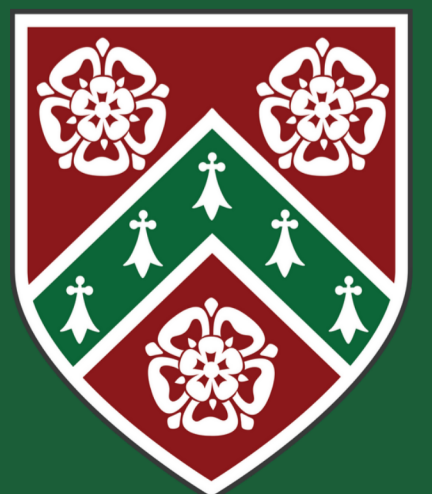


HONLEY HIGH SCHOOL

YEAR 11 CURRICULUM 2023-2024

STRIVE FOR THE HIGHEST



Head of Year: Mr D Stephenson (d.stephenson@honley.tlt.school)

Pastoral Head of Year: Mrs G Thomas (g.thomas@honley.tlt.school)

Year 11

	English	Maths	Science	Option A	Option B	Option C	Option D	iGen	Core PE	Total
Number of lessons	10	9	9	5	5	5	5	1	2	50



English Year 11

AUTUMN 1

English Language Component One Narrative Writing. An Inspector Calls. English Language Speaking and Listening. Unseen Poetry.
 Students will re-visit the narrative that they wrote in the Year 10 summer examinations, acting on feedback. They will then go on to deepen their understanding of 'An Inspector Calls', re-visiting plot, characters and themes in more detail. They will then go on to record the speech they planned in Year 10 for English Language Speaking and Listening. Next, they will study further poems from the poetry anthology, introducing the strategies for study of Unseen Poetry.

Prior Learning
 Narrative writing: Year 10.
 'An Inspector Calls': Year 10.
 Speaking and Listening: Year 10.

CAREERS LINKS

Author, nurse, teacher, presenter, politician, public speaker, editor, screen writer, lawyer, university lecturer, journalist, broadcaster

AUTUMN 2

English Language Component Two.
 Students will be introduced to the second English Language paper, gaining knowledge of the reading and writing sections and practising examination questions.

English Language Component Two.
 Students will be introduced to the second English Language paper, gaining knowledge of the reading and writing sections and practising examination questions.

Prior Learning
 Non-fiction texts studied as additional texts throughout Key Stage Three.

CHARACTER LINKS

Moral character (using traits of compassion, courage, honesty, respect when exploring issues such as grief and isolation). Civic virtues (citizenship, community when considering poetic forms linked to different cultures and historic traditions). Intellectual virtues (critical thinking, reasoning, reflection). Performance virtues (confidence, resilience)

SPRING 1

English Literature: Macbeth.
 Revisiting the text, with a focus on Act Three to the end of the play. Anthology poems linked thematically to the play.

English Language Components One and Two.
 Literature Revision of 'A Christmas Carol' and 'An Inspector Calls.'

Prior Learning
 Prior study of text in Year 10.

SPRING 2

English Language Components One and Two: revision and practice.
'An Inspector Calls' and 'A Christmas Carol' revision and practice.

Prior Learning
 Revision of the main English Language question types and formats. Focused knowledge recall tasks and practice of examination type questions for English Language and Literature.

KEY ASSESSMENT DATES

Assessments throughout the course:
 October 2023
 December 2023
 March 2024

SUMMER 1

Revision of all English Language and English Literature components in preparation for final examinations.

Prior Learning
 Revision of all texts/writing formats and reading skills taught on the course.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 11 - Foundation

AUTUMN 1

Number Sense <ul style="list-style-type: none"> - Rounding - Addition, subtraction, multiplication, and division problems - Problems with time 	Algebra <ul style="list-style-type: none"> - Simplifying expressions - Expanding brackets - Solving equations 	Negative Numbers <ul style="list-style-type: none"> - Calculating with negative numbers - Order of operations 	Prior Learning Brackets, equations, and inequalities Y8 Number Sense Y8 Forming and Solving Y9
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AUTUMN 2

Fractions and Decimals <ul style="list-style-type: none"> - Ordering fractions and decimals - Fraction arithmetic - Multi-step problems with fractions and decimals 	Ratio and Percentages <ul style="list-style-type: none"> - Percentage of amounts - Percentage increase and decrease - Sharing into a ratio 	Prior Learning Algebraic notation Y7 Representing solutions Y10 Trigonometry Y10 Brackets, Equations and Inequalities Y8 Ratio and Fractions Y9
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SPRING 1

Area and Volume <ul style="list-style-type: none"> - Area of 2D shapes - Volume of cubes and cuboids - Volume of prisms 	Data and Probability <ul style="list-style-type: none"> - Averages - Charts and graphs - Probability 	Geometric Reasoning <ul style="list-style-type: none"> - Angle facts - Angles on parallel lines - Angles in polygons 	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9 3D Shapes Y9 Delving into Data Y10
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SPRING 2

Algebraic Reasoning <ul style="list-style-type: none"> - Sequences - Forming and solving equations and inequalities - Simplifying expressions 	Transforming and Constructing <ul style="list-style-type: none"> - Transforming shapes - Constructions 	Listing and Describing <ul style="list-style-type: none"> - Sample space diagrams - Venn diagrams - Scatter graphs 	Show That <ul style="list-style-type: none"> - 'Show that' with number, shape, algebra and data 	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9 Forming and Solving Y9
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SUMMER 1

Revision and practice papers	Prior Learning Throughout the course
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CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Fortnightly exam practice embedded throughout each unit.
 27 Nov to 8 Dec 2023
 Year 11 Mock Exams

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 11 - Crossover

AUTUMN 1

Expanding and Factorising - Expand and factorise single and double brackets - Solve equations by factorisation - Complete the square Quadratic formula	Changing the Subject - Rearranging formula Iteration	Functions - Function machines - Inverse and composite functions - Quadratic inequalities - Trigonometric functions	Prior Learning Working in the Cartesian plane Y8 Straight line graphs Y9
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AUTUMN 2

Gradients and Lines - Coordinate geometry - Parallel lines - Perpendicular lines	Non-Linear Graphs - Quadratic, cubic and reciprocal graphs - Equations of circles Equations of tangents	Prior Learning Algebraic notation Y7 Representing solution Y10 Trigonometry Y10 Brackets, Equations and Inequalities Y8
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SPRING 1

