> <p>Go through a comprehension or translation exercises from Latin Momentum Tests for GCSE Paperback - 9 Oct 2003 by Ashley Carter Exam technique and practice papers.</p>	<p>Homework:</p> <p>Look up the vocabulary for (or do) comprehension and translation exercises from Latin Momentum Tests for GCSE Paperback - 9 Oct 2003 by Ashley Carter</p> <p>Other assessments:</p>
<p>Summer 1:</p>	<p>Introduce, make notes and discuss Roman</p>	<p>Homework:</p>

Book 3's
Stages 25 -
29

Civilisation material from each chapter.

Stage 25 MS only - revision of direct questions and indirect questions + imperfect subjunctive again.

Stage 26 p 90 only - purpose clauses

Stage 26 p96 - gerundives

Stage 27: MS only - revision of commands and indirect commands

P110-111 - mixture of purpose, IC, IQ and result clauses

Stage 28 MS only - ablative phrases; time expressions on p 130

Go through a comprehension and translation exercise from Latin Momentum Tests for GCSE Paperback - 9 Oct 2003 by [Ashley Carter](#) Exam technique and practice papers.

Look up the

vocabulary for (or do) comprehension and translation

exercises from Latin Momentum Tests for GCSE Paperback - 9

Oct 2003 by [Ashley Carter](#)

Other assessments:

<p>Summer 2:</p> <p>Book 4's stages 29 - 33</p>	<p>Introduce, make notes and discuss Roman Civilisation material from each chapter.</p> <p>Stage 29 MS - active and passive - present and imperfect. Recap on deponents and P13: compound verbs</p> <p>Stage 30 MS only - passive perfect and pluperfect</p> <p>Stage 31: MS only - ablative absolute</p> <p>Stage 32 - more on deponent verbs</p> <p>Stage 33 - future and future perfect - to be honest, I never used to get this far in my last school, we just did them as they turned up - easy to remember bo, bis, bit etc. etc.</p> <p>Go through a comprehension and translation exercise from Latin Momentum Tests for GCSE Paperback - 9 Oct 2003 by Ashley Carter</p> <p>Exam technique and practice papers.</p>	<p>Homework:</p> <p>Do comprehensions and translation exercises from Latin Momentum Tests for GCSE Paperback - 9 Oct 2003 by Ashley Carter</p> <p>Other assessments:</p>
<p>Suggestions for independent study and home support</p> <p>Online Cambridge Latin Course - http://www.cambridgescp.co.uk/ (tests, revision, games, etcetera)</p> <p>Cambridge Latin Course books 1 - 5</p> <p>SPQR android and iPhone app</p>		
<p>KEY SKILLS</p>		

<p>Literacy (keyword link) Etymology of English, Spanish, French, German, Italian, etcetera, words.</p>	<p>Numeracy Latin numerals.</p>	<p>Other Syntax connections in Germanic and Latin languages.</p>
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Learning 4 Life	
Key topics	Course content
Autumn 1 Self and careers	Post 16 applications, recording achievements, stress control
Autumn 2 Self and careers	Interview skills, managing career path / target setting, resilience
Spring 1 Drugs, alcohol and tobacco education	Revisit legal and illegal drugs, including smoking and alcohol. Focus on impact on decision making/risk taking behaviour. Addiction and dependency
Spring 2 Sex and Relationship Education	To take increased responsibility for monitoring their own health (including testicular and breast self-examination) Learn about fertility and factors that potentially affect it including lifestyle choices, contraception choices, STIs and age Know how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity and how to ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity

<p>Summer 1</p> <p>Sex and Relationship Education</p>	<p>Understand how lifestyle choices affect pregnancy outcomes (including foetal alcohol spectrum disorder)</p> <p>Learn about choices following unwanted pregnancy and the range of myths, attitudes, perspectives and religious teachings related to abortion</p> <p>Practical condom demonstration</p> <p>Optional Chlamydia testing offered by the Chlamydia screening team (Sussex Community NHS Trust)</p>
<p>KEY SKILLS</p>	
<p>Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.</p> <p>This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.</p>	

Year 11 - Additional Mathematics

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
FSMQ-6993	Paper 1	Summer	100%
Key topics	Course content		Assessment

<p>Autumn 1: Calculus</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> ● Be able to differentiate kx^n where n is a positive integer or 0, and the sum of such functions. ● Know that the gradient function gives the gradient of the curve and measures the rate of change of y with x. <ul style="list-style-type: none"> ● Know that the gradient of the function is the gradient of the tangent at that point. ● Be able to find the equation of a tangent and normal at any point on a curve. ● Be able to use differentiation to find stationary points on a curve. ● Be able to determine the nature of a stationary point. ● Be able to sketch a curve with known stationary points. <p>Integration:</p> <ul style="list-style-type: none"> ● Be aware that integration is the reverse of differentiation. ● Be able to integrate kx^n where n is a positive integer or 0, and the sum of such functions. <ul style="list-style-type: none"> ● Be able to find a constant of integration. ● Be able to find the equation of a curve, given its gradient function and one point. ● Know what is meant by an indefinite and a definite integral. ● Be able to evaluate definite integrals. ● Be able to find the area between a curve, two ordinates and the <ul style="list-style-type: none"> ● x-axis ● Be able to find the area between two curves. 	<p>Homework:</p> <p>Doddle and exam questions</p> <p>Other assessments:</p> <p>PPE1</p>
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Autumn 2: Kinematics	<ul style="list-style-type: none"> ● Be able to use differentiation and integration with respect to time to solve simple problems involving variable acceleration. ● Be able to recognise the special case where the use of constant acceleration formulae is appropriate. ● Be able to solve problems using these formulae. 	Homework: Doddle and exam questions Other assessments: End of half-term assessment
Spring 1:	Exam revision Use class analysis sheets to focus on key topics	Homework:

Revision		Doddle and exam questions Other assessments: PPE2
Spring 2: Revision	Exam revision Use class analysis sheets to focus on key topics	Homework: Doddle and exam questions Other assessments: PPE3

<p>Summer 1: Revision</p>	<p>Exam revision Use class analysis sheets to focus on key topics</p>	<p>Homework: Doddle and exam questions Other assessments:</p>
<p>Summer 2: Revision</p>	<p>Exam revision Use class analysis sheets to focus on key topics</p>	<p>Homework: Doddle and exam questions Other assessments:</p>
<p>Suggestions for independent study and home support http://www.examsolutions.net/ Selected questions from OCR modules on C1, C2, M1 and S1</p>		
<p>KEY SKILLS</p>		

<p>Literacy (keyword link) Our focus in mathematics has been divided into three main areas, these are;</p> <ul style="list-style-type: none"> ● Spelling key terms correctly ● Promoting the use of Mathematical language during lessons 	<p>Numeracy http://www.skillsyouneed.com/numeracy-skills.html http://www.nationalnumeracy.org.uk/why-numeracy-important http://www.math.com/school/glossary/glossindex.html https://www.mathsisfun.com/definitions/</p>	<p>Other</p>
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<ul style="list-style-type: none"> ● Developing literacy through discussion 		
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Year 11 - Mathematics GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EDEXCEL	Mathematics A 1MA01	Thursday 26th May	50%

	Mathematics A 1MA02	Thursday 9th June	50%
OCR	Additional Maths 6993	Monday 6th June	100%
Key topics	Course content		Assessment

<p>Autumn 1: Foundation tier Module 1: Number</p>	<p>Order integers, Approximate to specified or appropriate degrees of accuracy, Add, subtract, multiply and divide integ, Use the concepts and vocabulary of factor (divisor), multiple, common factor, Highest Common Factor (HCF), Lowest Common Multiple (LCM), prime number and prime factor decomposition</p>	<p>Homework:</p> <p>Doddle and homework book</p> <p>Other assessments:</p> <p>Paper 1 (non-calculator)</p>
<p>Module 2: Decimals and Rounding</p>	<p>Order decimals, Add, subtract, multiply and divide any number, Use the terms square, positive and negative square root, cube and cube root, Use decimal notation, Understand and use number operations and Approximate to specified or appropriate degrees of accuracy</p>	
<p>Module 3: Fractions</p>	<p>Understand equivalent fractions, simplifying a fraction by cancelling all common factors, Add, subtract, multiply and divide fractions, Order rational numbers, Use decimal notation, Write one number as a fraction of another and Recognise that recurring decimals are exact fractions, and that some exact fractions are recurring decimals</p>	
<p>Module 4: Using a calculator</p>	<p>Understand and use number operations and the relationships between them, including inverse operations and hierarchy of operations Use calculators effectively and efficiently</p>	
<p>Module 5: Percentages</p>	<p>Understand that ‘percentage’ means</p>	

Module 6: Ratio and proportion	'number of parts per 100' and use this to compare proportions Use calculators effectively and efficiently to find percentages	
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<p>Module 7: Algebra 1</p>	<p>Use ratio notation, including reduction to its simplest form, Divide a quantity in a given ratio Understand and use number operations and inverse operations</p>	<p>Homework:</p>
<p>Module 8: Algebra 2</p>	<p>Distinguish the different roles played by letter symbols in algebra, using the correct notation Distinguish in meaning between the words ‘equation’, ‘formula’ and ‘expression’ Manipulate algebraic expressions by</p>	<p>Doddle and homework book</p> <p>Other assessments:</p>
<p>Autumn 1: Higher tier</p>	<p>collecting like terms, by multiplying a single term over a bracket, and by taking out common factors and Substitute positive and negative numbers into expressions</p>	<p>Paper 1 (non-calculator)</p>
<p>Module 1: Integers and Decimals</p>	<p>Use index notation for squares, cubes and powers of 10, Use the index laws for multiplication and division of integer powers, Understand and use number operations and the relationships between them, Manipulate algebraic expressions by collecting like terms, by multiplying a single term over a bracket, and by taking out common factors</p>	
<p>Module 2: Fractions</p>	<p>Add, subtract, multiply and divide whole numbers, integers and decimals, Order integers and decimals Use the concepts and vocabulary of factor (divisor), multiple, common factor, Highest Common Factor, Lowest</p>	

<p>Module 3: Fractions, decimals and percentages</p>	<p>Common Multiple, prime number and prime factor decomposition, Use the terms square, positive and negative square root, cube and cube root, Understand and use number operations and the relationships between them, Calculate upper and lower bounds and Approximate to specified or appropriate degrees of accuracy</p>	
<p>Module 4: Ratio and proportion</p>	<p>Understand equivalent fractions, simplifying a fraction by cancelling all common factors, Add, subtract, multiply and divide fractions, Order rational numbers and Use fractions as operators</p>	
<p>Module 5: Index notation</p>	<p>Use decimal notation and recognise that each terminating decimal is a fraction, Recognise that recurring decimals are exact fractions, and that some exact fractions are recurring decimals Understand that 'percentage' means 'number of parts per 100' and use this to compare proportions</p>	

