

Chesterton Community Sports College

Curriculum Intent

Year 11



Chesterton Community Sports College

Curriculum Intent

Note to parents and carers:

At Chesterton Community Sports College, we provide all children with a broad and balanced curriculum which has knowledge-based learning as its core value. Our curriculum is based on the National Curriculum and, in addition, offers a real depth and variety beyond the requirements in both KS3 and KS4. Our curriculum supports all pupils to exceed both academically and vocationally, where achievement of potential is key.

This booklet contains each subject's curriculum intent documents which outline the key knowledge and skills that pupils will gain in Year 11.

Please refer to these curriculum intent documents and subject crucial knowledge resources to support your child's learning over the course of the year. The crucial knowledge is the key content that all pupils must know, remember and understand for each subject. All crucial knowledge resources can be found here: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge>

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Curriculum Intent

Subject: English
Year 11

	What?	Why?	Why? When?	NC Aims
Term 1-1	<p>Paper 1 – Exploring Fiction SPaG: incl. paragraphs Language Techniques: SMARTPERSON Structural Techniques: FOPS Analysis: PEE Evaluation: To what extent do you agree? Writing to Describe</p>	<p>Exploring Fiction facilitates students developing the skills required for the GCSE English Language Paper 1. This is enabled through the study of a range of engaging extracts from fictional texts. Accompanied by creative writing opportunities, pupils develop their ability to analyse quality writing and produce their own.</p> <p>To begin the GCSE English Language course, pupils apply their learning to discuss and analyse a range of fiction extracts. This knowledge is transferred to pupils’ own fiction writing, with a focus on conscious crafting of vocabulary, language and structure.</p>	<p>Year 11 begins with GCSE English Language Paper 1, focusing on fictional texts. Having studied fiction texts during year 10, pupils are introduced to the English Language course using a familiar form. Throughout the year, literature recap is interleaved, to focus on retention, consolidation and development of prior learning.</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Read easily, fluently and with good understanding • Draw on knowledge of literary and theoretical devices from their reading and listening to



				enhance the impact of their writing
Term 1-2	<p>Paper 2 – Writer’s Viewpoints and Perspectives SPaG Language Techniques: SMARTPERSON Structural Techniques: FOPS Writers' Perspectives Categories of Non-Fiction Summary Comparison Writing to Argue</p>	<p>During this unit, pupils will have the opportunity to discuss and analyse a range of non-fiction texts and extracts, prompting intellectual curiosity and debate. Further to reading extracts, pupils will produce a range of non-fiction writing in preparation for the GCSE English Language Paper 2.</p> <p>Pupils shift to discussing and analysing non-fiction text types. They can confidently apply their learning of PAF and non-fiction forms to their analysis, and their written analysis. Again, this learning is applied to pupils’ own confident construction of a range of non-fiction texts.</p>	<p>Having been introduced to Language Paper 1, pupils are introduced to Paper 2. Their studies of a range of non-fiction texts during year 7, 8 and 9 provide a familiarity with a range of forms and their features.</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Read easily, fluently and with good understanding • Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
Term 2-1	<p>Paper 1 – Teaching the Paper Q1: List 4 Things</p>	<p>Similarly, this unit builds on learning from Paper 1 – Exploring Fiction. Pupils will focus on applying their learning with an exam focus. This</p>	<p>This unit offers an opportunity to return to Language Paper 1 after its</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage



	<p>Q2: Language Analysis – SMARTPERSON PEE Q3: Structure Analysis – FOPS PEE Q4: Evaluation Q5: Writing to Describe</p>	<p>unit facilitates confidence with the requirements of the GCSE Language paper 1, and equip pupils to respond to exam-style questions.</p> <p>Returning to Language Paper 1, pupils build on their ability to discuss writer’s choices, applying thie to their written analysis and creative writing. Pupils draw on their established understanding of grammar and linguistic devices to read anf write fluently, with good understanding.</p>	<p>introduction at the start of the year. During this unit, focus will shift more towards exam technique, building on the foundation of learning during the first term.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Aquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language Read easily, fluently and with good understanding • Draw on knowledge of literary and therotical devices from their reading and listening to enhance the impact of their writing
<p>Term 2-1</p>	<p>Paper 2 – Teaching the Paper Q1: Find 4 true facts Q2: Summary Comparison Q3: Language Analysis Q4: Comparison of Perspectives Q5: Writing to Argue</p>	<p>Building on the first unit of the year, pupils will focus on applying their learning with an exam focus. Pupils will be confident with the requirements of the GCSE Language paper 2, and equipt to respond to exam-style questions.</p> <p>Returning to Language Paper 2, pupils build on their ability to discuss writer’s choices, applying thie to their written analysis and non-fiction writing. Pupils draw on their established understanding of grammar and linguistic devices to read anf write fluently, with good understanding.</p>	<p>Likewise, this unit offers an opportunity to return to Language Paper 2 after its introduction at the start of the year. During this unit, focus will shift more towards exam technique, building on the foundation of learning during the first term.</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Aquire a wide vocabulary, an



				<p>understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</p> <ul style="list-style-type: none"> • Read easily, fluently and with good understanding • Draw on knowledge of literary and therotical devices from their reading and listening to enhance the impact of their writing
Term 3-1	Lit/Exam	<p>During their exam period, pupils will hone their exam technique, putting into practice the skills developed and knowledge discovered across their English studies.</p> <p>Pupils focus on ensuring they are confident and prepared for their GCSE exams.</p>	Lessons are tailored to each group in preparation for the exams.	
Term 3-2				



Curriculum Intent

Subject: Mathematics

Year 11

	Topics	Why?	National Curriculum Links
Term 1-1	Number calculations Ratio and proportion Solving equations	<ul style="list-style-type: none"> - We start with number as we need the solid number skills for most things. Rounding leads onto estimation naturally. Year 11 spend the initial weeks of the year refreshing basic number work, as well as key content that will aid progress moving through the year. - Ratio is a huge part of the GCSE course and is looked at in depth to build confidence moving into the final year of GCSEs. - In order to apply the knowledge to other areas, solving equations is revisited early in the final year. 	<ul style="list-style-type: none"> • Rounding and approximation • HCF LCM • Algebraic manipulation • Forming and solving equations
Term 1-2	Statistics Fractions decimals percentages Exam recap	<ul style="list-style-type: none"> - Students look at the full data collection cycle again, reminding themselves of average calculations, as well as statistical diagrams and the higher course includes histograms. - FDP basics are recapped, with application across the curriculum practised. - Year 11 take a considerable amount of time this term preparing for GCSE mock exams. 	<ul style="list-style-type: none"> • Histograms • Rates of change • Box plots
Term 2-1	Measures and circles Graphs Exam recap	<ul style="list-style-type: none"> - Circles use $\pi = 3.142$ so tend to be reliant on calculator skills and this leads nicely into circle theorems. Area of simple and complex shapes is revised, as is the application of both ratio and algebra in geometry. 	<ul style="list-style-type: none"> • Circle geometry • Area • Area under graphs • Linear graphs
Term 2-2	Pythagoras and trigonometry Probability	<ul style="list-style-type: none"> - Pythagoras and trigonometry are recapped later in the year, with an emphasis on inter-topic connections. Higher students spend additional time looking through non-right angled trigonometry. - All aspects of probability are revised, again supported by the recent work on fractions and decimals specifically. 	<ul style="list-style-type: none"> • Pythagoras • Trigonometry • Sine Rule • Cosine Rule • Probability of combined events
Term 3-1	Exam Preparation!	<ul style="list-style-type: none"> - Content is now tailored to individuals and individual groups, with a strong emphasis on independent preparation for GCSE exams. 	