Using Graphs - Distance/time graphs - Speed/time graphs - Area under a curve	Multiplicative Reasoning - Direct and inverse proportion - Pressure and density	Geometric Reasoning - Vectors - Circle theorems - Trigonometry	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9
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SPRING 2

Algebraic Reasoning - Sequences - Simultaneous equations - Algebraic proof	Listing and Describing - Product rule for counting - Systematic listing	Transforming and Constructing - Transformations - Loci - Graph transformations	Show That - 'Show that' with number, shape, algebra and data - Congruency	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9
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SPRING 2

Revision and Practice Papers	Prior Learning Throughout the course
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CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Fortnightly exam practice embedded throughout each unit.
 27 November to 8 December 23:
 Year 11 Mock Exams



Maths Year 11 - Higher

AUTUMN 1

Expanding and Factorising <ul style="list-style-type: none"> - Expand and factorise single and double brackets - Solve equations by factorisation - Complete the square - Quadratic formula 	Changing the Subject <ul style="list-style-type: none"> - Rearranging formula - Iteration 	Functions <ul style="list-style-type: none"> - Function machines - Inverse and composite functions - Quadratic inequalities - Trigonometric functions 	Prior Learning Working in the Cartesian plane Y8 Straight line graphs Y9
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AUTUMN 2

Gradients and Lines <ul style="list-style-type: none"> - Coordinate geometry - Parallel lines - Perpendicular lines - 	Non-Linear Graphs <ul style="list-style-type: none"> - Quadratic, cubic and reciprocal graphs - Equations of circles - Equations of tangents 	Prior Learning Algebraic notation Y7 Representing solutions Y10 Trigonometry Y10 Brackets, Equations and Inequalities Y8
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SPRING 1

Using Graphs <ul style="list-style-type: none"> - Distance/time graphs - Speed/time graphs - Area under a curve 	Multiplicative Reasoning <ul style="list-style-type: none"> - Direct and inverse proportion - Pressure and density 	Geometric Reasoning <ul style="list-style-type: none"> - Vectors - Circle theorems - Trigonometry 	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9
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SPRING 2

Algebraic Reasoning <ul style="list-style-type: none"> - Sequences - Simultaneous equations - Algebraic proof 	Listing and Describing <ul style="list-style-type: none"> - Product rule for counting - Systematic listing 	Transforming and Constructing <ul style="list-style-type: none"> - Transformations - Loci - Graph transformations 	Show That <ul style="list-style-type: none"> - 'Show that' with number, shape, algebra and data - Congruency 	Prior Learning Enlargement and Congruency Y10 Testing conjectures Y9
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SUMMER 1

Revision and practice papers	Prior Learning Throughout the course
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CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Fortnightly exam practice embedded throughout each unit.
 27 November to 8 December
 23: Year 11 Mock Exams



Combined Science Year 11

AUTUMN 1

P6 - Waves Properties of waves, investigating the behaviour of waves, the EM spectrum and its dangers and uses. Emission and absorption of IR	C8 – Chemical Analysis Pure and Impure substances, formulations and chromatography, testing for gases.	B6 - Inheritance & Evolution Sexual / asexual Reproduction. Genetic disorders and genetic screening, Meiosis, Evolution, Classification of living organisms	Prior Learning P6 – Waves 2 (8) C8 – Particle Model (7/8) B6 – Inheritance and Evolution (9)
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AUTUMN 2

Mock Revision Targeted revision work in preparation for Mock Exams	Mocks	Feedback and Intervention Identification of and addressing weaknesses in mock performance	Prior Learning Assessed units B1–4 C1-5 P1-4
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SPRING 1

C9 - Chemistry of the Atmosphere Evolution of the atmosphere, composition of the atmosphere, humans and climate change	P7 – Magnets and Electromagnetism Magnetic materials, Magnetic fields, Electromagnets and their uses, The Motor Effect & Fleming Left hand rule, Motors.	Prior Learning C9 – The atmosphere (8) P7 – Non Contact Forces (8)
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SPRING 2

C10 - Using Resources Potable water, alt methods of extracting metals, life cycle assessment, corrosion, alloys,	Mock Revision Targeted revision work in preparation for Mock Exams	Mocks	Prior Learning C10 – Resources (9) Assessed units B5-7 C6-10 P5-7
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SUMMER 1

Revision & Exam Preparation Targeting key topics based on Mock feedback and core units. Building exam technique and reducing errors in exam situations. Consolidating the required practicals	Prior Learning B1-7 Biology Units C1-10 Chemistry Units P1-7 – Physics Units
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CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks;
 Autumn 1 – 02/10
 Autumn 2 – Year 11 Mock Exams (27/11-08/12)
 Spring 1 – 22/01
 Spring 2 – Year 11 Mock Exams 2 (11/03)
 Summer 1 – 22/04
 Summer 1 – External Exams Start



Biology Year 11

AUTUMN 1

B7 - Ecology Competition and Interdependence, Adaptations, Food chains, predator and prey relationships, Pyramids of Biomass, Food Production, Carbon and Water cycles, decay, biomass generators	Prior Learning B7 – Ecology (Y9)
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CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

Mock Revision Targeted revision work in preparation for Mock Exams	Mocks	Feedback and Intervention Identification of and addressing weaknesses in mock performance	Prior Learning Assessed units B1–4
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SPRING 1

B6 - Inheritance & Evolution Sexual / asexual Reproduction. Genetic disorders and genetic screening, Meiosis, Evolution, Speciation, Classification of living organisms, cloning	Prior Learning B6 – Inheritance & Evolution (Y9)
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CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 2

B6 - Inheritance & Evolution Sexual / asexual Reproduction. Genetic disorders and genetic screening, Meiosis, Evolution, Speciation, Classification of living organisms, cloning	Mock Revision Targeted revision work in preparation for Mock Exams	Mocks	Prior Learning Paper 2 Topics B5-7
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SUMMER 1

Revision & Exam Preparation Targeting key topics and core units. Building exam technique and reducing errors in exam situations. Consolidating the required practical	Prior Learning Paper 1 Topics B1-4 Paper 2 Topics B5-7
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KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks:

- Autumn 1 – 02/10/23
- Autumn 2 – Year 11 Mock Exams (27/11-08/12/23)
- Spring 1 – 22/01/24
- Spring 2 – Year 11 Mock Exams 2 - (11/0/24)
- Summer 1 – 22/04/24
- Summer 1 – External Exams Start

