

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Function machines, notation. Quadratics: factoring, solving, graphing. Solving simultaneous equations.	Transformations, Pythagoras, Trigonometry.	Averages & range, data graphs (bar, pie, scatter, cumulative frequency (H), box plots (H), histograms (H)). Conversions: metric (student must know), imperial, money, graphically. Speed/distance/time. Density/mass/volume. Distance/time graphs. Velocity time graphs (H)	Vectors (H) and angle rules, Bearings, Construction, Loci, Iteration (H), Sequences.	Revision topics based on teacher assessment (contact your child's teacher for more information)	Exams
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Throughout all topics, we will be assessing students through prior knowledge starter questions and using these to inform what topics to revise and enrich moving forward. Pre and post topic tests, live marking in lessons, DIRT lessons following homework, end of term assessments.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Fortnightly worksheet consolidating skills learnt in lessons every other week mixed with Hegarty maths tasks targeted at each individual student.					

**CURRICULUM  
ENHANCEMENT**  
- how parents  
can support the  
learning that is  
happening in  
lessons.

Use of online platforms, Hegarty maths and Maths pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowledge of key words within a topic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Urban Landscape Photogrpahy</b>		<b>GCSE AQA Externally Set task unit 2</b>		<b>Portfolio finishing and refinement - unit 1</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students will independently explore the theme through researching relevant urban photographers and experimenting with their own urban photoshoots. Students will develop personalised exploration of a range of ideas, techniques and processes refering to the work of others. Students will develop a personal photographic response in 10 hours to give them a mock experience of the externally set task.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparatory period followed by 10 hours of supervised time. Students develop and investigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to invesigate ideas for a final reponse in drawing, textiles samples, print making or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework for YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevent to exam and mock exam questions, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					
<b>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</b>	Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Having access to a sewing machine would be disirable to enable students to develop their samples at home. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Aut1</b> Transactional Writing/Spoken Language/C2 Reading skills <b>Autumn 2</b> Macbeth and Anthology Poetry Revision		<b>Spring 1</b> Unseen Poetry/C1 Language Revision/An Inspector Calls <b>Spring 2</b> An Inspector Calls and A Christmas Carol Revision		Revision English Language and English Literature	

<p>CURRICULUM - Big ideas/ core knowledge.</p>	<p><b>Reading:</b> language and structure devices; writer's intentions; reader response; analytical writing; evaluative writing; how to write short, concise answers. <b>Writing:</b> transactional response structure and organisation; rhetorical writing techniques; 'voice' and 'tone'; perspective/argument; spelling, vocabulary, punctuation and grammar. <b>Spoken Language</b> to transfer writing skills into exam responses.</p>	<p><b>Declarative knowledge Macbeth:</b> revision of plot, Jacobean context, themes (ambition, gender, natural vs supernatural, violence, power), tragic tropes and structure, characterisation, literary devices, language and structure, authorial intention. <b>Procedural knowledge:</b> analytical writing, essay structure, organisation of ideas. <b>Declarative Knowledge Poetry:</b> revision of themes, context, authorial intent, language and structure. <b>Procedural knowledge:</b> revision of analytical writing exam style response.</p>	<p>Declarative knowledge <b>Unseen Poetry</b> - STRUT exam response structure, poetic techniques. <b>Reading:</b> revise and practise language and structure devices; writer's intentions; reader response; analytical writing; evaluative writing; how to write short, concise answers. <b>Writing:</b> revise and practise story structure and organisation; descriptive writing techniques; 'voice' and 'tone'; narrative perspective; pathetic fallacy and semantic field; creating characters, settings and action; spelling, punctuation and grammar. <b>An Inspector Calls Declarative knowledge:</b> revise and practise exam style questions plot, Edwardian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and structure, authorial intention. <b>Procedural knowledge:</b> analytical writing, essay structure, organisation of ideas.</p>	<p><b>An Inspector Calls Declarative knowledge:</b> revise and practise exam style questions plot, Edwardian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and structure, authorial intention. <b>Procedural knowledge:</b> analytical writing, essay structure, organisation of ideas. <b>A Christmas Carol Declarative knowledge:</b> revise Edwardian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and structure, authorial intention. <b>Procedural knowledge:</b> analytical writing, essay structure, organisation of ideas. Revise and practise exam style questions plot, Victorian context, characterisation, themes (gender, responsibility, generation gap, the class system), dramatic devices, language and</p>	<p>Identify areas of weakness, feedback and practise across all exam questions for English Language and English Literature.</p>	
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<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Transactional writing formative assessment exam style written response. C2 Reading questions formative assessment - exam style written response. Formative assessment C2 Mock examination for English Language. Formative assessment for Spoken Language delivery of exam response.</p>	<p>Poetry and Macbeth <b>Formative Assessment</b> exam style response practise questions in class leading to <b>C1 English Literature Mock Examination as Summative Assessment</b></p>	<p><b>Formative assessments</b> through in class exam practise questions <b>Summative Assessments C1</b> Language Mock C2 Literature Mock on Inset Days</p>	<p><b>Formative assessments</b> through in class exam practise questions <b>Summative Assessments C1</b> Language Mock C2 Literature Mock on Inset Day</p>		
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Retrieval practise, flashcard creation on quotes, character, knowledge, themes, authorial intent for Literature texts. Exam style response for both Literature and Language skills.</p>					

<p><b>CURRICULUM ENHANCEMENT-</b> how parents can support the learning that is happening in lessons.</p>	<p>Encourage students to learn quotes, create flashcards. Identify and help research topic for Spoken Language Assessment. Encourage students to read a range of non fiction texts : newspaper, website, magazine articles, listen to speeches, read authobiography, travel writing. Create their own exam style questions, indicative content and response.</p>	<p>Encourage students to learn quotes, create flashcards for knowledge. Test knowledge of text/character/quotes Re-read texts, look at recommended film versions. Create their own exam style questions, indicative content and response.</p>	<p>Encourage students to practise on new poems of parental choice/select poems together to read. Encourage students to practise writing skills, keep vocabulary checklist and utilise in both written and verbal communication. Practise spelling tests for areas of weakness, punctuation practise through reading contemporary texts or referring to literature texts. Encourage students to learn quotes, create flashcards for knowledge. Test knowledge. Re-read texts, look at recommended film or TV versions. Create their own exam style questions, indicative content and response.</p>	<p>Encourage students to learn quotes, create flashcards for knowledge. Test knowledge of text/character/quotes. Re-read texts, look at recommended film versions. Create their own exam style questions, indicative content and response.</p>		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Revision and TV</b>	<b>TV</b>	<b>Newspapers</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Going back over the key content studied during lockdown so students gain confidence and learning gaps identified through assessment are closed. Then students move on to TV. This is an in-depth unit - this means it covers media language, industries, audience and representation as well as social and historical context. The first of two Close Study Products - the very first ever episode of Dr Who: An Unearthly Child is covered.	TV is an in-depth unit - this means it covers media language, industries, audience and representation as well as social and historical context. The two Close Study Products in this unit are the very first ever episode of Dr Who: An Unearthly Child and the fourth episode of the Dr Who spinoff series Class: Co-owner of a Lonely Heart. The unit is a study of BBC TV over time as well as the science-fiction genre as a whole. It also allows for the application of further theories such as Reception Theory, Enigma Codes and Propp's Character Theory. There is also opportunity to study the representation of teenagers in the media in the 1960s vs now.	Newspapers are an in-depth study - this means this unit covers media language, industries, representation and audience as well as social and historical context. There are two Close Study Products in this unit: The Times and The Daily Mirror. This allows for an industry study into broadsheet vs tabloid and what the world of newspapers and journalism is like. It also allows for the study of politics and political allegiance/bias of newspapers and how to recognise it.	Revision of all units across both papers in lead up to exams, each unit being revised over 2 lessons.	Revision of all units across both papers in lead up to exams, each unit being revised over 2 lessons.	Revision of all units across both papers in lead up to exams, each unit being revised over 2 lessons.
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - An in-class assessment involving watching and analysing an extract from one of the TV shows.	Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - Full paper 2 mock exam	Formative - Regular retrieval practice quizzes in class and for homework, meta-cognitively breaking down exam-style questions and learning how to respond successfully. Summative - In-class analysis of 2 newspaper front pages.	Regular practice of the different types of exam questions in class and live feedback given.	Regular practice of the different types of exam questions in class and live feedback given.	Regular practice of the different types of exam questions in class and live feedback given.