Curriculum Intent

Subject: Science
Year 11

	What?	Why?	National Curriculum Links
Term 1-1	Usually there are outstanding topics from Y10 to be completed, so classes will work on those first.	To ensure all content is covered prior to mock exams	Depends on topics being taught, see Y10 Intent document
Term 1-2	Continue with any outstanding topics. Once all are covered then classes will be preparing for the mock exams. Specific topics dependent on what the teacher deems most essential for any particular class.	To ensure all content is covered prior to mock exams	
Term 2-1	Feedback/improvements from mock exams and recap of GCSE course. Topics will be decided following the mock exams and may vary between classes. Particular attention will be paid to the Crucial Knowledge for each topic and application of knowledge to unfamiliar questions. Maths skills will also be recapped and developed where necessary. Any outstanding core practicals will be completed	To address any knowledge gaps or misconceptions. Practice exam technique and how to get maximum marks in questions.	
	Preparation for further “mini-mocks”. Content to be decided by Head of Department closer to the time, based on feedback from the mock exams in Nov/Dec.	To gauge improvement and progress since the last mock exams. To see what needs to be recapped and improved on in the run up to the actual GCSEs.	
Term 2-2	Preparation for GCSE exams – Know more, Remember more, Understand it, Apply it. Practice exam techniques. Focus on weaker areas highlighted from the mini-mocks	To gauge improvement and progress since the last mock exams. To see what needs to be recapped and improved on in the run up to the actual GCSEs.	



Term 3-1	Preparation for GCSE exams – Know more, Remember more, Understand it, Apply it. Practice exam techniques. Focus on weaker areas	To gauge improvement and progress since the last mock exams. To see what needs to be recapped and improved on in the run up to the actual GCSEs.	
	Make sure all core practicals have been covered and are being revised	These practicals are assessed in the exams	
Term 3-2			



Curriculum Intent

Subject: MFL (Spanish)
Year 11

	What?	Why?	National Curriculum Links
Term 1-1	<p><u>Recap Basic Crucial Knowledge</u></p> <ul style="list-style-type: none"> • Time phrases • Opinions • Adjectives • Key Verbs and Phrases • Connectives • Set Phrases <p><u>Recap of Theme 2</u></p> <ul style="list-style-type: none"> • Healthy Lifestyle • House and Home • Ideal Home <p><u>Communcative functions</u></p> <ul style="list-style-type: none"> • ¿Qué haces para estar en forma? (Present tense focus) • ¿Qué hiciste ayer para estar en forma? (Preterite tense focus) • ¿Qué se debería hacer para estar en forma? (Conditional and future tense focus) • ¿Como es tu casa? • ¿Cómo sería la casa de tus sueños? 	<p>Pupils start the year by recapping the Essential Crucial Knowledge that they will have learnt previous years. These words and phrases are absolutely crucial to the learning of Spanish as they are used in every topic and will guarantee them complexity in their work when writing and speaking. Pupils will then be assessed on this and this and complete a Crucial Knowledge Test that will give MFL staff a baseline. The Essential Crucial Knowledge will be revisited and recapped continuously during topics and in recap lessons.</p> <p>Pupils will recap what they learned in Y10 to help them prepare for their GCSE Speaking Exam. They will have a Mock exam in December so this recap of crucial knowledge will allow them to feel confident in preparation for this. This recap will also help them prepare for the next topic in Unit 2. Tenses will also be revisited as grammar is absolutely essential for communication. Foundation groups will be taught and will revise set phrases in different tenses and identifying patterns and differences between tenses using a variety of skills. Higher ability groups will be looking at paradigms and tenses in detail.</p> <p>Once pupils have recapped crucial knowledge, pupils will focus more on the application phase. They will then start answering questions in detail in preparation for their speaking exam.</p>	<ul style="list-style-type: none"> • To use a wide range of vocabulary and justify opinions. • Identify and use tenses. • To prepare pupils for future study. • To allow pupils to write at varying lengths on different topics. <ul style="list-style-type: none"> • Initiate and develop conversations. • Translate into English. • Translate into Spanish. • Express ideas and points of view clearly in both speaking and writing. • Cope with unfamiliar language and unexpcted responses.