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Chemistry Year 11

AUTUMN 1

C8 - Chemical Analysis

Pure / impure, formulations, chromatography, testing for gases, ion testing. Flame emission spectroscopy

C7 – Organic Chemistry

Crude oil, hydrocarbons and alkanes, fractional distillation, cracking, alkenes, alcohols, carboxylic acids, addition and condensation polymerisation, amino acids and DNA

Prior Learning

C8 – Particle Model (Y7/Y8)
C7 – Structure and bonding (Y9/Y10)

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

C7 – Organic Chemistry

Crude oil, hydrocarbons and alkanes, fractional distillation, cracking, alkenes, alcohols, carboxylic acids, addition and condensation polymerisation, amino acids and DNA

Mock Revision

Targeted revision work in preparation for Mock Exams

Mocks

Feedback and Intervention

Identification of and addressing weaknesses in mock performance

Prior Learning

C7 – Structure and bonding (Y9/Y10)
Assessed units C1-5

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 1

C9 – Chemistry of the Atmosphere

Earth's atmosphere and Earth's early atmosphere, changes in carbon dioxide and oxygen levels, carbon footprint and global climate change, global warming, pollutants from fuel

C10 - Using Resources

Potable water, alt methods of extracting metals, life cycle assessment, corrosion, alloys, Ceramics, Composites, polymers, fertilisers

Prior Learning

C10 – Resources (Y9)

SPRING 2

C10 - Using Resources

Potable water, alt methods of extracting metals, life cycle assessment, corrosion, alloys, Ceramics, Composites, polymers, fertilisers

Mock Revision

Targeted revision work in preparation for Mock Exams

Mocks

Prior Learning

C10 – Resources (Y9)
Paper 2 Topics C6-10

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks:

Autumn 1 – 02/10/23
Autumn 2 – Year 11 Mock Exams (27/11-08/12/23)
Spring 1 – 22/01/24
Spring 2 – Year 11 Mock Exams 2 - (11/03/24)
Summer 1 – 22/04/24
Summer 1 – External Exams Start

SUMMER 1

Revision & Exam Preparation

Targeting key topics and core units. Building exam technique and reducing errors in exam situations. Consolidating the required practicals

Prior Learning

Paper 1 Topics C1-5
Paper 2 Topics C6-10

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Physics Year 11

AUTUMN 1

P6 - Waves

Waves: wave types, measuring waves, reflection & refraction. Sound Waves, Uses of waves for exploration, Electromagnetic spectrum, uses and dangers of EM waves

P8 - Space Physics

The life cycle of stars, orbital motion and orbits, the Big Bang Theory, Red Shift

Prior Learning

P6 – Waves 2 (Y8)
P8 – Universe (Y8)

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

P8 - Space Physics

The life cycle of stars, orbital motion and orbits, the Big Bang Theory, Red Shift

Mock Revision

Targeted revision work in preparation for Mock Exams

Mocks

Feedback and Intervention

Identification of and addressing weaknesses in mock performance

Prior Learning

P8 – Assessed units P1-4

SPRING 1

P7 - Electromagnets

Magnetic materials, magnetic fields, electromagnets and their uses, The Motor Effect & Fleming left hand rule, motors & loudspeakers, The Generator Effect Inc. microphones, transformers.

Prior Learning

P7 – Non-Contact Forces (Y8)

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 2

P7 - Electromagnets

Magnetic materials, magnetic fields, electromagnets and their uses, The Motor Effect & Fleming left hand rule, motors & loudspeakers, The Generator Effect Inc. microphones, transformers.

Mock Revision

Targeted revision work in preparation for Mock Exams

Mocks

Prior Learning

P7 – Non-Contact Forces (Y8)
Paper 2 Topics P5-8

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks:

Autumn 1 – 02/10/23

Autumn 2 – Year 11 Mock Exams (27/11-08/12/23)

Spring 1 – 22/01/24

Spring 2 – Year 11 Mock Exams 2 - (11/03/24)

Summer 1 – 22/04/24

Summer 1 – External Exams Start

SUMMER 1

Revision & Exam Preparation

Targeting key topics and core units. Building exam technique and reducing errors in exam situations. Consolidating the required practical.

Prior Learning

Paper 1 Topics P1-4
Paper 2 Topics P5-8

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Geography Year 11

AUTUMN 1

Mock Feedback and Fieldwork

In this term, students will work on feedback from their Y10 mock and complete the write up of their two fieldwork enquiries which were undertaken in Y10.

Prior Learning

Y10 field work data collection.

CAREERS LINKS

Cartographer, volcanologist, G.I.S data analyst, National Park ranger, town planner tour guide. Glaciologist, engineer, climatologist, oceanographer, research scientist, environmental awareness farmer, food processing, geologist, plantation farming, hydrologist.

AUTUMN 2

People of the Planet

This topic begins by looking at patterns of uneven development around the world and how we can measure the levels of development. Students will then focus on the causes of uneven development and look at a case study of Ethiopia to further investigate some of the issues raised. The topic ends by looking at the distribution of megacity and the causes of urbanisation and then looking at Mumbai's challenges and ways of life, influenced by its people and culture.

Prior Learning

Y7 – Africa topic (Ethiopia and urbanisation)
Y8 – Megacities
Y9 – Slums

CHARACTER LINKS

Students are encouraged to become curious of the world we live in. Students are able to form justified opinions of geographical issues.

SPRING 1

Ecosystems of the Planet

This unit looks at the distribution of ecosystems and their characteristics. A case study of a tropical rainforests (Peruvian Amazon rainforest) and a Coral Reef (Andros Barrier reef) are studied. Students will find out about the interdependence of the ecosystems, how they are valuable to humans, the threats to them and how these threats are managed in a sustainable way.

Prior Learning

Y7 – Biomes
Y9- Rainforest threats

KEY ASSESSMENT DATES

1. Landscapes end of unit – Autumn 1
2. Fieldwork – Autumn 1
3. Causes of uneven development – Autumn 1
4. Ethiopia case study – Autumn 2
5. Mocks – Autumn 2
6. Tropical Rainforest Case Study – Spring 1
7. Ecosystems end of unit – Spring 1
8. Mocks – Spring 2
9. Drought case study – Summer 1
10. Threats end of unit – Summer 1

SPRING 2

Environmental Threats to our Planet

This unit develops an understanding climate change by exploring the evidence for climate change, the causes and subsequent consequences. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions such as tropical storms and droughts.