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Retrieval practice and knowledge organiser memorising culminating in in-class quizzes and verbal questioning.</p>	<p>Practice exam questions and retrieval practice</p>	<p>Practice exam questions and retrieval practice</p>	<p>Practice exam questions and retrieval practice</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Watch other episodes of Dr Who and Class with students and encourage them to make comparisons between the two.</p>	<p>Subscribe online to a magazine of interest or buy a few magazines so students can familiarise themselves with the look and layout of magazines.</p>	<p>Buy some newspapers/read news stories online from various different sources and discuss how similar things are portrayed differently in the newspaper world.</p>	<p>Help students revise by encouraging them to create flash cards and other revision resources then test them using these.</p>	<p>Help students revise by encouraging them to create flash cards and other revision resources then test them using these.</p>	<p>Help students revise by encouraging them to create flash cards and other revision resources then test them using these.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Biology B2</b>		<b>Chemistry C2 and Physics P2</b>			
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p><b>Teacher 1-</b> Nervous system, hormonal control, controlling blood glucose levels. Reproduction and fertility, cell division, determining inherited characteristics, including inherited disorders, variation and natural selection.</p> <p><b>Teacher 2-</b> Communities and interdependence, competition and adaptations. Mineral and carbon cycles. Biodiversity, global warming, deforestation and peat bogs.</p>	<p><b>Teacher 1-</b> Selective breeding, genetic engineering C1/P1 revision for mocks.</p> <p><b>Teacher 2 -</b> Classification, fossils and extinction, maintaining biodiversity. C1/P1 revision for mocks.</p>	<p><b>Chemistry-</b> Factors affecting the rate of a reaction. Reversible reactions and dynamic equilibrium. Crude oil including fractional distillation, cracking and pollution for fuels. Analysis and chromatography.</p> <p><b>Physics-</b> Vectors and scalars, resultant forces, resolving forces, weight and centre of mass, distance and velocity time graphs, terminal velocity, forces and acceleration, forces and braking, momentum, forces and elasticity.</p>	<p><b>Chemistry-</b> Evolution of the Earth's atmosphere and climate change, Earth's resources-treating water, waste water, life cycle assessments and copper extraction. Revision for GCSEs.</p> <p><b>Physics-</b> Magnets, electromagnets, motor effects, Waves, reflection, infra-red radiation, electromagnetic spectrum.</p>	Revision for GCSE exams.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Cummulative assessments based on past paper questions. 1 assessment for teacher 1 on the nervous and hormonal system and teacher 2 on communities and interdependence.	Cummulative assessment based on past paper questions. Teacher 1 assessment on genetics and teacher 2 assessment on biodiversity. These are followed by a B2 mock.	Cummulative assessments based on past paper questions.	Mock on chemistry unit 2 and physics unit 2.		

<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.</p>					
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Visit the Science Museum, the Booth Museum, watch documentaries, in particular David Attenborough ones.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p><b>Nervous system</b>, reflexes, reaction time practical, the eye, myopia and hyperopia</p> <p><b>Hormonal control</b>- Blood glucose, temperature control, osmoregulation, kidneys, dialysis, transplant.</p> <p><b>Reproduction</b>- reproductive hormones , fertility and plant hormones.</p>	Plant hormones, sexual and asexual reproduction, B1 revision for mocks.	<p><b>Reproduction</b>- DNA and protein synthesis , inheritance and sex determination, inherited disorders.</p> <p><b>Variation</b> -variation and natural selection, speciation, classification, fossils and extinction, cloning, genetic engineering.</p> <p><b>Ecology</b> - communities, distribution, food chains, biomass and competition.</p>	<p><b>Biodiversity</b>- adaptations, decay, carbon and water cycle, biodiversity, air and water pollution, deforestation, peat, food efficiency, overfishing, mycoprotein and biogas. Revision for GCSE exams.</p>	Revision for GCSEs.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Cummulative assessment based on past paper questions on the nervous systems.	Cummulative assessment based on past paper questions on the hormonal system. Mock on biology unit 1.	Cummulative assessment based on past paper questions on genetics.	Cummulative assessment based on past paper questions on genetics. Mock on biology unit 2.		
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					

CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Visit the Science and Natural History Museums, visit the Booth Museum, watch documentaries, in particular David Attenborough ones.					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Chemistry unit 2</b>					
<b>CURRICULUM</b> - Big ideas/ core knowledge.	<b>Rates</b> - Rates, required practical, reversible reactions, equilibrium, Haber process. <b>Crude oil</b> -fertilisers, fractional distillation, cracking, alkenes, complete and incomplete combustion and pollution from fuel.	<b>Organic chemistry</b> - alkenes, alcohol, carboxylic acid and esters. Revision for C1 mock.	<b>Polymers</b> - natural and synthetic polymers, properties of polymers. <b>Analysis</b> - testing ions, chromatography. <b>Earth's atmosphere</b> - evolution of the atmosphere, climate change. <b>Earth's resources</b> - water.	<b>Earth's resources</b> - Treating waste water, life cycle assessment, alloys, rusting, copper extraction. Revision for GCSE exams.	Revision for GCSE exams.	
<b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.	Cummulative assessment using past paper questions, based on crude oil.	Chemistry unit 1 mock.	Cummulative assessment using past paper questions, based on organic, polymers and analysis.	Cummulative assessment using past paper questions, based on the Earth's atmosphere and resources Chemistry unit 2 mock.		
<b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homeworks set at the end of a unit, they include past paper quesitons on that topic as well as quesitons on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					

CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Visiting Science Museum, Natural History and Booth Museums. Watching documentaries for example the BBC documentary a volatile history, or other relevant documentaries.					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Physics unit 2</b>					
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p><b>Forces in motion-</b> Vectors and scalars, resultant forces, resolving forces centre of mass, moments.</p> <p><b>Forces and acceleration-</b> terminal velocity, forces and braking, momentum, impact forces.</p> <p><b>Forces and elasticity-</b> Hooke's law. Distance time graphs.</p>	<p><b>Forces and acceleration-</b> velocity time graphs, acceleration. Revision for P1 mock.</p>	<p><b>Forces and pressure-</b> pressure in liquids.</p> <p><b>Electromagnetism-</b> magnetic fields, motor effect, generators and transformers.</p> <p><b>Waves-</b> properties of waves, sound.</p> <p><b>Electromagnetic spectrum-</b> uses and dangers.</p> <p><b>Waves-</b> light.</p>	<p><b>Waves-</b> reflection and refraction, lenses and magnification.</p> <p><b>Space-</b> solar system, life cycle of a star, expanding universe.</p>	Revision for GCSE exams.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Cummulative assessment on forces based on past paper questions.	Cummulative assessment on electromagnetism based on past paper questions Unit 1 physics mock.	Cummulative assessment on waves based on past paper questions.	Physics unit 2 mock.		
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homeworks set at the end of a unit, they include past paper questions on that topic as well as questions on any relevant required practicals and a section on prior learning, asking questions about a topic they learnt in year 10. It is important to answer questions in each section. Any higher tier only questions are clearly marked.					

<b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.	Visiting the Science Museum, the Natural History and Booth Museum, exhibitions on scientists. Watching relevant documentaries, such as ones by Brian Cox on the universe.					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Mock exam - Contemporary &amp; Traditional Japanese Design - final unit of Portfolio</b>		<b>GCSE Externally Set task unit 2</b>		<b>Portfolio finishing and refinement - unit 1</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p>Traditional and Contemporary Japanese art, graphic design, sculpture and architecture are studied via a range of media including drawing in pen, pencil, watercolour, print making, photography, card relief/paper manipulation. Students investigate work from a range of sources and contemporary photographers and are offered first hand observational opportunities in the V&amp;A museum visit. Students then respond to the project of designing a poster which should address a contemporary social issue incorporating traditional visual themes and images. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making or mixed media.</p>		<p>Exam question issued from AQA (7 themed questions for students to choose from). Guided preparatory period followed by 10 hours of supervised time. Students develop and investigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making sculpting or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources'. A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigourously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.</p>			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	<p>Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.</p>					

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework for YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task) Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevant to exam and mock exam questions, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Having access to computer software for research purposes. Students being able to take their own photographs. Having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>Revision and Exam prep</b>
	Year 11 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.					
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.	Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.	Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.	Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.	Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Formative - Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt into business context, students have fortnightly context case studies which are marked, that show their level of applying their new business knowledge. 3 tracking points tests are sat per year following the format of the exam board questions.					

<b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly, we use spaced practice for the homework, meaning that the topics for the homework need students to apply their knowledge and skills from lessons taught a couple of weeks ago, this is good to test that the students have retrained this information. The homework's are retrieval of knowledge plus applying that knowledge to a variety of business situations.
<b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.	Students need to have the ability to apply business knowledge to a number of different scenarios. An understanding of business news - trends, popular products, the economy would all help students to understand the influences on business. Watching the news regularly, discussing the environment, influences such as interest rates, inflation, unemployment rates etc would all be beneficial

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Mock Exam : Classical and Surreal Art</b>		<b>Externally set assignment (fine Art) AQA component 2</b>		<b>Portfolio finishing and refinement - unit 1 (refer to year 10 units of coursework and mock)</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Classical and Surreal art are studied via a range of media including drawing in pen, pencil, oil pastel, watercolour, acrylic, print making, photography, sculpture. Students investigate work from a range of surreal artists including Salvador Dali, Rene Magritte, Giorgio de Chirico and contemporary photographers: Antonio Mora, Alexander Bellissimo and John Stezacker. Having investigated classical sculpture and surrealist art students respond to the theme 'Out of Place' with a focus on either self portrait, still life or figures. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making sculpting or mixed media.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparatory period followed by 10 hours of supervised time. Students develop and investigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, painting, print making sculpting or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigorously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework for YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevant to exam and mock exam questions, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					

**CURRICULUM  
ENHANCEMENT**  
- how parents  
can support the  
learning that is  
happening in  
lessons.

Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Having access to way of taking their own photographs. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>1.6 and python</b>	<b>1.5 and python</b>	<b>2.5 &amp; Python</b>	<b>2.2 , 2.1 &amp; python</b>	<b>Exam Revision and prep</b>	<b>Exam Season</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Ethical, legal, cultural and environmental impacts of digital technology and boolean logic in python is taught where students look at the three logic gates.	Systems software, utility software and operating system . Students start to look at testing their programs and learning the key to spotting logic and syntax errors.	Programming languages and IDE's . Machine code and high and low level code. Functions in Python are taught.	Using SQL and searches and sorts algorithms. Defensive design in Python.	Misconceptions are covered, this will be individual per student, based on the data from their tests and in class learning. Lots of practice on reading and writing algorithms, students will cover all the topics again in a series of revision lessons. Exam questions will be the focus.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Regular retrieval practice and starter quizzes which evolve into applying the ideas learnt into algorithms and computing context, students have fortnightly algorithm to write either by hand or in Python, which are marked. Students will receive a lot of help when working on the PC with verbal formative assessment in helping to develop their programming ability as they are programming in class, we call this live marking. 3 tracking points tests are sat per year following the format of the exam board questions in taking these part.					GCSE exams will be sat.
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the</b>	Homework is set weekly - one week students will have an algorithm homework - often this is to be completed in python. The following week we set written homework, where students have to apply their theory and programming knowledge to exam style questions					Revision from google classroom, revision books, and online Smart Revise ( a paid revision site we have a licence for).
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	It is highly advisable for the course that students have access to their own desktop PC or laptop. They will need to have an IDE on the computer to access Python, we suggest Thonny or Pycharm, both free alongside Python3. There are lots of community code clubs alongside the ones run in school, for students to engage with. It would be great if they can take apart old computers at home so they become familiar with the parts inside them, sometimes students have picked up old PC's very cheaply at car boot sales and got a lot of enjoyment in taking these part.					Test students using their flash cards, ensure they have a quiet space to work and that they are focused. Encourage students to attend masterclasses and or ask for extra help if needed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Component 2</b>	<b>Component 2</b>	<b>Component 2 and 3</b>	<b>Component 3</b>	<b>Component 3</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students will be given their final scripts for the performance exam. They will spend this half term blocking their scenes, learning lines and researching styles etc. They will also attend a piece of live theatre to support their theatre review section of the exam.	Students will be finalising their component 2 performances. They will perform to other groups and teachers and act on the advice given. They will ensure they have all music, costume and set, props for their pieces. They will also have one theory lesson a fortnight where they will embed their knowledge of An Inspector Calls and how to answer exam questions.	FINAL COMPONENT 2 EXAM Students will complete their final performance exam (20%) to an external examiner. They will perform two extracts from the same text which they will have been rehearsing for the previous term. They must have costume, sound, lighting cues all written on their scripts.	Preparation for component 3 written exam - students will study the set text of An Inspector Calls. They will learn how to answer exam style questions and complete practice exam papers. The exam questions focus on the roles of actor, designer and director. Students will learn about 6 production areas of costume, lighting, set design, props and stage furniture, sound and staging. They will also undertake lesson on the theatre review aspect of the exam.	FINAL COMPONENT 3 WRITTEN EXAM (40%)	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Students will be given verbal feedback on their progress in relation to the GCSE grading criteria.	Students will be assessed on their component 2 performances and will complete a mock exam in December.	GCSE exam assessment (marks are not shared with the centre in any form until results day).	Students will be marked on their exam responses according to the exam criteria.	GCSE exam assessment (marks are not shared with the centre in any form until results day).	