		<p>Pupils will therefore be assessed on their Speaking skills once they have completed their Mock exam in December. They will also be assessed on their Writing skills as they will complete a mini Writing Assessment on the topics learnt in theme 1 and 2 to help them recap prior learning. Pupils will complete the Writing in class and a Reading and Listening as a mock also to once again recap all learning so far.</p> <p>The assessment of all four skills will give MFL teachers an indication of overall progress at this crucial stage in the year.</p>	
Term 1-2	<p><u>The Environment</u></p> <ul style="list-style-type: none"> • Environmental and social issues in town • Comparing where they live now with how it may have been in the past • Global issues • Homelessness and Poverty <p><u>Communicative Functions</u></p> <ul style="list-style-type: none"> • <i>¿Qué problemas hay en tu ciudad? (What problems are there in your town/city?)</i> • <i>¿Cómo era tu ciudad en el pasado? (What was your town like in the past?)</i> • <i>¿Cuales son los problemas medioambientales en el mundo de hoy? (What are the environmental problems in the world today?)</i> • <i>¿Que piensas de los necesitados/de los sin techo? (What do you think about homeless people?)</i> 	<p>Pupils will use their prior learning to help them to describe the town in which they live but with an environmental focus. They will be learning vocabulary to describe problems with their local environment using new vocabulary like “tráfico”, “no hay espacios verdes”.</p> <p>Pupils will then recap the past tense (the imperfect” to describe their town in the past in detail. “Había” and “ era”.</p> <p>Using the same structures pupils will then be able to talk about global issues, homelessness and poverty. Specific vocabulary will be taught but pupils will need to give their opinion on each of the issues. Pupils may extend their language to talk about how these issues may changed over time.</p> <p>Pupils will be assessed on their Crucial Knowledge and Reading and Listening skills so that teachers are able to address misconceptions and knowledge gaps before moving onto extended application.</p>	<ul style="list-style-type: none"> • To initiate and develop conversations. • Accurate pronunciation and intonation. • Express ideas and points of view clearly both in speaking and in writing. • Write confidently and spontaneously using a wide range of grammar and vocabulary expressing opinions. • Take part in discussions. • Transcribe words and short sentences. • Read literary texts.
Term 2-1	<p><u>The Environment (2)</u></p> <ul style="list-style-type: none"> • Solutions to environmental issues (the conditional – se debería + infinitive) 		<ul style="list-style-type: none"> • Identify and use tenses. • Foster pupils’ curiosity and deepen



	<ul style="list-style-type: none"> • What you do to help the environment (the present tense) • Recap and consolidation of whole unit and preparation for assessments. Pupils prepare answers for general conversation Theme 2. <p><u>Communicative Functions</u></p> <ul style="list-style-type: none"> • <i>¿Qué se debería hacer para proteger el medioambiente? (What should be done to protect the environment?) (Conditional tense)</i> • <i>¿Qué haces para proteger el medioambiente? (What do you do to protect the environment?) (Present tense)</i> • <i>¿Qué haras para proteger el medioambiente? (What will you do to protect the environment?) (Future tense)</i> 	<p>Pupils will focus on solutions to each of the global issues mentioned, by using the conditional tense to say what <i>should be done</i> “se debería”, “hay que”, “se debe”.</p> <p>Pupils will also be able to say what they do to help using present tense verbs “<i>reciclo</i>”, “<i>apago las luces</i>”, “<i>separo mi basura</i>”. Using time phrases, pupils will be able to say how often and extend their language further to say why.</p> <p>Pupils will also learn the simple future to talk about what they will do in order to protect the environment. Pupils will also revisit the immediate future tense.</p> <p>Pupils will learn about environmental issues in Spain such as drought and forest fires due to the weather and climate change.</p> <p>Pupils will be assessed on their Writing and Speaking to help apply all crucial knowledge into context.</p>	<p>understanding of the world.</p> <ul style="list-style-type: none"> • Use and manipulate a variety of key grammatical structures and patterns. • Take part in discussions. • Listen to a variety of forms of spoken language. • Initiate and develop a conversation. • Translate unto English. • Translate into Spanish. • Read and understand texts. • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.
<p>Term 2-2</p>	<p><u>School and Jobs</u></p> <ul style="list-style-type: none"> • Recap of school subjects and opinions • School routine in the UK (timetable, days of the week etc.) • School rules and uniform • Jobs and future studies 	<p>Pupils will recap school subjects to be able to say what they study and reuse opinions and essential crucial knowledge again to say what their favourite subject is. They will then extend their language by talking about the school rules and uniform where they will learn new grammatical structures in order to say what they “must” do.</p> <p>Pupils will be assessed on their Crucial Knowledge and Reading and Listening skills so that teachers are able to address misconceptions and knowledge gaps before moving onto extended application.</p>	<ul style="list-style-type: none"> • Write confidently and spontaneously using a wide range of grammar and vocabulary. • Translate to the TL. • Cope with unfamiliar language and unexpected responses. • Express ideas and points of view clearly in