Prior Learning

Y8 – Weather and climate

SUMMER 1

Environmental Threats to our Planet

This unit ends by investigation how a drought can impact both people and the environment at a range of scales by investigating the Big Dry in Australia.

Prior Learning

Y8 – Weather and climate

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



History Year 11

AUTUMN 1

Conflict and tension: The First World War, 1894–1918

Part two: Stalemate

The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate. The Western Front: military tactics and technology, including trench warfare; the war of attrition.

Part two: The First World War: Stalemate

The Wider War: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign, and convoys.

Prior Learning

World War 1 Y9 HT1

CAREERS LINKS

Journalism, Political Advisor,
Solicitor, Police
Teaching, Museum Curator
Human Resources, Marketing
Charities, Banking
TV and Radio Broadcasting

AUTUMN 2

Part three: The end of the First World War

Consequences of the Bolshevik Revolution; the reasons for and impact of the entry of the USA into the war; military developments in 1918 Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days

November Mock Exams Preparation

Britain Health and the People
Conflict and Tension, 1894-1918

The Normans 1066- 1100

Part one: Conquest and control

Causes of Norman Conquest, including the death of Edward the Confessor, the claimants, and claims.

Prior Learning

World War 1 Y9 HT2

CHARACTER LINKS

Considering institutions such as the Church, State and Monarch fosters critical thinking, curiosity, judgement, and reasoning skills (intellectual virtues). Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects

SPRING 1

Normans, 1066-1100

Part one: Conquest and Control

Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.

Part two: Life under the Normans

Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum,' inheritance; the Domesday Book.

Prior Learning

Medieval history- Y7 HT1 and 2

KEY ASSESSMENT DATES

Autumn 1

Formative Assessment
Causes of WW1

Summative Assessment: Source Analysis

Autumn 2

Formative Assessment: Source Utility- End of WW1

Summative Assessment – Mock Exams-
Britain Health and the People and WW1

Spring 1

Formative Assessment: The Normans- How convincing?

Summative Assessment: Normans
WW1

Spring 2

Full Mock Exam

Summer 1

Summative Assessment - Essay question-
Historic Environment

SPRING 2

Normans, 1066-1100

Part two: Life under the Normans

Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles, and seasonal life; Forest law.

Part three: The Norman Church and Monasticism

The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.

Part three: The Norman Church and Monasticism

Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Prior Learning

Medieval history- Y7 HT1 and 2

SUMMER 1

Normans, 1066-1100

Part four: Environment Study

Wales after the Normans Conquest

Consolidation

Paper 1: Consolidation

- Conflict and Tension 1894-1918
- USA 1920-73 Equality and Opportunity

Paper 2: Consolidation

- Britain: Health and the People
- The Normans, 1066-1100

Prior Learning

USA 1920-1973 Y10 HT1 and HT2
Conflict and Tension Y11 HT1 and HT2
Medicine Y8 HT2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Religious Studies GCSE Year 11

AUTUMN 1

Buddhist Beliefs

Students will explore the life of the Buddha from his life and experiences as a Prince, how he gave up luxury to find the answer to suffering, and then how he reached the enlightenment. The second half of the module then moves onto exploring the main teachings of the Buddha and concepts like enlightenment and Nirvana. The module then finishes on with different types of Buddhist denominations focusing on their similarities/differences and reasons why.

Prior Learning

Students have covered Buddhist beliefs briefly in KS3 and will build on these key religious teachings and beliefs in the GCSE course.

CAREERS LINKS

A vast array of career opportunities such as Aid Worker, Teacher, Police Officer, Museum Curator, Youth and Community Worker, careers in Medicine, Journalism, Politics, Social Work and Armed Forces.

AUTUMN 2

Buddhist Beliefs continued

Students will start by looking at Buddhist worship, in particular places of worship, aids to worship and in-depth study to the different types and styles of meditation. Students will then move onto practical Buddhism exploring concepts like death and funerals, religious festivals, and skills and teachings needed to reach enlightenment.

Prior Learning

Students have covered Buddhist practices briefly in KS3 and will build on these key religious teachings and beliefs in the GCSE.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection, and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 1

Religion, Peace and Conflict

Students will introduce themselves to concepts of peace and conflict and when these may be legitimate. Students will explore different areas of conflict including violent protest, terrorism, reasons for war, nuclear weapons and weapons of mass destruction. Students will then look at religious views of when war may be just, holy war and why some religious people are pacifists including the large conscientious objector community of Huddersfield. Students will then culminate in looking at how religious people can respond to war including volunteering and supporting those in need.

Prior Learning

Some links to Y9 20th Century History course.

KEY ASSESSMENT DATES

There will be regular practice exam questions in lessons with a formal test at the end of each unit.

Year 11 mock exam (November/December)

SPRING 2

Religion, Crime and Punishment

Students will look at what it means to commit a crime and the range of punishments that we have in the UK and abroad including corporal and capital punishments. Students will look at reasons for crimes being committed and the aims of punishing people including reformation and retribution. Students will then explore religious attitudes to offenders and how they can be helped. Finally, students will explore the concept of forgiveness and why this is important in religion.

Prior Learning

Students have covered ethical issues about the crime and punishment in Y9 and the GCSE course. Keywords and concepts will be continued to be developed in this unit and ethical arguments.

SUMMER 1

Revision Strategies

Students will explore how to revise, quotes, exam practice, memory techniques, going through examiner reports etc.

Prior Learning

Prior learning at KS3 and RE Foundations module in Y9 in particular.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Politics and Participation

Political power in the UK and local and devolved government.

AUTUMN 2

Taking Citizenship Action

Students plan and execute their own Citizenship Action.

SPRING 1

Taking Citizenship Action

Students plan and execute their own Citizenship Action.

Politics and Participation

Where does political power reside?

SPRING 2

Politics and Participation

How do others govern themselves? Bringing about political change.

SUMMER 1

Revision

Citizenship Year 11

Prior Learning:

Learning builds on the curriculum in Identity, Religious Studies, Geography and History at KS3.

How citizens can take action has begun to have been covered in the Y10 units.

CAREERS LINKS

A vast array of career opportunities such as; Aid Worker, Teacher, Police Officer, Museum Curator Youth and Community Worker

CHARACTER LINKS

Building knowledge and understanding to be an effective UK citizen.

KEY ASSESSMENT DATES

Formative and summative assessments during and at the end of each module.

Y11 mocks in November/December.