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Students will be expected to learn their lines and attend additional rehearsals in their groups/ pairs.</p>	<p>Students will be completing their revision for An Inspector Calls and theatre review. They will also be learning their lines and attending extra rehearsals for component 2.</p>	<p>Students will be attending rehearsals and know their pieces thoroughly.</p>	<p>Students will be set regular metacognition homeworks to ensure they understand how to approach answering exam papers.</p>	<p>STUDENTS MUST ENSURE THEY HAVE 500 WORDS OF DETAILED NOTES IN RELATION TO THE THEATRE REVIEW WHICH THEY CAN TAKE IN TO THE EXAM.</p>	
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Support students in learning any scripts that come home, and completion of homework, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
CURRICULUM - Big ideas/ core knowledge.						
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
<b>CURRICULUM</b> - Big ideas/ core knowledge.	- Planned Obsolescence - Systems - Smart Materials - Composite Materials - Textiles - Analysis of products -NEA	- NEA - 6 R's - Analysis of products	- NEA	-NEA	Revision	n/a
<b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.						
<b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
<b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	Intro to the skills needed for component 2 alongside revision for component 3.		Starting the live project brief for component 2.			
<b>CURRICULUM - Big ideas/ core knowledge.</b>	The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, <b>explore, develop and apply</b> , has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The BTEC assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course. The <b>Explore</b> part of the structure, component 1, was covered in Yr 10. The <b>develop</b> part of the structure of the course is Collecting, Presenting and Interpreting Data, this is an internally assessed assignment and 30% of the total course. This will be completed by Easter of Yr 11. The final unit focuses on applying part of the course, this is an externally assessed exam 40% of the total course (component 3) the external exam sat in the Jan of year 11, therefore lots of revision at the start of year 11.					
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	During year 11, students will get verbal feedback on their internally assessed assignment, component 1. Once this has been submitted and marked by their teacher students receive written feedback and a set period of time to make improvements. Students will also have 3 tracking point tests a year to help prepare them for the 40% external exam on component 3.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework is set weekly - one-week students will have a component 1 focus homework - often this is to be completed on a PC. The following week we set written homework with a focus on component 3, where students have to apply their theory knowledge to exam style questions.					
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	It is highly advisable for the course that students have access to their own desktop PC or laptop. They will be able to access all their work via Google Drive.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Human anatomy textiles - Mock exam</b>		<b>GCSE AQA Externally Set task unit 2</b>		<b>Portfolio finishing and refinement - unit 1</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students will independently explore the theme through researching relevant textile artists, drawing, photography and textile sampling. Students will develop personalised exploration of a range of ideas, materials, techniques and processes referring to the work of artists. Students will develop a personal textile response in 10 hours to give them a mock experience of the externally set task.		Exam question issued from AQA (7 themed questions for students to choose from). Guided preparatory period followed by 10 hours of supervised time. Students develop and investigate the theme of their chosen question by referencing a range of artists and through the development of planning/design sheets, sketchbook work and maquettes in a range of media. Students are encouraged to work to their strengths to investigate ideas for a final response in drawing, textiles samples, print making or mixed media. Students are assessed in 4 areas: A01: 'Ability to develop ideas through creative and purposeful investigations, demonstrating critical understanding of sources' A02: 'Ability to thoughtfully refine and explore ideas, effectively experimenting with appropriate media, techniques and processes'. A03: 'Ability to skillfully and rigorously record observations and insights relevant to intentions as work progresses'. A04: 'Ability to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language'.			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Assessment is done through verbal formative feedback and questioning every lesson through 121 discussions and group critiques. Teachers then reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Classwork and homework is marked using GCSE 1-9 criteria along with formative strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework for YR 11 is sketchbook based and portfolio development and is set fortnightly. (Students are expected to spend 2 hours on each task). Tasks will include artist research, observational drawings, photography, exploration of materials and techniques relevant to exam and mock exam questions, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience. Students have the opportunity to complete homework after hours using the facilities in the art rooms if required. Visual exemplars are shared with students on connect for reference.					

**CURRICULUM  
ENHANCEMENT**  
- how parents  
can support the  
learning that is  
happening in  
lessons.

Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Having access to a sewing machine would be desirable to enable students to develop their samples at home. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Theory 4 out of 5 / Performance/ Composition (tutorials and 1 out of 5)</b>					
<b>CURRICULUM - Big ideas/ core knowledge.</b>	In HT 1 theory lessons are to firstly, reinforce and secure student knowledge of Baroque, Classical and Romantic Music. There is a strong emphasis on vocabulary testing in this first HT to bridge the gap between every student's musical vocabulary. The second theory focus is the concerto through time. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students are introduced to the composition brief from the exam board where lyric writing, accompaniment development and composition of melody will be assessed. This is a composition task which will be submitted for the GCSE.	In HT 3 theory lessons will focus on Rhythms of the World. Students will be introduced to the key vocabulary, listening examples and exam questions linked to these two areas of study. Interlinking these style will be one recap lesson on conventions of pop, concerto through time and film music. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. By the mock exam all students must have submitted a recording for either solo or ensemble. Students continue writing their brief composition for GCSE submission. At this point in the year it is the student's responsibility to organise a tutorial time with their classroom teacher to flesh out and arrange their composition notes into a graded work.	In HT 3 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students continue writing their brief composition for GCSE submission. At this point in the year it is the student's responsibility to organise a tutorial time with their classroom teacher to flesh out and arrange their composition notes into a graded work.	In HT 4 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. Students will focus on a solo or ensemble performance. The students with peripatetic teachers should work closely with their teacher on the solo or ensemble. Students who do not have peripatetic lessons will be required to submit weekly draft recordings. Students who are ready to record their performance will do so. Students continue writing their brief composition for GCSE submission. At this point in the year it is the student's responsibility to organise a tutorial time with their classroom teacher to flesh out and arrange their composition notes into a graded work.	In HT 5 theory lessons will recap all key vocabulary, listening examples and exam questions linked to rhythms of the world, conventions of pop, concerto through time and film music. Lessons will focus on exam technique. All coursework completed.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Students will complete weekly glossary tests, exam exercises in exam conditions. They will complete an exam paper Nov 20 in exam conditions with marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. They will complete an exam paper Jun 19 in exam conditions with marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. Two submission of composition notes / plan that has been developed independently, not as a performance to the class, but to the classroom teacher privately as both an mp3 or live performance and either as a lead sheet, a garageband file or as a chord chart with lyrics / melody. Weekly submissions of performances for self-taught students. Fortnightly submissions of performances from peripatetic teachers. Students will receive feedback from their class teacher.	Students will complete weekly glossary tests, exam exercises in exam conditions. All marks and marks schemes shared and analysed. A solo performance recording at the end of the HT of an alternative piece. Formative assessment of composition progress within student arranged tutorials, working off of direct feedback and making changes as directed throughout the term.	