<p>and surds</p> <p>Module 6: Algebra</p> <p>Module 6: Algebra</p> <p>Module 7: Formulae and linear equations</p>	<p>Use ratio notation, including reduction to its simplest form, Understand and use number operations and the relationships between them, Divide a quantity in a given ratio, Understand and use direct and indirect proportion and Direct and indirect proportion (algebraic)</p> <p>Use index notation for squares, cubes and powers of 10, Use index laws for multiplication and division of integer (negative and fractional) powers Interpret, order and calculate with numbers written in standard form Understand and use number operations and Calculate with surds</p> <p>Distinguish between the different roles played by letter symbols in algebra, using the correct notation, Manipulate algebraic expressions by collecting like terms, by multiplying a single term over a bracket, and by taking out common factors, multiplying two linear expressions, factorise quadratic expressions including the difference of two squares and simplify rational expressions Simplify expressions using rules of indices Generate terms of a sequence using term-to-term and position-to-term</p>	
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	<p>definitions of the sequence Use linear expressions to describe the nth term of an arithmetic sequence</p> <p>Derive a formula, substitute numbers into a formula and change the subject of a formula, Set up and solve simple equations, Solve linear inequalities in one variable, and represent the solution set on a number line</p>	
<p>Autumn 2: Foundation tier Module 9: Sequences</p> <p>Module 10: Graphs 1</p> <p>Module 11: Linear equations and inequalities</p>	<p>Generate terms of a sequence using term-to-term and position-to-term definitions of the sequence Use linear expressions to describe the nth term of an arithmetic sequence</p> <p>Use the conventions for coordinates in the plane and plot points in all four quadrants, including using geometric information, Recognise and plot equations that correspond to straight-line graphs in the coordinate plane, including finding gradients</p> <p>Set up and solve simple equations, Use</p>	<p>Homework: Doddle and homework book</p> <p>Other assessments: 5th November - paper 2 (calculator)</p>

<p>Module 12: Graphs 2</p>	<p>systematic trial and improvement to find approximate solutions of equations, Solve linear inequalities in one variable and represent the solution set on a number line, Understand and use number operations</p>	
<p>Module 13: Formulae</p>	<p>Construct linear functions from real-life problems and plotting their corresponding graphs, Generate points and plot graphs of simple quadratic functions, and use these to find approximate solutions</p>	
<p>Module 14: 2D shapes</p>	<p>Derive a formula, Substitute numbers into a formula and Change the subject of a formula</p>	
<p>Module 15: Angles 1</p>	<p>Recall the properties and definitions of special types of quadrilateral, including square, rectangle, parallelogram, trapezium, kite and rhombus Recognise reflection and rotation symmetry of 2-D shapes, Understand congruence and similarity</p>	
<p>Module 16: Angles 2</p>	<p>Distinguish between the centre, radius, chord, diameter, circumference, tangent, arc, sector and segment, Measure and draw lines and angles Draw triangles and other 2D shapes using a ruler and a protractor, Draw circles and arcs to a given radius,</p>	
<p>Module 17: Perimeter and</p>	<p>Understand and use the angle properties</p>	

<p>area of 2D shapes</p>	<p>of triangles and intersecting lines, Measure and draw lines and angles</p> <p>Understand and use the angle properties of parallel and intersecting lines, triangles and quadrilaterals Calculate and use the sums of the interior and exterior angles of polygons, Understand and use bearings, Use straight edge and a pair of compasses to carry out constructions and Use scale drawings</p> <p>Calculate perimeters and areas of shapes made from triangles and rectangles</p>	
<p>Autumn 2: Higher tier Module 8: Linear graphs</p>	<p>Use the conventions for coordinates in the plane and plot points in all four quadrants, including using geometric information Recognise and plot equations that correspond to straight-line graphs in the coordinate plane, Understand that the form $y = mx + c$ represents a straight line and that m is the</p>	<p>Homework: Doddle and homework book</p> <p>Other assessments:</p>

<p>Module 9: Simultaneous equations, quadratic equations and graphs</p>	<p>gradient of the line and c is the value of the y-intercept, Construct linear functions from real-life problems and plot their corresponding graphs and Interpret graphs of linear functions</p>	<p>5th November - paper 2 (calculator)</p>
<p>Module 10: Trial and improvement</p>	<p>Manipulate algebraic expressions by collecting like terms, by multiplying a single term over a bracket, and by taking out common factors, factorising quadratic expressions, and difference of two squares, Set up and solve simultaneous equations in two unknowns, Generate points and plot graphs of simple quadratic functions, and use these to find approximate solutions, Construct linear, quadratic and other functions from real-life problems and plot their corresponding graphs, Solve quadratic equations, Find the intersection points of the graphs of a linear and quadratic function, knowing that these are the approximate solutions of the corresponding simultaneous equations representing the linear and quadratic functions</p>	
<p>Module 11: Further graphs and functions</p>	<p>Use systematic trial and improvement to find approximate solutions of equations where there is no simple analytical method of solving them</p>	
<p>Module 12: Transformation of functions</p>	<p>Approximate to specified or appropriate degrees of accuracy</p>	