Spanish Year 11

AUTUMN 1

Topic 1 – de costumbre
 Festivals
 Describing a special day out
 Food and drink

Prior Learning
 Present tense (Y7/Y8/Y9)
 Preterite tense (Y8/Y9)
 Se ... (Year8/Y10)
 Food topic (Y8)
 Superlatives (Y8/Y9)

CAREERS LINKS

Journalist, translator, shop assistant, tour guide, civil servant, town planner

AUTUMN 2

Topic 1 continued - de costumbre
 Festivals
 Describing a special day out
 Food and drink

Prior Learning
 Infinitives (Y7/Y8/Y9/Y10)
 Future tense – ir a + infinitive (Y7/Y8/Y9)

CHARACTER LINKS

Performance virtues (confidence, resilience)
 Civic virtues (citizenship, community)
 Intellectual virtues (critical thinking, reasoning, reflection)
 Moral character (compassion, courage, honesty, respect)

SPRING 1

Topic 2 – hacía un mundo mejor
 Healthy lifestyles
 Global issues

Prior Learning
 Imperfect tense (Y10)

KEY ASSESSMENT DATES

Fortnightly vocab and grammar tests
 W/C 2 October - reading and listening assessments
 W/C 6 November 90/150 word writing
 W/C 27 Nov - full mock exams including speaking
 W/C 22 January- reading and listening assessments
 W/C 4 March - 90/150 word writing

SPRING 2

Topic 3 – ¡A currar!
 Environmental issues
 Careers
 Future plans

Prior Learning
 Ser, adjectival agreement (Y7/Y8/Y9/Y10)

SUMMER 1

Topic 4
 Consolidation and revision

Prior Learning
 Exam technique
 Vocabulary recall
 Past paper practice
 Grammar recall

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Addressing the following PSHCE areas reading up to page 102 of An Act of Love

Students will explore the Citizenship curriculum, including understanding the impact of 9/ and 7/7; making effective decisions; managing changing friendships; recognising and managing stereotypes; the importance of justice & fairness.

AUTUMN 2

Addressing the following PSHCE areas reading pages 103-229 of An Act of Love

Students will explore the Citizenship curriculum, including multicultural societies; citizenship in the workplace; how to navigate fake news; managing anxiety

SPRING 1

Addressing the following PSHCE areas reading pages 230- 292 of An Act of Love

Students will explore the topics from the PSHE and Citizenship curricula, including mental health; Leadership; local, regional and international governance and the United Kingdom's relations with the United Nations and the wider world.

SPRING 2

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

SUMMER 1

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

SUMMER 2

From February Half term, this timetabled slot is given over to revision and is not managed by the Identity Coordinator.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

What job might I want to do? Are certain jobs only for certain people?

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS3 PSHCE, RSE and Citizenship.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage, following a spiral model through revisiting previous issues in further depth.

The IGEN curriculum will only run until February half term for year 11. It then will be used for revision and possible intervention.



BTEC Acting Year 11

AUTUMN 1&2

Component 2.

All students will prepare the work for Component 2. Learners will be involved in several skill-based workshops. These workshops help develop performance skills and prepare the actor for their final performance work.

There will be written milestone audits to complete. These audits chart the actor's progress.

The final piece of performance work will be performed to an audience.

The choice of performance work must reflect the themes set by the exam board.

Prior Learning

They will learn many useful transferable skills, including teamwork, leadership and communication. This component links to Component 1: Exploring the Performing Arts and Component 3: Performing to a Brief. They will employ all their skills and knowledge from the previous year's engagement to succeed in this component.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1&2

Component 3 – External Exam

This component asks students to draw on the knowledge and skills they have developed throughout the course and apply them in response to an assessment task brief. This brief is set and released by the exam board in January. The exam must be completed by the beginning of May.

Students will participate in collaborative creative work, developing their ability to work as a part of group as well as individually contributing to the creation of a workshop performance. The workshop performance is based on a set theme.

Evaluation activities through group discussion and feedback on performance work will aid the development of analysis and evaluative skills. Practice at taking notes after acting tasks will develop their note-taking skills and prepare them for the three supervised assessments.

Prior Learning

This external assessment is an opportunity for all students to draw on their extensive knowledge and experience of the performing arts industry. They will use the explorative strategies, which were introduced to them back in Y7. They will employ conventions from genres such as pantomime and TIE. It is a culmination of five years work as well as a celebration of their knowledge and understanding, ready for their next step to further education.

KEY ASSESSMENT DATES

October/ December

Component 3 Mock preparation

February

Component 3: Activity One
Component 3: Activity Two

March

Component 3: Activity Three

April

Component 3: Final Workshop Performance
Component 3: Activity Four



BTEC Music Year 11

AUTUMN 1 / 2

COMPONENT 2 LEARNING AIM B –MUSIC SKILLS DEVELOPMENT

During this unit students develop musical knowledge, skills, and techniques and apply them to a music product.
Learning

Aim B is an opportunity for students to reflect on their current abilities and make a plan to develop their skills in Composition, Performance and Music Production

Prior Learning

This unit builds on from component 1 and looks to further students' musical skills across a range of areas

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

SPRING 1 / SPRING 2 / SUMMER 1

COMPONENT 3–RESPONDING TO A COMMERCIAL BRIEF

During this unit, students put skills into practice by responding to a brief as a composer, performer or producer.

Using all the skills developed during the last two components students create a performance/ cover version of a song or piece of music in a style of their choosing.

This unit is set and assessed externally by the exam board.

Prior Learning

This unit builds on from component 1 and 2 and looks to further students' musical skills across a range of tasks

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

KEY ASSESSMENT DATES

All work is coursework. It is internally assessed and verified and also externally verified.

In January of Year 11 Edexcel release an assignment brief which is externally assessed.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Food Year 11

AUTUMN 1

NEA 1 – FOOD SCIENCE INVESTIGATION

Introduction to the task

Teacher input about the NEA topic content. Science behind the topic and other possible issues. Students can write notes to help them with their research. Students to independently gather both primary and secondary research

Planning and Food science investigation/Evaluation of results

Teacher input about the controlled food experiment. Planning of food science investigation / setting up a fair test/ recording information using sensory testing 2 hours food science practical. To record their results from the food science experiment. Sensory analysis and photographic work will also be included. Teacher input on how to write up the food science investigation. Students to evaluate the food science investigation taking into account research / practical investigations / sensory evaluations/ their hypothesis and the write a final conclusion against their hypothesis.