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Students will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.</p>	<p>Students will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.</p>	<p>Students will be set fortnightly exam technique homework. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.</p>	<p>Students will be set fortnightly exam technique homework and musical dictation. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam. Consistently throughout this course it is a compulsory expectation that each student practices their instrument or vocal work regularly throughout any given week of study. Little classroom time is allocated to performance practice and the onus is on the student to ensure practical skills are developing. Students will be asked to demonstrate their development regularly and will of course be guided by the classroom teacher, but the majority of their practice time must come from home.</p>	<p>Students will be set fortnightly exam technique homework and musical dictation exercises. This homework is designed to embed the exam technique learnt in lesson to ensure all students maximise the structure of the exam.</p>	
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Resources to be used at home. B&amp;W Revision guide. Flashcards. Beige CGP booklet. Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for 30 mins 5x a week</p>	<p>Resources to be used at home. B&amp;W Revision guide. Flashcards. Beige CGP booklet. Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for 30 mins 5x a week</p>	<p>Resources to be used at home. B&amp;W Revision guide. Flashcards. Beige CGP booklet. Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for 30 mins 5x a week. Parental support can help composition development, either just from monitoring development or contributing through lyric writing/song topic guidance, or even musical support if possible.</p>	<p>Resources to be used at home. B&amp;W Revision guide. Flashcards. Beige CGP booklet. Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing. Support can be given through listening and providing feedback for performances at home, but more crucially, parents can ensure that students are rehearsing effectively and for 30 mins 5x a week</p>	<p>Resources to be used at home. B&amp;W Revision guide. Flashcards. Beige CGP booklet. Parents can ensure vocabulary from the OCR Glossary is written up as a revision tool and can then support in testing/quizzing in preparation for classroom testing.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	NEA1	NEA2	NEA2	NEA2	Revision	
CURRICULUM - Big ideas/ core knowledge.	<p>NEA1 brief released by AQA - students begin their 10 hour food investigation task. Students need to write a report of 1500-2000 words. The NEA1 is 15% of the students final GCSE grade. The students will be marked as follows</p> <p>Section A -Research 6 marks</p> <p>Section B - Investigation 15 marks</p> <p>Section C - Analysis and evaluation 9 marks</p>	<p>NEA2 brief released by AQA in November - students begin their 20 hour food preparation task including a 3 hour practical session to make three final dishes. Students need to create a portfolio including photographic evidence. The NEA2 is 35% of the students final GCSE grade. The students will be marked as follows</p> <p>Section A -Researching the task 6 marks</p> <p>Section B - Demonstrating technical skills 18 marks</p> <p>Section C - Planning for the final menu 8 marks</p> <p>Section D - making the final dishes 30 marks</p> <p>Section E - Analysis and evaluation 8 marks</p>			<p>Nutrients - Protein, fats, carbohydrates, vitamins, minerals, water</p> <p>Health</p> <p>Food Science</p> <p>Food Safety</p> <p>Food Choice</p> <p>Food Provenance</p>	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Assessment is carried out every lesson through verbal formative feedback and questioning through 121 discussions and group critiques. Assessment and Critique is carried out during practical lessons on the dishes the students make and take pictures of. Teachers use the information gathered by the assessment elements in the lesson to reflect and respond accordingly allowing us to address any misconceptions. We use both self and peer assessment to allow students to develop their own skills in reflecting on what they and others have done which helps them to identify where they need to improve. Both classwork and homework is marked using GCSE 1-9 criteria.</p>					

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework for KS4 is exam question based and is set weekly. (Students are expected to spend 1 hour on each peice). Tasks will include extension of the topics covered in class, feedback by improving or refining current work and revision to ensure students are ready for the exams. Activities are set alongside class work to enhance and develop the students experience. Connect holds lots of revision to support students with their learning. Students have the opportunity to complete homework at lunch or after hours if they need additional support or the use of our facilities.</p>	
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>It would be beneficial if students had access to a computer / laptop at home for research purposes. Allowing students to get involved at home to help prepare, make a meal as well as washing up all, to a high standarad. Encouraging students to attend supermarket visits with you and for them to gather the items they require for their food practical lessons themselves. Visits to farms and specialist food retailers would be advantageous.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Au collège</b>	<b>Bon travail</b>	<b>Un oeil sur le monde</b>	<b>Revision</b>	<b>Revision and final exams</b>	<b>N/A</b>
CURRICULUM - Big ideas/ core knowledge.	Students build on their Y9 knowledge in order to express and justify opinions of school subjects, describe their school including its uniform, rules and school day. They also build on their cultural knowledge by comparing school systems in England and France. Finally, they are able to use a range of tenses to describe school visits and their educational plans.	Students expand their knowledge of jobs and describing workplaces. They are able to express a wide range of opinions about which jobs they would like and would not like to do and why. Using the perfect tense, they can describe their work experience. They are also able to use the present tense to explain how they earn money. Students can use the future and conditional tenses and complex structures to describe their future plans. They learn how to give and explain their views on the importance of language skills.	Students are able to understand vocabulary for a wide range of environmental problems and articulate the greatest threat to our planet and why. They can describe what they and those around them do to help the environment, including specific examples of what they have done in the past. They can use the conditional tense to say what they could do differently in the future. Students are also able to express opinions about social problems and describe any past and planned voluntary work.	Focused revision is undertaken for all 4 skill areas with a forensic focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions. Speaking preparation focuses on role plays, photo card and general conversation preparation, while writing preparation hones planning strategies and the incorporation of high quality language.	Focused revision is undertaken for all 4 skill areas with a forensic focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions. Speaking preparation focuses on role plays, photo card and general conversation preparation, while writing preparation hones planning strategies and the incorporation of high quality language.	N/A