	<p><u>Communicative Functions</u></p> <p><u>RECAP</u></p> <ul style="list-style-type: none"> ○ ¿Qué estudias? (What do you study?) ○ ¿Cual es tu asignatura preferida? (What is your favourite subject?) ○ ¿Qué son las normas/las reglas en tu instituto? (What are the rules in your school?) ○ ¿Cómo es tu uniforme escolar? (What is your school uniform like?) <p><u>Jobs</u></p> <ul style="list-style-type: none"> ○ ¿Qué trabajo te gustaría hacer en el future? (What job would you like to do in the future?) ○ ¿Qué querías hacer como trabajo en el pasado?) ○ ¿Tienes un trabajo a tiempo parcial? (Do you have a part-time job?) ○ ¿Qué debes hacer en tu trabajo? (What do you have to do in your job?) <p><u>Prep for the Speaking Exam.</u></p>	<p>Once recap of school is completed, pupils will move on to learn new vocabulary on jobs and future plans after studying. They will learn how to talk about which job they would like to do and why by giving reasons and opinions. The present tense, the conditional tenses and the past tense will be revisited as pupils will need to talk about jobs in the future, what they wanted to do as a job when they were younger, and talk about a part-time job they may have and what they need to do in that job in terms of responsibilities.</p> <p>Pupils will be assessed on Writing, Reading and Listening skills to help them prepare for their final exams with confidence. Pupils should be able to apply all crucial knowledge learnt to all skills.</p>	<p>both speaking and writing.</p> <ul style="list-style-type: none"> ● Read and understand texts. ● Translate into English. ● Read literary texts. ● Accurate pronunciation and intonation. ● Speak with confidence and fluency. ● Use and manipulate a variety of key grammatical structures and patterns
<p>Term 3-1</p>	<p><u>Recap and revision of all themes.</u></p> <p><u>Exam Prep</u></p> <p>Listening and Reading skills and exam technique.</p> <p>Writing Exam technique.</p>	<p>All themes will be revisited in preparation for their final exams.</p>	<ul style="list-style-type: none"> ● Identify and use tenses. ● Use and manipulate a variety of key grammatical structures and patterns.



			<ul style="list-style-type: none"> • Use a wide range of vocabulary and justify opinions. • Take part in discussions. • Use grammar, spelling and punctuation. • Listen to a variety of spoken language. • Transcribe words and short sentences. • Express ideas and points of view in the target language. • Cope with unfamiliar language. • Read and understand texts. • Translate into English. • Read literary texts. • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate to the target language.
Term 3-3	<u>YEAR 11 FINISH</u>		



Curriculum Intent

Subject: MFL (Italian)