<p>and area</p> <p>Module 16: Pythagoras and Trigonometry</p>	<p>Use a ruler and a pair of compasses to carry out constructions, Construct loci and Use and interpret maps and scale drawings</p> <p>Calculate perimeters and areas of shapes made from triangles and rectangles and other shapes Find circumferences and areas of circles and Use π in an exact calculation</p> <p>Use Pythagoras' theorem in 2D and 3D Use the trigonometric ratios to solve 2D and 3D problems, Use calculators effectively and efficiently, including trigonometrical functions Approximate to specified or appropriate degrees of accuracy including a given , number of decimal places and significant figures and Find the length of a line segment</p>	
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<p>Spring 1: Foundation</p> <p>Module 18: Circles</p> <p>Module 19: Construction and loci</p> <p>Module 20: 3D shapes</p> <p>Module 21: Transformations</p> <p>Module 22: Pythagoras' theorem</p> <p>Module 23: Measure</p>	<p>Find circumferences and areas, Approximate to a specified or appropriate degree of accuracy and Use calculators effectively and efficiently</p> <p>Use a ruler and a pair of compasses to carry out constructions and Construct loci</p> <p>Use 2-D representations of 3D shapes, Calculate the surface area of a 3-D shape, Find the surface area of a cylinder, Find the volume of a cylinder Calculate volumes of right prisms and shapes made from cubes and cuboids, Understand the effect of enlargement for perimeter, area and volume of shapes and solids, Convert between units, area and volume measures</p> <p>Describe and transform 2-D shapes using single or combined rotations, reflections, translations or enlargements by a positive scale factor and distinguish properties that are preserved under particular transformation</p> <p>Understand, recall and use Pythagoras' theorem in 2-D, Calculate the length of a line segment Approximate to specified or appropriate degrees</p> <p>Interpret scales on a range of measuring</p>	<p>Homework: Tasks and revision on Doddle.co.uk</p> <p>Other assessments: Paper 1 and 2 in January</p>
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	instruments, and recognise the inaccuracy of measurements and Convert measurements	
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	from one unit to another	
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<p>Spring 1: Higher tier Module 16: Pythagoras and Trigonometry</p> <p>Module 17: Surface area and Volume</p> <p>Module 18: Transformations</p> <p>Module 19: Similarity and congruence</p> <p>Module 20: Circle theorems</p> <p>Module 21: Sine and</p>	<p>Use Pythagoras' theorem in 2D and 3D, Use the trigonometric ratios to solve 2D and 3D problems Use calculators effectively and efficiently, including trigonometrical functions and Find the length of a line segment</p> <p>Use 2D representations of 3D shapes, Find the surface area of simple shapes (prisms) using the formulae for triangles and rectangles, and other shapes, Calculate volumes of right prisms and shapes made from cubes and cuboids, Find the surface area of a cylinder</p> <p>Recognise reflection and rotation symmetry of 2D shapes, Describe and transform 2-D shapes using single or combined rotations, reflections, translations, or enlargements by a positive, fractional or negative scale factor and distinguish properties that are preserved under particular transformations</p> <p>Understand congruence and similarity, Understand and use the effect of enlargement for perimeter, area and volume of shapes and solids</p> <p>Distinguish between centre, radius, chord, diameter, circumference, tangent, arc, sector and segment and</p>	<p>Homework: Tasks and revision on Doddle.co.uk</p> <p>Other assessments: Paper 1 and 2 in January</p>
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<p>Cosine rules</p>	<p>Understand and construct geometrical proofs using circle theorems</p> <p>Use the sine and cosine rules to solve 2D and 3D problems and Calculate the area of a triangle using $absinC$</p>	
<p>Spring 2: Foundation tier Module 23: Measure</p> <p>Module 24: Collecting and recording data</p> <p>Module 25: Processing, Representing &</p>	<p>Interpret scales on a range of measuring instruments, and recognise the inaccuracy of measurements and Convert measurements from one unit to another</p> <p>Understand and use statistical problem-solving process/handling data cycle, Identify possible sources of bias, Design an experiment or survey Design data-collection sheets distinguishing between different types of data</p> <p>Produce charts and diagrams for various data types</p> <p>Interpret a wide range of graphs and diagrams</p>	<p>Homework:</p> <p>Doddle and homework book</p> <p>Other assessments: Paper 1 and 2 in March</p>

<p>Interpreting Data</p> <p>Module 26: Averages and range</p> <p>Module 27: Line Diagrams and Scatter Graphs</p> <p>Module 28: Probability</p>	<p>and draw conclusions, Compare distributions and make inferences</p> <p>Calculate median, mean, range, mode and modal class, Draw ordered stem and leaf diagrams</p> <p>Draw conclusions from graphs and diagrams</p> <p>Draw and interpret scatter diagrams, Recognise correlation and draw and/or use lines of best fit by eye, understanding what these represent</p> <p>Look at data to find patterns and exceptions</p> <p>Understand and use the vocabulary of probability and probability scale, Understand and use estimates or measures of probability from theoretical models or from relative frequency, List all outcomes for single events, and for two successive events, in a systematic way and derive relative probabilities and Compare experimental data and theoretical probabilities</p>	
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<p>Spring 2: Higher tier Module 22: Vectors</p> <p>Module 23: Measures and Compound Measures</p> <p>Module 24: Collecting data</p> <p>Module 25: Displaying data</p> <p>Module 26: Averages and range</p>	<p>Use vectors to solve problems</p> <p>Interpret scales on a range of measuring instruments and recognise the inaccuracy of measurements, Convert measurements from one unit to another, Make sensible estimates of a range of measures and Understand and use compound measures</p> <p>Understand and use statistical problem-solving process/handling data cycle, Identify possible sources of bias, Design data-collection sheets distinguishing between different types of data</p> <p>Produce charts and diagrams for various data types Interpret a wide range of graphs and diagrams and draw conclusions and Compare distributions and make inferences</p> <p>Calculate median, mean, range, quartiles and interquartile range, mode and modal class and interval containing the median,</p>	<p>Homework:</p> <p>Tasks set on Doddle.co.uk, including practise papers</p> <p>Other assessments: Paper 1 and 2 in March</p>
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	Produce charts and diagrams for various data types, Interpret a wide range of graphs and diagrams and draw conclusions	
Summer 1: Foundation tier and Higher tier	Exam revision Use class analysis sheets to focus on key topics Use past paper questions to practise AO3 questions (QWC)	Homework: Doddle and homework book
Summer 2: Foundation tier and Higher tier	Exam revision Use past paper questions to recap on key topics Include review of formulas not given on the exam paper and conversions	Homework: Doddle and homework book Other assessments: Final exams 26 th May and 9 th June (am)
Suggestions for independent study and home support Hegarty maths, BBC Bitesize , Doddlelearn.co.uk		
KEY SKILLS		