<p><b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Mock exams in all 4 skills take the form of GCSE past papers which are marked and graded according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.</p>	<p>Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Assessments in 2 skills (writing and either reading or listening) take the form of GCSE past papers which are marked and graded according to GCSE mark schemes. Post-assessment DIRT tasks allow students to address key misconceptions.</p>	<p>Live marking, questioning and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Terminal GCSE exams are taken and externally marked.</p>
<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework is set weekly and is peer-marked where possible. There is always a vocabulary / verb learning task, supported by a Quizlet study set, which is assessed in class through vocabulary / verb tests. In addition, there is a number of tasks to develop students' exam skills. These are taken from a range of topics and involve link back tasks to re-activate prior learning. Often students complete reading comprehension work, but they could also be set listening and written tasks, as well as activities relating to the speaking exam, such as describing a photo. As the exams approach, homework shifts to focus on specific preparation e.g. learning speaking booklet responses.</p>		
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>While a few students may be lucky enough to visit a French-speaking country during their GCSE studies, French can be brought into the home too. Services such as NetFlix, BBC I-Player and Amazon have French films and series and class teachers will alert students to these where possible. Watching French films is a great way to improve pronunciation, accent and intonation. Similarly, students can access French music through YouTube and the like. Visiting an art exhibition by a French painter would give students a chance to build their cultural knowledge and see if they can translate the French titles to the paintings. Cooking has a lot of French vocabulary and spotting examples of this is a useful way of making linguistic links.</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>TOPIC/UNIT</b>	<b>Module 8 Los Asuntos Globales (Global issues)</b>	<b>Speaking Preparation Mock Exam Preparation</b>	<b>Revision Lessons 30 Lesson Plan</b>	<b>Revision Lessons and Exam Practice 30 Lesson Plan (continued)</b>	<b>Exam Practice Final Exams</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p>Students focus on the language and structures needed to describe global issues, including:</p> <ul style="list-style-type: none"> <li>- Biggest problems in the world today</li> <li>- Environmental issues</li> <li>- Solutions to environmental issues, including local actions</li> <li>- Natural disasters</li> </ul> <p>Students continue to review grammar and structures from previous units, as well as specifically focusing on:</p> <ul style="list-style-type: none"> <li>- Imperfect continuous tense</li> <li>- Higher numbers, percentages in statistics</li> <li>- Se deberia + infinitive verb</li> <li>- Infinitive structures in past, present and future</li> <li>- Es necesario que + present subjunctive</li> </ul>	<p>Students work on preparing for the speaking exams, including:</p> <ul style="list-style-type: none"> <li>- Preparing conversation questions for at least 4 topics in 4 different themes</li> <li>- Thoroughly revising their 1st chosen topic, followed by the remaining 3</li> <li>- Timed practice of role play and picture tasks across a range of topics</li> <li>- Revising question words and role play vocabulary</li> <li>- Memorising the highlighted phrases for the picture task and using these in timed practice</li> <li>- Trying out different memorising techniques for conversation questions</li> </ul> <p>In-class preparation for mock exams includes modelling, practising and providing feedback on:</p> <ul style="list-style-type: none"> <li>- The speaking activities outlined above</li> <li>- Gap-fill readings and Spanish-Spanish reading questions</li> <li>- Gap-fill listenings and strategies for approaching listening questions</li> <li>- Translation into Spanish and into English</li> <li>- PISCINA writing questions and box planning</li> <li>- Using past, present and future in writing (SCHITVEJ)</li> </ul>	<p>Students revisit and recap grammar structures within the context of different topics from modules 1-8. Each lesson is accompanied by a sentence builder for their revision folders as well as exam practice in one or more of the four skills. The revision plan includes interleaving and spaced practice of topics, retrieval and deliberate practice to prepare them for the summer exams.</p> <p>30 lesson revision plan for Year 11 Spanish: <a href="https://drive.google.com/file/d/1VluWjOhQHVPY35WaFGjLBn18rlmQ4sHm/view?usp=sharing">https://drive.google.com/file/d/1VluWjOhQHVPY35WaFGjLBn18rlmQ4sHm/view?usp=sharing</a></p>	<p>Students revisit and recap grammar structures within the context of different topics from modules 1-8. Each lesson is accompanied by a sentence builder for their revision folders as well as exam practice in one or more of the four skills. The revision plan includes interleaving and spaced practice of topics, retrieval and deliberate practice to prepare them for the summer exams.</p> <p>30 lesson revision plan for Year 11 Spanish: <a href="https://drive.google.com/file/d/1VluWjOhQHVPY35WaFGjLBn18rlmQ4sHm/view?usp=sharing">https://drive.google.com/file/d/1VluWjOhQHVPY35WaFGjLBn18rlmQ4sHm/view?usp=sharing</a></p>	<p>Students focus on timed exam practice, using past papers, sample questions and revision booklets produced by EBi and DWa. Students also use a range of resources for retrieval practice including challenge cards, peer assessment cards, cross-topic flashcards in the lead up to the final exams. Exam strategies are reviewed.</p>
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	<ul style="list-style-type: none"> <li>- Every lesson: questioning, live marking and verbal feedback given to students. Peer and/or self-assessment for listening, reading and vocabulary/grammar activities. General observations are used to inform planning.</li> <li>- Every week: homework is provided in a range of formats (reading questions, translations, writing planning, grammar practice, vocabulary learning, etc.), this is taken in and marked by the teacher or peer marked with a sample taken in by the teacher. As a result of this, core homework DIRT activities are planned to address common errors or misconceptions arising from the homework.</li> <li>- Every 3 weeks: exercise books are taken in for marking, including a written comment on an activity such as writing, photo task, translation, etc.</li> <li>- Every tracking point: reading, listening and/or writing assessments take place, with each one including exam questions on previous topics. These are marked using exam-board criteria and returned to the students either with individual highlighter marking feedback or a whole-class activity to address common errors.</li> <li>- Mocks in December: each of the 4 skills (listening, reading, writing and speaking) are assessed using most recent past papers and marked by teachers using exam board mark schemes and grades. Definitive decisions are made regarding tiers from the results of this.</li> <li>- Throughout lessons: opportunities to practice exam questions for role plays, photo tasks, writing planning, translations, reading questions, listening questions in timed exam conditions. These may be self-marked, peer marked, sampled by teachers and then used to inform planning to address areas of common errors/requiring further practice.</li> </ul>				
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	<p>Every week homework either practises a concept/strategy/topic/exam skill covered in lessons during that week or revisits a previous one (interleaving and spaced practice). Homework is varied from week to week so that students are provided with the opportunity to practice, embed and extend upon the four different skills required. Examples of homework tasks are:</p> <ul style="list-style-type: none"> <li>- role play practice, using the strategies practised in class</li> <li>- photo task descriptions, using chosen phrases from the knowledge organisers</li> <li>- gap-fill reading questions, using the 5-step strategy practised in class</li> <li>- grammar activities, revisiting previous tenses, with a specific emphasis on SCHITVEJ</li> <li>- conversation preparation, taken in for marking by teacher</li> <li>- Quizlet vocabulary revision, for in-class tests on a specific topic or grammar point</li> <li>- narrow reading activities, to practise comprehension skills</li> <li>- writing planning, using the box planning strategy to plan questions and use PISCINA phrases, as modelled and practised in class</li> <li>- using sentence builder from revision lesson to produce a piece of writing, plan an exam writing question or complete a translation</li> </ul> <p>In the final 2 half terms, revision work is set as homework using the Year 11 Spanish Revision Booklet and Checklists (produced by DWa and EBi), students are to self-check answers and provide evidence that this has been completed by bringing booklets to class for checking.</p> <p>Homework is either taken in and marked by the teacher or peer/self-marked in class with a sample taken in by the teacher. The outcomes of this are used to inform future planning, including, where necessary, core homework whole-class DIRT activities to address common errors.</p>				