Prior Learning

Bringing together Food science knowledge from bread/ pastry /raising agents / how food is cooked / changes in function/ appearance of food products, and sensory evaluations of food in Year 9/10

CAREERS LINKS

Good preparation for any career in the food, drink and hospitality industry. Recipe and product development. Food promotion and sales. Sales advertising. Food sales. Education and Child Care sector. Dietician.

AUTUMN 2

NEA2 – CONTROLLED TASK 2

Introduction to NEA 2 TASK

To understand the assessment criteria for the NEA 2 task. Teacher input on how to / students will; Write a task analysis for the NEA 2 task, be able to use primary and secondary research to effectively answer the task. write up research findings. Students write up a plan of action for next steps in the task

Research Trial Dishes

Identify from the research findings a range of trial dishes. Plan each trial dish/ Make each trial dish. Justify each of trial dishes and evaluate their suitability for the task. Students to use sensory analysis charts to evaluate the success of their first trial dish. Students to then self-assess their work against the success criteria. From the evaluation of the trial dishes and research students will decide on the final dishes they will complete in the final 3-hour practical exam. Dishes will showcase the students' abilities and should include a range of high skilled dishes with side dishes. Students will cook 3 final dishes.

Prior Learning

Year 10 - identify the contents of food related key words with their knowledge
Year 10 - Sensory analysis charts/ evaluation techniques
Year 9/10 - practical skills and techniques learnt

CHARACTER LINKS

Moral virtues of respect, honesty and understanding are fostered when considering the role ethics, medical and moral choices come in to play with food. Civic virtues of citizenship, community awareness are harnessed when exploring food cultures and tolerances locally, nationally and globally

SPRING 1

NEA2 – CONTROLLED TASK 2

Practical

To identify three dishes (and accompaniments) for the NEA 2 practical task. Discuss possible dishes and side dishes that can be used and meet the brief. Identify the skills that they are using when made. Consider the food styling and plating techniques used. To know how to write a plan of action (timeplan) for the assessed practical lesson. Teacher input Introduce the success criteria for a time plan to students. Recap on information that should be included on the timeplan. Outline the colour coding system and the skills reference list that needs to be included. Students to complete a 3 hour practical exam successfully combine ingredients to make three dishes(+ sides). To demonstrate their individual skills in the making of 3 dishes.

Prior Learning

They will draw on planning, practical skills and techniques learnt throughout the course to showcase their skills in the 3 hour practical exam

KEY ASSESSMENT DATES

NEA1 – Deadline December
NEA2 – Deadline March
Final Exam - End of year

SPRING 2

NEA2 – CONTROLLED TASK 2

Evaluation

Discuss the criteria for a successful evaluation with the students. Emphases the importance of using detailed sensory language to test the dishes with and how to construct the star diagrams correctly. Outline how to compare their dishes to ones made by others and how to then state possible improvements to their dishes. students to; Write a detailed evaluation analyse their performance and the outcome of their dishes against the task, Test the sensory properties of their dishes, Consider the improvements that could be made to their dishes, compare dishes against existing products./ complete Bibliography

Prior Learning

Students prior experience of; Evaluating/ sensory data in year 10.
NEA 1 task of analysing sensory data /results.
Prior theory from Year 10

SUMMER 1

REVISION - THEORY AND SCIENTIFIC CONCEPTS FROM YEAR 10 UNIT 3

What to expect in the exam/ tips on answering questions Model exam answers / explain key command words/ explain how to plan answers to extended questions. Students will practice a range of exam style questions which will include extended response questions

REVISION

To revisit theory and scientific concepts from year 10
Unit 4 – Food Provenance
Unit 5 – Factors Affecting food choice.
Unit 6 Food science

Prior Learning

Theory from Year 10
Gained knowledge from controlled task 1 and 2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles Year 11

AUTUMN 1

OUR WORLD: EXTENDED PROJECT

A personal project that shows explicit coverage of the four assessment objectives. It must evidence the journey from initial engagement to the realisation of intentions.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

AUTUMN 2

PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SPRING 1

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SPRING 2

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SUMMER 1

PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

KEY ASSESSMENT DATES

Coursework is constantly reviewed throughout lessons with verbal feedback. Summative assessment takes place 4 weeks, combination of lesson and homework.

Final Coursework Assessment - May 2023

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Art Year 11

AUTUMN 1

OUR WORLD: EXTENDED PROJECT

A personal project that shows explicit coverage of the four assessment objectives. It must evidence the journey from initial engagement to the realisation of intentions.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

AUTUMN 2

PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

SPRING 1

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SPRING 2

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

KEY ASSESSMENT DATES

Coursework is constantly reviewed throughout lessons with verbal feedback. Summative assessment takes place 4 weeks, combination of lesson and homework.

SUMMER 1

PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

Prior Learning

Y10/11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

Final Coursework Assessment - May 2023

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Photography Year 11

AUTUMN 1

RURAL INDUSTRIAL

Students will produce imagery based on a range of artists and photographers that focus on the Rural and Industrial environment. They will use the school surroundings and their home surroundings to develop work on these themes using contemporary design ideas to merge the two together. They will look at blending imagery using the work of The Boyle Family and artist Paul Fowler as inspiration.

Prior Learning

Landscape photography in Y10 as part of Tone and Light project, use of basic Photoshop tools in Y10

CAREERS LINKS

Fine Artists,
Photographers, Mixed
Media Artists, Shoe
Designers, Artists,
Sculptors, Puppet Makers,
Animators

AUTUMN 2

PORTFOILO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CHARACTER LINKS

Respectful and honest
feedback (moral virtues)
given in peer assessment.
Increased confidence and
perseverance
(performance virtues)
Autonomy (intellectual
virtues) when creating
independent photographic
responses.

SPRING 1

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SPRING 2

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

KEY ASSESSMENT DATES

Coursework is constantly
reviewed throughout
lessons with verbal
feedback.
Summative assessment
takes place 4 weeks,
combination of lesson and
homework.