<p>Literacy (keyword link) Our focus in mathematics has been divided into three main areas, these are;</p> <ul style="list-style-type: none">● Spelling key terms correctly● Promoting the use of Mathematical language during lessons● Developing literacy through discussion	<p>Numeracy http://www.skillsyouneed.com/numeracy- skills.html http://www.nationalnumeracy.org.uk/why- numeracy-important http://www.maths.c om/school/glossary/g lossindex.html https://www.mathsi nfo.com/definitions/</p>	<p>Other</p>
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Year 11 Media Studies			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA 4812	Investigating the media 48101	May	40%
	Understanding the media 48102	Controlled Assessment	60%
Key topics	Course content		Assessment
Autumn 1:	Controlled Assessment 4: Practical Production. Individual or group Controlled Assessment. Subjects chosen after consultation between teacher and student/s.		<p>Homework: Research element of Practical Production to be completed at home.</p> <p>Other assessments: Catch up on Music Industry and Moving Image assessments, if necessary.</p>

<p>Autumn 2:</p>	<p>Controlled Assessment 4: Practical Production. Individual or group Controlled Assessment. Subjects chosen after consultation between teacher and student/s.</p> <p>All 4 Single Award Controlled Assessments completed and handed in.</p>	<p>Homework:</p> <p>Research element of Practical Production to be completed at home.</p> <p>Other assessments: Catch up on Music Industry and Moving Image assessments, if necessary.</p>
<p>Spring 1:</p>	<p>Preparation for exam topic: Television Serial Drama.</p> <p>Revision booklet on topic to be completed.</p>	<p>Homework:</p> <p>Extension tasks on Television Serial Drama topic to be completed.</p>
		<p>Other assessments: Preparation for second PPE.</p>

<p>Spring 2:</p>	<p>Preparation for exam topic: Television Serial Drama. Revision booklet on topic to be completed. Second PPE.</p> <p>Preparation for Double Award exam.</p>	<p>Homework: Extension tasks on Television Serial Drama to be completed.</p>
<p>Summer 1:</p>	<p>Preparation for exam topic, Television Serial Drama. Revision booklet on topic to be completed. Preparation for Double Award exam.</p>	<p>Homework: Extension tasks on Television Serial Drama to be completed.</p>
<p>Summer 2:</p>		<p>Homework: Other assessments:</p>
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> ● https://www.netflix.com/gb/ ● https://www.bbc.co.uk/iplayer ● Revision Guide available from school 		
<p>KEY SKILLS:</p>		

Literacy (keyword link) Audience, Representation, Media Language, Institutions, Demographic, Branding, Bias.	Numeracy	Other
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Year 11 - Music GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EDEXCEL 2MU01	5MU03 Listening and Appraising	June	40
	5MU01 Performing Music	April	30
	5MU02 Composing Music	April	30
Key topics	Course content		Assessment
Autumn 1&2: Composition	Students will study and develop: <ul style="list-style-type: none"> ● Advanced composition skills ● Exploration of advanced compositional styles ● Self-management ● Self-appraisal ● Ensemble skills ● Exam technique 		Homework: Set-works revision Other assessments: PPE 1 Mini listening exams Resubmission of Composition 1 Submission of Composition 2

<p>Spring 1: Performance</p>	<p>Students will study and develop:</p> <ul style="list-style-type: none"> ● Advanced instrumental skills ● Knowledge of standard and extended techniques ● Exploration of chosen instrument ● Extension of performance repertoire ● Advanced ensemble skills ● Exam technique 	<p>Homework: Set-works revision Other assessments: PPE 2 Mini listening exams Resubmission of Performance 1 Submission of performance 2</p>
<p>Summer 1: Listening</p>	<p>Students will study and develop:</p> <ul style="list-style-type: none"> ● Exam technique ● Listening skills ● Notation skills ● Self-management 	<p>Homework: Continued practice of past papers for Listening exam Other assessments:</p>
	<ul style="list-style-type: none"> ● Self-appraisal 	<p>Listening Exams</p>

Suggestions for independent study and home support

Listening Exam:

Ensure that you are continually listening to the set works, as you will need to know them extremely well for the exam. You can use this link to access them and accompanying revision notes:

<https://www.youtube.com/watch?v=LUi0c-wsITg&list=PLC134878F04F4482D>

KEY SKILLS:

Literacy (keyword link)

See [Edexcel GCSE Glossary](#)

Numeracy

Other

Year 11 - Music BTEC

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel BTEC Music Level 2	Managing a Music Product	June	25
	The Music Industry	June	25
Key topics	Course content		Assessment