<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Things that parents can facilitate/encourage students to do at home/outside of school:</p> <ul style="list-style-type: none"> <li>- Purchasing and using revision guides</li> <li>- Getting into a routine of regularly using Quizlet/Duolingo every day</li> <li>- Using sentence builders from lessons to test students on sentence chunks (students take revision books home or access these through Connect)</li> <li>- Using Netflix, YouTube and other streaming services to watch programmes/films in Spanish with English subtitles to practise listening/comprehension</li> <li>- Using YouTube / Spotify to listen to Spanish-language music</li> <li>- Following current affairs (in Spanish) on social media (e.g. BBC Mundo, El País)</li> <li>- Talking to their children about the importance of language learning, how this be helpful for future careers, travel abroad</li> <li>- Exploring together aspects of Spanish-speaking culture from a range of Spanish-speaking countries, this could include making traditional food, looking at traditional celebrations, art, music, etc.</li> <li>- Testing their children on vocabulary/grammar and especially speaking conversation questions using flashcards/booklets prepared in class</li> <li>- Eating out in a local Spanish-speaking restaurant and ordering the food in Spanish or travelling to a Spanish-speaking country to practise language skills, if the opportunity arises</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Natural Hazards Tectonics - AQA	Natural Hazards - Atmospheric - AQA		Changing Economic World - AQA	Pre-Release and Revision	

<p>CURRICULUM - Big ideas/ core knowledge.</p>	<p>This unit of work builds on the work completed in year 9. Students will study the structure of the earth and how this causes continental drift. They will explore each of the main plate boundaries and the tectonic hazards that can occur at these boundaries. Students will also study case studies of earthquakes in contrasting countries around the world to understand the extent to which wealth affects the devastation caused by an earthquake, before completing the unit by looking at ways we can reduce or manage the risk posed by tectonic hazards.</p>	<p>The second half of the hazards unit looks at atmospheric hazards. The unit of work begins by revisiting the global atmospheric circulation system, before explaining the formation of tropical storms and studying the impacts and responses to a tropical storm case study. Following this we examine the potential impacts of climate change on storm intensity and frequency, before also examining the increased potential for extreme weather events in the UK with our ever changing climate. The unit of work is completed by studying the natural and human drivers of climate change, the evidence we have for climate change and how we can mitigate and adapt to climate change in the future.</p>	<p>This unit of work looks at how we judge the social and economic development of countries through a variety of development indicators. We explore the physical and historical reasons why some countries are more developed than others, before focusing on Nigeria as an example of a Newly Emerging Economy undergoing rapid development. Students will explore the reasons for and impacts on the country of Nigeria's rapid economic development, and look at strategies that can or have been used in the country to close the gap between the world's HICs and LICs. Having completed this, students will explore how the UK's economy has and is changing, moving away from an industrial economy to a service based industry. Students will consider how this has had both positive and negative impacts on the UK, and how the</p>	<p>The final part of the GCSE course is to study what the exam board call the "Pre-Release". This is a document that is released to the school and students 12 weeks prior to the final geography exam. The document has a variety of resources and figures about a geographical issue related to a part of the students course from the last two years. Students analyse this resource and then will be asked to use information from the resource when answering questions on the geographical issue in the exam. Following completion of this students will have the opportunity to revise previous content.</p>
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<p><b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lessons will also have some form of exam question practice which will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this topic and will also include questions from the year 10 topics of study.</p>	<p>At the end of this term students will sit 3 mock exam papers. Paper 1 will be 1 hour 30mins and cover all physical geography units taught so far. Paper 2 will be 1 hour and assess the two human units covered so far. Paper 3 will be 45 minutes long and assess the fieldwork unit completed at the end of year 10.</p>	<p>Assessment will take place in multiple ways, with regular live marking and low stake quizzing being a major feature of all KS4 units. Most lessons will also have some form of exam question practice which will be formatively assessed through live marking and book marking. At the end of the unit students will sit a summative assessment based on previous years questions on this topic and will also include questions from the previous topics.</p>	<p>Assessment will be ongoing in lessons up until the summer exams.</p>
<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>2 pieces of homework will be set per fortnight. This may be split into one per week or for longer pieces set a fortnightly rotation. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge.</p>			

<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with current affairs and read any news stories regarding natural hazards occurring around the world. The Natural History Museum also has a great Hazards exhibition.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Parents can also encourage students to research charities and organisations that attempt to support development in LICs such as Fair Trade to gain a better understanding of how these projects work. In addition encouraging children to speak to older relatives that may have experienced de-industrialisation and any other changes to the UK economy may provide students with some insights into the impact this had on the UK.</p>	<p>Students will be sent home with a copy of the pre-release document and it will be available on their connect homework system. If time allows, one of the most beneficial things for parents to do is to familiarise themselves with the pre-release document and the resources within it and then discuss the content with their child. It is important that students become highly familiar with the content of the pre-release.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Superpower relations and the Cold War 1941-91</b>	<b>Superpower relations and the Cold War 1941-91</b>	<b>Anglo Saxon and Norman England 1060-1088</b>	<b>Anglo Saxon and Norman England 1060-1088</b>		
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Year 11 begins with a 50 year period study of the Cold War. The Cold War still holds significance in todays world and students will investigate the main conflicts that led to the new world order. The chronological sequencing of the events is particularly important and students will be expected to explain why certain events happened or what the consequences of events were. Topics studied include the Berlin Blockade and eventual building of the Berlin wall, the Cuban Missile crisis as well as the eventual collapse of the Soviet Union.		The British depth study part of the History GCSE centres around the last time England was succesfully invaded. Most students will have a basic understanding of this time period from previous studies at key stage 3, but the GCSE is designed to help students look in depth at the time period in order to explain the complexities of how society changed during the short period of study. Students will investigate what Anglo Saxon England was like before the Norman invasion and then about the changes that take place to help William consolidate his power. These include events such as the Harrying of the North.			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Students are continually assessed throughout the course of the year through quizzes at the start of lessons as well as weekly homework short mark questions. During the period of study students will sit a full exam paper for Super Power relations as well as Anglo Saxon and Norman England. Alongside this during December, students will also sit mock exams which will also include a full Crime and Punishment and USA at Home and Abroad papers.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Weekly homework is set throughout year 11. The homework will consist of short mark recall questions and then an exam question. Homework will be fed back in lessons to give students feedback to help them progress.					