SUMMER 1

PORTFOILO PRESENTATION

Students will complete and improve their coursework and present their portfolio of artwork ahead of final submission for work before GCSE marking.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

**Final Coursework
Assessment - May 2023**

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



DT Year 11

AUTUMN 1

<p>NEA-Task Analysis and Design Brief Students explore the task set by the exam board before research and creating a design brief.</p>	<p>NEA Ideas Students generate a range of solutions to the design task.</p>	<p>Ongoing Theory and Exam Questions Students will revisit the theory studied in year 10 and answer exam style questions to embed the knowledge.</p>	<p>Prior Learning The NEA task is designed to draw upon skills, knowledge and understand from all aspects of KS3 and Yr10 Design Technology</p>
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AUTUMN 2

<p>Mock Examination Preparation</p>	<p>NEA Development Students use a range of techniques to develop one of their initial ideas into a final solution. students liaise with their clients' during development ensuring designs are fit for purpose</p>	<p>Prior Learning The NEA task is designed to draw upon skills, knowledge and understand from all aspects of KS3 and Yr10 Design Technology</p>
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SPRING 1

<p>NEA Development Students use a range of techniques to develop one of their initial ideas into a final solution. students liaise with their clients' during development ensuring designs are fit for purpose</p>	<p>Manufacturing Specification and Planning for Manufacture Students plan the materials they need and the processes they will use, including a time plan and risk assessment for the making task</p>	<p>NEA Making Students use a range of materials and techniques to manufacture their product</p>	<p>Prior Learning The NEA task is designed to draw upon skills, knowledge and understand from all aspects of KS3 and Yr10 Design Technology</p>
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SPRING 2

<p>NEA Making Students use a range of materials and techniques to manufacture their product</p>	<p>NEA Evaluating Students evaluate their work against their intentions, get user feedback and test the product in a real situation</p>	<p>Prior Learning The NEA task is designed to draw upon skills, knowledge and understand from all aspects of KS3 and Yr10 Design Technology</p>
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SUMMER 1

<p>Exam Revision Students will revisit the theory studied in year 10 and answer exam style questions to embed the knowledge in preparation for the examination</p>	<p>Prior Learning Revision reinforces knowledge covered throughout all areas of technology across all year groups</p>
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CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

KEY ASSESSMENT DATES

November mock exam
Terminal exam June

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Construction Year 11

AUTUMN 1

Unit 3 – Application of Building Skills and Method of Work

Students will respond to a brief demonstrating their understanding of three construction disciplines. Students must assess material requirements and produce a written report explaining how they will go about undertaking the practical piece before commencing manufacture. The production of their practical piece must be recorded at major milestones and evidenced for assessment.

Prior Learning

Students have undertaken the basic skills required to access this assessed unit during the course of Year 10

CAREERS LINKS

Joinery, carpentry, plasterer, wall/floor tiling, plumbing, kitchen & bathroom fitting. Pathways to higher/further education. Local colleges and apprenticeship applications. Architecture, planning officer, project manager, site manager. Health and safety officer, roles within the HSE, law, site management. Quantity surveyor, project management, materials supply, finance/budget control

AUTUMN 2

Unit 3 – Application of Building Skills and Method of Work

Students will complete the production of their practical piece and then evaluate their work against the requirements of the brief. Students will then organise and submit their digital report along with their photographic evidence log.

Prior Learning

Students have undertaken the basic skills required to access this assessed unit during the course of Year 10.

CHARACTER LINKS

Performance virtues of teamwork, resilience, perseverance and confidence are fostered when students are working with materials, tools and processes they may not have experienced before. Intellectual virtues of judgement, curiosity and reasoning are vital when completing the practical elements of this qualification

SPRING 1

Unit 3 – Application of Building Skills and Method of Work

Students will complete the production of their practical piece and then evaluate their work against the requirements of the brief. Students will then organise and submit their digital report along with their photographic evidence log.

Prior Learning

This work builds upon the basic electrical work conducted in Year 10 and elements of electronics and joinery from KS3 to support the construction of a working lamp.

SPRING 2

Unit 3 / Unit 1

Completion of Unit 3 and Revision of Unit 1 topics

Prior Learning

KEY ASSESSMENT DATES

November mock exam
Terminal exam June

SUMMER 1

Unit 1

Revision

Prior Learning

Students run through key Unit 1 & 3 content from Year 10 to prepare them for exams.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Computing Year 11

AUTUMN 1

2.1 Algorithms – 2.2 Programming Fundamentals

Principles of computational thinking, including: Abstraction, Decomposition and algorithmic thinking. Identify the inputs, processes, and outputs for a problem and create structure diagrams. Create, interpret, correct, and refine algorithms using pseudocode, flowcharts with reference to a high-level programming language such as python. Use of variables, constants, operators, inputs, outputs and assignments. Use of the three basic programming constructs used to control the flow of a program: sequence, selection, Iteration (count and condition-controlled loops), the common arithmetic operators, the common Boolean operators AND, OR and NOT. Understand and identify the correct application of data types: Integer, Real, Boolean, Character, String, and Casting

Prior Learning

Students will have been introduced to text-based programming in KS3 and gained programming skills in Year 10

CAREERS LINKS

Cyber security, ICT teacher, graphic designer, games developer, web programmer

AUTUMN 2

2.3 Producing Robust Programs – 2.4 Boolean Logic

Defensive design considerations, anticipating misuse, authentication, input validation, Maintainability, naming conventions, Indentation and the need for commenting during coding. The purpose of testing, types of tests: Iterative, Final/terminal. Students will identify syntax and logic errors, selecting and using suitable test data: Normal, Boundary, Invalid, and Erroneous. Simple logic diagrams using the operators AND, OR and NOT along with truth tables. Students will enhance their understanding of operators by combining Boolean operators

Prior Learning

Text-based programming in KS3 Programming skills in Year 10 Algorithms and flowcharts in KS3

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 1

2.5 Programming languages & Programming Practice in Python

Characteristics and purpose of different levels of programming language (High-level languages and low-level languages). Generations of languages, Tools and facilities of an IDE. Purpose and need for compilers, translators, and editors. Developing key skills in programming and using knowledge of decomposition Students will have the opportunity to complete programming challenges in Python and embed their understanding and knowledge of the key programming concepts sequence, selection and iteration.