<p>Autumn 1&2:</p> <p>Managing a music product</p>	<p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none">• planning, developing and delivering a music product• promoting a music product• reviewing the management of a music product. <p>Students will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible. For example, they could be a performer in a live concert or on a recording (either traditionally or performing with technology such as DJing), or they could be taking on the technical role of producing recordings for a CD or online product. Whichever role they take, they must demonstrate appropriate planning skills for the creation of your product.</p>	<p>Homework: Planning and reviewing product management weekly</p> <p>Other assessments: Completion of BTEC assignment</p>
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<p>Spring 1&2:</p> <p>The music Industry</p>	<p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none"> ● understand different types of organisations that make up the music industry ● understand job roles in the music 	<p>Homework:</p> <p>Revision and consolidation tasks</p> <p>Other assessments:</p> <p>PPE1</p> <p>Practice papers</p>
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	<p>industry.</p> <p>This unit will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. They will investigate music organisations to find out about the work they do and how they relate to and rely on one another. They will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p>	
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<p>Summer 1: The Music Industry revision</p>	<p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none"> • understand different types of organisations that make up the music industry • understand job roles in the music industry. 	<p>Homework: Revision and consolidation tasks</p> <p>Other assessments: PPE2 Practice papers</p>	
<p>Suggestions for independent study and home support</p> <p>Ensure that students know their due dates for assignments and are spending time listening to genres similar to the music they are working on in class so they have a point of reference.</p>			
<p>KEY SKILLS:</p>			
<p>Literacy (keyword link)</p> <p>You can find this by going to the Music Glossary</p>	<p>Numeracy</p>	<p>Other</p>	

Year 11 - Philosophy and Ethics GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EdExcel RS Long Course (2RS01)	Unit 1: Religion and life based on Christianity & 1 other religion (5RS01)	15th May - Unit 1	50%
	Unit 8: Religion and Society (5RS08)	17th May - Unit 8	50%
Key topics	Course content		Assessment

<p>Cycle 1:</p> <p>Environmental and Medical Issues</p> <p>Revision for Year 11 PPE</p>	<p><u>Environmental and Medical Ethics</u></p> <ul style="list-style-type: none"> ● Global warming, pollution and natural resources ● Muslim and Christian teaching on stewardship and attitudes towards the environment ● Medical Treatment for infertility <ul style="list-style-type: none"> ● Muslim and Christian attitudes to medical treatment for infertility ● Transplant surgery <ul style="list-style-type: none"> ● Muslim and Christian attitudes to transplant surgery 	<p>Prep:</p> <p>Different types of pollution and solutions</p> <p>Different types of infertility treatments</p> <p>Religious responses to transplant surgery</p> <p>Keyword exercises</p> <p>GCSE questions</p> <p>Environmental and Medical Issues Assessment</p>
<p>Cycle 1:</p> <p>Year 11 PPE</p> <p>Peace and Conflict</p>	<p><u>Peace and Conflict</u></p> <ul style="list-style-type: none"> ● Why do wars occur? ● The United Nations and world peace ● Religious organisations and peace ● Just War Theory ● Muslim and Christian attitudes to war ● Muslim and Christian attitudes to bullying ● Religious conflicts within families 	<p>Prep:</p> <p>Research on the UN</p> <p>Keyword exercises</p> <p>GCSE questions</p> <p>Peace and Conflict Assessment</p> <p>PPE1</p>

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	<ul style="list-style-type: none"> • Muslim and Christian teachings on forgiveness and reconciliation 	
<p>Cycle 2:</p> <p>Crime and Punishment</p>	<p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> • The need for law and justice • Theories of punishment • Christian and Muslim teachings about and attitudes to justice • Non-religious arguments about capital punishment <ul style="list-style-type: none"> • Muslim and Christian attitudes to capital punishment • Drugs and alcohol laws • Social and health problems caused by drugs and alcohol <ul style="list-style-type: none"> • Muslim and Christian attitudes to drugs and alcohol 	<p>Prep:</p> <p>Connect theories of punishment to arguments for/against CP</p> <p>Keyword exercises</p> <p>GCSE questions</p> <p>Peace and Conflict Assessment</p>

<p>Cycle 3:</p> <p>Rights and Responsibilities Recap</p> <p>Revision of whole GCSE</p> <p>Year 11 PPE</p>	<p><u>Rights and Responsibilities</u></p> <p>Christians and the Bible</p> <p>Christians and the authority of the Church</p> <p>Christians and conscience</p> <p>Christians and Situation Ethics</p> <p>Christians and the variety of moral authorities</p> <p>Human rights in the UK</p> <p>Why Human rights are important to Christians</p> <p>Why it is important to take part in democratic and electoral processes</p> <p>Christian teachings on moral duties and responsibilities</p> <p>The Nature of genetic Engineering</p> <p>Christian attitudes to genetic engineering</p>	<p>Prep:</p> <p>Keyword exercises</p> <p>GCSE questions</p> <p>Revision workbook exercises</p> <p>Crime and Punishment Assessment</p> <p>PPE 2</p>
<p>Suggestions for independent study and home support</p> <p>Revision guide and workbook (all students have been given one); BBC Bitesize; Booster sessions, Practice question booklets; Doodle</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link):</p>	<p>Numeracy:</p>	<p>Other:</p>

Various- in SOL

Geography- the environment Science-
medical ethics History- political
figures past and present, history of
crime and punishment

Year 11 - Physical Education GCSE

Year 11 - Physical Education GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA 4892	The Active participant 48902/ 48904	Controlled Assessment	90 marks - 60%
	Key process A and B moderation will take place over 2 days	External moderator	
4594	Exam 48903 Exam Double Award 48905	Friday 20th May Thursday 26th May	80 marks - 40%
Key topics	Course content		Assessment