<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Parents can help support students through helping them create revision resources. One of the most challenging aspects of History GCSE is the amount of content covered. Through regular testing and guidance parents can make a huge difference in helping students consolidate knowledge. There is also a wealth of resources available on the schools Connect system including student friendly answer guides and subject knowledge check lists. These can be used to help students prepare for exams.</p>					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Practical-Performance component Theory-Infra (Professional works)</b>	<b>Practical-Performance piece and refinemanet of set phrase Theory-Artificial things professional works</b>	<b>Practical-Choreogrpahy. Theory-Compare and contrast 12 mark questions. 6 mark professional works movement content</b>	<b>Practical-Choreography. Theory-exam technique for all 3 sections of the paper</b>	<b>Practical-Assessment. Theory all 3 secions of the paper and exam technique</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students to learn performance piece. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.	Students to refine performance component. They will learn physical, technical and expressive skills. Students will learn basic info, lighting, costume, set, aural setting, movement content of professional works.	Students will learn the choreographic skills required in dance e.g. motif, stimulus, motif development, relationships, choreographic devices, accompaniment, rehearsal process. Students will learn how to structure compare and contrast 12 mark questions based on all 6 professional works. They will also focus on the 6 mark movement questions based on professional works.	Focused revision is undertaken for all key GCSE dance topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	Focused revision is undertaken for all key GCSE dance topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.	

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	<p>Assessment will take place in multiple ways within GCSE dance theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMS. At each tracking point all students will sit a summative test which will include all theory topics covered to date. The students will do the same for the practical element and will be assessed each lesson through teacher feedback. This is then moderated and students complete an assessment on their performance like an exam situation.</p>	
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<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strateg</p>	
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. <a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a> is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. <a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a> is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. <a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a> is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. <a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a> is the set phrase they could help make sure student is repeating correctly.</p>	<p>Students have revision guide to be able to use when testing using flash cards/revision questions. This includes information on all professional works to be used for recall. Students have a revision booklet for 6 mark questions and this could be used to ask short answer questions. <a href="https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9">https://www.youtube.com/watch?v=YaFoh8Vmtmg&amp;list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9</a> is the set phrase they could help make sure student is repeating correctly.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>TOPIC/UNIT</b>	<b>Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b>	<b>Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b>	<b>Coursework - Performance analysis assessment (analysis and evaluation) – 25 marks</b>	<b>Final revision before the summer exams.</b>	<b>Final revision before the Summer exams</b>			
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p>1 - Examples of and evaluation of the types of feedback and guidance</p> <p>2 - Arousal and the Inverted U theory</p> <p>3 - Application of how optimal arousal has to vary in relation to the skill/stress management techniques</p> <p>4 - Aggression and personality</p> <p>5 - Intrinsic and extrinsic motivation, including evaluation of their merits</p>	<p>1 - Engagement patterns and the factors affecting them</p> <p>2 - Commercialisation, sponsorship and the media</p> <p>3 - Positive and negative impacts of sponsorship and the media</p> <p>4 - Positive and negative impacts of technology</p> <p>5 - Conduct of performers and introduction to drugs</p> <p>6 - Sporting examples of drug taking</p> <p>7 - Advantages/disadvantages to the performer/the sport of taking PED's</p> <p>8 - Spectator behaviour and hooliganism, including strategies to combat hooliganism</p>	<p>Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.</p>	<p>Focused revision is undertaken for all key GCSE PE topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.</p>	<p>Focused revision is undertaken for all key GCSE PE topics with a key focus on the topics students have struggled with in their mocks and assessments to date. Focus on exam skills and strategies. Students are taught a number of revision and exam strategies and provided with a wide range of exam-style questions.</p>			

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>	<p>Assessment will take place in multiple ways within GCSE PE theory. There will be regular live marking and low stake quizzing throughout all theory lessons. Most lessons will contain some form of exam question practice which will be formatively assessed through live marking and book checks and scrutiny within SPDMs. At each tracking point all students will sit a summative test which will include all theory topics covered to date.</p>			
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<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>	<p>The will be one piece of homework set each week. Homework will be designed to create a spacing effect from the content being taught in lessons, so that students are forced to retrieve knowledge from past learning when completing homeworks. Homeworks will include a variety of short answer knowledge recall questions and longer answer exam style questions to provide opportunities for students to practice applying their knowledge. Homework will also include metacognitive processes which will help students develop their exam practice/strategy.</p>			
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>		<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>		<p>Parents can access the knowledge organisers available via the VLE which can be used to test students knowledge of the topic and support their revision. Students should also be encouraged to keep up with sports current affairs and read any news stories relating to the topics covered this half term. Parents will also receive a 200 question retrieval pack that they can use to quiz the students.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
<b>CURRICULUM</b> - Big ideas/ core knowledge.	Theme A - Who is in our community? (Local & National). How are groups in our community treated?	Theme A - What is happening to the UK population, discrimination and the law & what human rights protect citizens.	Theme B - Students will tackle questions around - democracy, how does voting in the UK work, what do our political parties stand for.			
<b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.	Exam practice in lessons. Summative written tracking assessment.	Exam practice in lessons. Summative assessment exam paper complete Theme A content.	Exam practice in lessons. Written exam based on Theme A and B.			
<b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly homework including key word tests, exam practice & Knowledge Organiser retrieval practice.					
<b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.	Collins Citizenship Today text book. Edexcel revision guide <a href="https://www.amazon.co.uk/Pearson-Edexcel-Citizenship-Revision-Workbook/dp/1292268166">https://www.amazon.co.uk/Pearson-Edexcel-Citizenship-Revision-Workbook/dp/1292268166</a>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
CURRICULUM - Big ideas/ core knowledge.	Not currently offered					
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>CVs, Interviews and planning for jobs</b>	<b>Mental Health</b>	<b>Sex and Relationship Education.</b>	<b>Health Checks and Revision</b>		
<b>CURRICULUM - Big ideas/ core knowledge.</b>	All students to have a completed CV by the Autumn half term. This will be completed on Moodle. Lessons will be spent looking at career paths that interest the students and where they plan on continuing their education next year.	To identify the similarities between physical and mental health and to encourage open discussion about mental health and what may impact on this. Common mental health disorders will also be discussed as well as ways to look after their own mental wellbeing.	Students will discuss healthy relationships and to be able to identify signs of domestic violence. We will also look at the myths around pornography and how this can be damaging in a relationship and also give unrealistic body ideals.	Students to be aware of how to check their physical health and when to seek medical help. Towards the end of the half term students will focus on the revision for GCSE subjects. To include revision strategies from the learning scientist.		
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	Support with completion of college/ apprenticeship applications. The careers department at the school are also happy to speak with parents/ carers to offer guidance and support on how to do this. Attend open evenings at local colleges.	Encourage students to access Childline Mental health support pages and App. Apps like 'calm' also have useful mindfulness exercises to help with anxiety and exam stress.	Support websites which help to learn the dangers and advice for adults on how to talk to young people about safe relationships. Safe Internet: <a href="https://saferinternet.org.uk/online-issue/pornography">https://saferinternet.org.uk/online-issue/pornography</a> NSPCC: <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>	The NHS website has many helpful pages, in particular for cancer checks - Breasts: <a href="https://www.nhs.uk/common-health-questions/womens-health/how-should-i-check-my-breasts/">https://www.nhs.uk/common-health-questions/womens-health/how-should-i-check-my-breasts/</a> Testicular: <a href="https://www.nhs.uk/conditions/testicular-cancer/">https://www.nhs.uk/conditions/testicular-cancer/</a>		