Prior Learning

Programming in unit 2.2 and KS3. Students will have no prior knowledge of logic gates

KEY ASSESSMENT DATES

Autumn 1: End of unit Test for 1.1

Autumn 2: End of unit Test for 1.2

Spring 1: End of unit Test for 1.3

Spring 2: End of unit Test for 1.5

Summer 1: End of unit Test for 1.6

Summer 2: End of unit Test for 1.6 & computing component 1 mock exam

SPRING 2

Algorithm and Programming Practice

Developing key skills in programming and using knowledge of decomposition Students will have the opportunity to complete programming challenges in Python and embed their understanding and knowledge of the key programming concepts sequence, selection and iteration

Prior Learning

Students have covered programming throughout KS3, programming concepts in Year 10 and some high-level programming in Year 11

SUMMER 1

Revision and Exam Practice

Revision covering all of topic 1 and topic 2 – exam techniques on approaching higher mark questions and algorithm questions

Prior Learning

Revision of topics 1 and 2



iMedia Year 11

AUTUMN 1

Unit R096 and NEA

Students learn about the difference between evidence for R094 and R096. Students will then commence their NEA.

Prior Learning

In Y10, Students completed R094 where they reviewed graphics and created pre-planning docs.

CAREERS LINKS

Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

AUTUMN 2

Unit R096 NEA

Students continue with the production of R096 NEA.

Prior Learning

In Y10, Students completed R094 where they interpreted a client brief, identified target audience, created a mind-map, mood board etc.

SPRING 1

Unit R093

This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 2

Unit R093

This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

KEY ASSESSMENT DATES

Y11 coursework is assessed between October 2023 & April 2024

SUMMER 1

Unit R093

Students will recap/revise key content from R093 and have the opportunity to complete plenty of exam practice.

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Business Year 11

AUTUMN 1

Theme 2: Building a Business (continued):

Topic 2.2: Making Marketing Decisions: Students further investigate the marketing mix. For Product, Students consider the Design Mix and the phases of the Product Life Cycle For Price, Students consider different pricing strategies, and the influence of technology, competition, market segment, and the product life cycle on these. For Promotion, Students consider a range of promotion strategies. For Place, Students compare different channels of distribution, and consider the advantages and disadvantages of retailing and e-tailing. Students understand how elements of the marketing mix influence each other, and how the marketing mix is used to make business decisions.

Topic 2.3 Making Operational Decisions: Students explain different types of production. Students understand the importance of working with suppliers and effective stock control.

Prior Learning

Students may have some knowledge of business activity to draw on from their life's experience, e.g. Use of retail outlets and online shopping, and technology changes.

CAREERS LINKS

Self-employed; Business owner; Working within any business organisation; Accountancy and finance; Human resources

AUTUMN 2

Topic 2.3 continued...

Students consider quality management and the sales process.

Topic 2.4: Making Financial Decisions: Students will calculate and interpret gross and net profit margins and the average rate of return. Students will compare and discuss business performance.

Prior Learning

Topic 1.3 introduces Students to financial calculations – costs, revenue, profit, break-even.

CHARACTER LINKS

Students consider the qualities required of successful entrepreneurs, including hard-work and resilience. They also consider the ethical and environmental impact of business activity.

Students also develop a greater understanding of the world they live in.

SPRING 1

Topic 2.5: Making Human Resource Decisions: Students will understand different types of organisational structures. Students will understand the importance of effective recruitment, training and development. Students will also understand the importance of motivation and be able to explain methods used to motivate employees.

Prior Learning

Students will have some knowledge of the organisational structure of the school, and different roles and responsibilities.

KEY ASSESSMENT DATES

Regular summative assessments throughout the year

Mock exam in November 2023

Theme 2 practice paper in March 2024

GCSE exams in May/June – 2 x 105 minute papers (Theme 1 and Theme 2)

SPRING 2

Revision and Exam Practise

Prior Learning

Revision of Themes 1 and 2

SUMMER 1

Revision and Exam Practise

Prior Learning

Revision of Themes 1 and 2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 11 - Boys

AUTUMN 1 & 2

Students will participate in a range of activities from the following;

Football
Basketball
Rugby
Table-Tennis
Fitness

Prior Learning

Learning builds on skills from Year 10.

Experiences outside of school with clubs and extra-curricular.

CAREERS LINKS

Coaching, PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2

Students will participate in a range of activities from the following;

Fitness
Rugby
Basketball
Sport Ed Games

Prior Learning

Learning builds on skills from Year 10.

Experiences outside of school with clubs and extra-curricular.

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

KEY ASSESSMENT DATES

There is no formal assessment of core PE at Key Stage 4.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 11 - Girls

AUTUMN 1 & 2

Students will participate in a range of activities from the following;

Netball
Football
Badminton
Team Games
Fitness
Sport Ed

Prior Learning

Learning builds on skills from Year 10.

Experiences outside of school with clubs and extra-curricular.

CAREERS LINKS

Coaching, PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2

Students will participate in a range of activities from the following;

Fitness
Netball
Badminton
Team Games

Prior Learning

Learning builds on skills from Year 10.

Experiences outside of school with clubs and extra-curricular.

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

KEY ASSESSMENT DATES

There is no formal assessment of core PE at Key Stage 4.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



GCSE PE Year 11

AUTUMN 1

Component 1 & Practical:			
<u>Planes & Levers</u>	<u>Paper 1 Revision</u>	<u>PEP</u>	<u>Practical</u> Football / Badminton / Table-Tennis / Handball / Netball

Prior Learning
There is no assumption of any prior knowledge. There may be some overlap with the CREATE program

CAREERS LINKS

- Coaching
- PE teaching
- Refereeing/ umpiring
- Fitness instructor
- Physiotherapist
- Sport scientist
- Sports development officer
- Leisure and tourism industry

AUTUMN 2

Component 1 & Practical:		
<u>PEP</u>	<u>Paper 1 Revision</u>	<u>Practical</u> Football / Badminton / Table-Tennis / Handball / Netball

Prior Learning
There is no assumption of any prior knowledge. There may be some overlap with the CREATE program

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
 - Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SPRING 1 & 2

Component 2 Health & Performance: Health, Fitness and Wellbeing		Component 2 Health & Performance: Socio-cultural Influences	Prior Learning There is no assumption of any prior knowledge.
Classification of skill	Types of practice	Participation rates	
Goal setting	Guidance	Commercialisation, media and sport	
Types of feedback	Mental rehearsal	Sporting behaviour	

SUMMER 1

Component 1 – Revision	Component 2 – Revision	Practical Moderation	Prior Learning PEP Yr10 HT6 / Yr11 HT3 Component 1 Yr10 HT1-HT5 Component 2 Yr11 HT1-HT2
Fitness and body systems	Health and Performance		

KEY ASSESSMENT DATES

3 required practical activities assessed throughout the course (each worth 10% of final grade)
Theory work assessed formatively in class and summative assessments after every unit.
Paper 2 assessment – Yr11 November mocks