<p>Autumn 1:</p> <p>Diet School Influences Organisation Influences</p>	<p>Theory</p> <p>Diet - Through a balanced diet the body receives nourishment it needs to maintain physical health Diet - Imbalance/deficiency with particular reference to Obesity and Anorexia Diet - Special diets for different types and levels of active participation; to include carbohydrate loading and high protein diets School Influences - National Curriculum requirements Extra-curricular opportunities and provision The Healthy Schools Programme and PSHE Healthy eating, Physical Activity Emotional Health and Wellbeing Organisation Influences - Sport England, National Governing Bodies, Youth Sport Trust, The</p>	<p>Homework:</p> <p>Students will have homework once a week and are expected to catch up on any homework missed due to absence. Homework will include a variety of tasks including answering, marking and writing examination questions, conducting independent research into a topic and then creating articles, information pamphlets or revision cards, designing training programs, completing online quizzes and revision</p>
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	Dame Kelly Holmes Legacy Trust	
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	<p>Practical</p> <p>Focusing on the key sports being taken by most students usually 4 weeks per sport including Netball, Football, Rugby, Trampolining, Rounders, Stoolball, Athletics and Hockey. Students can also be assessed on sports that they participate in outside of school using video evidence. Examples include skiing, skateboarding, gymnastics, horse riding, taekwondo and competitive swimming.</p>	<p>for end of unit tests Other assessments:</p> <p>End of topic test will be completed on a regular basis at least once every half term or more if necessary</p> <p>There will also be a PPE in November and another in March</p>
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<p>Autumn 2:</p> <p>Cultural and social factors</p> <p>Opportunities for further involvement</p> <p>Social Factors</p> <p>International factors</p>	<p>Theory</p> <p>Cultural and social factors - Leisure time, Fairness and Personal and Social Responsibility, Social Groupings</p> <p>Opportunities for further involvement and pathways available for becoming or remaining involved in physical activities</p> <p>Roles - Provision, choice and pathway opportunities</p> <p>Accredited courses and qualifications Examination courses</p> <p>Cross curricular work</p> <p>Vocational Opportunities</p> <p>Social Factors - The media, the press, television, the internet, radio</p> <p>How the media helps to give an understanding of performance and participation</p> <p>Sponsorship and Competitions</p> <p>International factors - sports and events</p> <p>Health, safety and the well-being of others</p> <p>Science and ICT</p> <p>Practical</p> <p>Focusing on the key sports being taking</p>	<p>Homework:</p> <p>See above</p> <p>Other assessments: See above</p>
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	<p>by most students usually 4 weeks per sport including Netball, Football, Rugby, Trampolining, Rounders, Stoolball, Athletics, Circuit training and Hockey. Students can also be assessed on sports that they participate in outside of school using video evidence. Examples include skiing, skateboarding, gymnastics, horse riding, taekwondo and competitive swimming.</p>	
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<p>Spring 1:</p> <p>Controlled assessment preparation key process C - Evaluating and improving</p> <p>Revision</p>	<p>Theory</p> <p>Controlled assessment preparation key process C - Evaluating and improving</p> <p>Make an analysis of their performance in one of their four chosen sports.</p> <p>Compare their technique to the perfect model. Identify strengths in their performance and areas for development.</p> <p>Prioritize areas for improvement. Plan how to and take action to improve their performance</p> <p>Revision - Range of Activities and the roles of the Active Participant Revision - Individual differences Revision - The demands of performance - Fatigue and stress/Injury</p> <p>Practical</p> <p>Controlled assessment preparation key process A - Developing skills in physical activities. B - Being creative and making decisions in all physical activities.</p> <p>Students will specialise and prepare them</p>	<p>Homework:</p> <p>Conducting independent research to find out about the key skills, tactics and strategies in their sport. Design drills, practices and training programs to improve their performance in their sport.</p> <p>Other assessments:</p> <p>Final Controlled assessment key process C</p>
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	selves for their controlled assessments in their chosen activities and roles	
<p>Spring 2:</p> <p>Revision</p> <p>Controlled assessment key process</p> <p>A - Developing skills in physical activities</p> <p>B - Being creative and making decisions in all physical activities</p>	<p>Theory</p> <p>Revision - the demands of performance - Aerobic and Anaerobic</p> <p>Revision - Characteristics and benefits of leisure and recreation</p> <p>Revision - Health, fitness and a healthy active lifestyle - the difference between general fitness, health and fitness components. How to adopt a healthy, active lifestyle</p> <p>Practical</p> <p>Controlled assessment key process A - Developing skills in physical activities.</p> <p>B - Being creative and making decisions in all physical activities.</p>	<p>Homework:</p> <p>Starting to focus on revision for their theory exam working through revision guides and practicing exam extended answer questions.</p> <p>Other assessments:</p> <p>Final Controlled assessment key process A and B</p> <p>Theory Mock Exam</p>

<p>Summer 1:</p> <p>Revision Theory</p>	<p>Theory</p> <p>Revision - Health, Fitness and a Healthy Active Lifestyle - Fitness components Training - Methods advantages and disadvantages Training principles and zones Training 'Environment and the training year' Revision - Answering scenario questions</p>	<p>Homework:</p> <p>Focus on revision for their theory exam working through revision guides and practicing exam extended answer questions and working through past papers</p> <p>Other assessments: Past papers</p>
<p>Suggestions for independent study and home support</p> <p><u>BBC Bitesize</u>, SAM Learning, Varndean VLE, Doodle Kirk Bizley, AQA Physical Education Second Edition, 2013 Kirk Bizley, my revision notes AQA GCSE PE, 2014</p>		
<p>KEY SKILLS:</p>		

<p>Literacy</p> <p><a href="http://www.slideshare.net/MissBo
we PE/gcse-key-terms-glossary">http://www.slideshare.net/MissBo we PE/gcse-key-terms-glossary</p>	<p>Numeracy</p> <p>http://www.brianmac.co.uk/ hrm1.htm</p>	<p>Other</p> <p>Independent learning Team work Reflective learners</p>
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Year 11 - Physical Education Core		
Key topics	Course content	Assessment

<p>Autumn 1 & 2</p> <p>Performance Pathways (PE groups are based on student choice)</p> <p>Activities</p> <p>(dependent on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country American Football</p>	<p>Core PE lessons for year 11 students ;</p> <ul style="list-style-type: none"> ● encourage personal development through practical participation and performance in a range of sports and exercise activities. ● give learners a wider understanding and appreciation of health-related fitness, sports and exercise ● encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance ● encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Homework ; Students are encouraged to attend extra-curricular clubs within outwith school.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set / Character</p>
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<p>Spring 1 & 2 :</p> <p>Performance Pathways (PE groups are based on student choice)</p> <p>Activities</p> <p>(dependant on</p>	<p>Core PE lessons for year 11 students ;</p> <ul style="list-style-type: none"> ● encourage personal development through practical participation and performance in a range of sports and exercise activities. ● give learners a wider understanding and appreciation of health-related fitness, sports 	<p>Homework ; Students are encouraged to attend extra-curricular clubs within outwith school.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Developing skills</p>
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<p>facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country American Football</p>	<p>and exercise</p> <ul style="list-style-type: none"> ● encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance ● encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set / Character</p>
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<p>Summer 1 & 2 :</p> <p>Performance Pathways (PE groups are based on student choice)</p> <p>Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampoline Rugby Cross Country American Football</p>	<p>Core PE lessons for year 11 students ;</p> <ul style="list-style-type: none"> ● encourage personal development through practical participation and performance in a range of sports and exercise activities. ● give learners a wider understanding and appreciation of health-related fitness, sports and exercise ● encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance ● encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Homework ; Students are encouraged to attend extra-curricular clubs within outwith school.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set / Character</p>
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Suggestions for independent study and home support

KEY SKILLS:

Literacy

Verbal communication, giving instructions as a leader / official

Numeracy

Timing , estimation, percentages, analysis of performance data

Other

Problem solving

Year 11 - Psychology GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR J611	Psychology B541	Monday 6th June	
	Psychology B542	Thursday 9th June	
	Psychology B543	Thursday 16th June	
Key topics	Course content		Assessment

<p>Autumn 1:</p> <p>Paper 2: The Self</p>	<p>Key Concept</p> <ul style="list-style-type: none"> • Uniqueness • Free Will <p>Core Theory</p> <p>Humanistic Theory of Self - Carl Rogers and Abraham Maslow.</p> <p>Students will study the detail of the theory and be able to evaluate focusing on the limitations of the theory.</p> <p>Alternate Theory of the Self</p> <p>Eysenck's Trait Theory</p> <p>Students will study the detail of the theory and be able to make comparisons with the core theory.</p> <p>Core Study</p> <p>Van Houtte and Jarvis - A Study into Pet Ownership and Self Esteem</p> <p>Students will be able to apply knowledge of research methods to the study and critically evaluate the findings.</p> <p>Application of Research</p> <p>Students will be able to describe Rogerian Counselling using aspects of Humanistic Theory to show understanding.</p>	<p>Other assessments:</p> <ol style="list-style-type: none"> 1. Assessment of The Self - twinned with topic from Yr 10 2. Assessment of The Self - twinned with another topic from Yr 10
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<p>Autumn 2: Perception</p>	<p>Key Concept</p> <ul style="list-style-type: none">• Depth Cues• Sensation/Perception/Visual Illusions• Constancies	<p>Other assessments:</p>
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	<p>Core Theory Constructivist Theory - Top Down Processing Students will study the detail of the theory and be able to evaluate focusing on the limitations of the theory.</p> <p>Alternate Theory of the Self Nativist Theory - Bottom Up Processing Students will study the detail of the theory and be able to make comparisons with the core theory.</p> <p>Core Study Haber and Levin - A study into the distance judgement of known-size and unknown size objects Students will be able to apply knowledge of research methods to the study and critically evaluate the findings.</p> <p>Application of Research Students will be able to describe theories behind subliminal advertising and the use of context in advertisement.</p>	<p>1 x assesment on Perception with another topic from Year 10</p> <p>1 x assessment on Perception with another topic from Year 10</p>
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<p>Spring 1:</p> <p>Cognitive Development</p>	<p>Key Concept</p> <ul style="list-style-type: none"> • Universal/Invariant • Cognitive Development <p>Core Theory</p> <p>Piaget’s Theory of Cognitive Development Students will study the detail of the theory and be able to evaluate focusing on the limitations of the theory.</p> <p>Alternate Theory of the Self</p> <p>Vygotskys Theory of Cognitive Development Students will study the detail of the theory and be able to make comparisons with the core theory. Core Study</p> <p>Piaget - A study into the conservation of number Students will be able to apply knowledge of research methods to the study and critically evaluate the findings.</p> <p>Application of Research</p>	<p>Other assessments:</p> <p>1 x assessment on Cognitive Development and one topic from Year 10</p> <p>1 x assessment on Cognitive Development and another topic in Year 10</p>
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