Year 11

<p>Term 1-1</p>	<p><u>The Environment</u></p> <ul style="list-style-type: none"> • Global environmental issues • Environmental issues in your town • What we do, and should do, to help the environment <p><u>Communicative functions:</u></p> <p>Quali sono i problemi ambientali dove vivi? (what are the environmental problems where you live?) Cosa fai per proteggere l’ambiente? (what do you do to help the environment?) Cosa farai per aiutare l’ambiente? (what will you do to help the environment?) Cosa (non) dobbiamo fare per proteggere l’ambiente? (what should we {not} do to protect the environment?)</p>	<ul style="list-style-type: none"> • Pupils will cover vocabulary and key phrases to help them talk about the environment from a local point of view to a wider more global point of view. This will help them prepare for all four skills of the exam. 	<ul style="list-style-type: none"> • Read and understand texts • Translate into English • Speak and write confidently using a wide range of accurate grammar and vocabulary • Expressing and justifying complex opinions. • Translate accurately into Italian
<p>Term 1-2</p>	<p><u>Recap of family and relationships</u></p> <ul style="list-style-type: none"> • Family members and physical and personality descriptions • Relationships with family and friends • Future plans and opinions on marriage <p><u>Recap of technology</u></p> <ul style="list-style-type: none"> • Using mobile phones and use of social media • Advantages and disadvantages of mobile technology 	<ul style="list-style-type: none"> • Pupils will recap vocabulary in preparation for their final GCSEs. • The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. • Pupils will complete practice assessment questions across all 4 skills. 	<p>The remainder of the year will be focused on recapping topics to prepare pupils for the assessments and for further study of languages.</p> <p>Topics will be chosen based on dialogue with pupils to identify where misconceptions and knowledge gaps lie.</p>



<p>Term 2-1</p>	<p><u>Recap of Free time</u></p> <ul style="list-style-type: none"> • Sports • Free time activities • Holidays <p><u>Recap of Food and culture</u></p> <ul style="list-style-type: none"> • Food and drink • Healthy and unhealthy lifestyles • Customs and festivals 	<ul style="list-style-type: none"> • Pupils will recap vocabulary in preparation for their final GCSEs. • Pupils will complete practice assessment questions across all 4 skills. • The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. 	
<p>Term 2-2</p>	<p><u>Recap of regional and social issues</u></p> <ul style="list-style-type: none"> • Home and region • Environmental issues • Social issues – homelessness & poverty 	<ul style="list-style-type: none"> • The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. • Pupils will complete practice assessment questions across all 4 skills. 	
<p>Term 3-1</p>	<p>GCSE EXAM PREP Speaking exam</p>		
<p>Term 3-2</p>	<p>GCSE EXAMS PREP Reading, Listening and Writing exam</p>		



Curriculum Intent

Subject: RECAP PREPARATION FOR GCSE EXAMINATIONS
Year 11

	What?	Why?															
Term 1-1	<p><u>SPLIT INTO 3 WEEK BLOCKS:</u></p> <p>1-3 WEEKS: PAPER 1: Living with the Physical Environment (SEE Y9 FOR KEY CONCEPTS)</p>	<ul style="list-style-type: none"> Understand and reflect on the key issues that surround each paper and topic RECAP on learning from previous years Allows for a better understanding of revision techniques and the importance of key issues. Exam technique and the understanding of the exam command words is essential. <p>RECAP IN ALL LESSONS 'GEOG YOUR MEMORY' MINI ASSESSMENTS AT END OF PAPER RECAP WEEK (3/6/9) AFL CONSISTENTLY KAHOOT MINI QUIZZES REVISION MATERIALS USED CONSISTENTLY</p>															
Term 1-2	<p>4-6 WEEKS: PAPER 2: Challenges in the Human Environment (SEE Y10 FOR KEY CONCEPTS)</p> <p>7-9 WEEKS: PAPER 3: DME & Geographical Applications (DONE IN SCHOOL)</p> <p>10-11 WEEKS: PERSONAL RECAP AND EXAM TECHNIQUE</p> <p><u>Key Concepts: EXAM COMMAND WORDS</u></p> <table border="0"> <tr> <td>Give</td> <td>Outline</td> <td>Justify</td> </tr> <tr> <td>Describe</td> <td>Compare</td> <td>To what extent</td> </tr> <tr> <td>Suggest</td> <td>Evaluate</td> <td></td> </tr> <tr> <td>Identify</td> <td>Discuss</td> <td></td> </tr> <tr> <td>Use Evidence</td> <td>Assess</td> <td></td> </tr> </table>		Give	Outline	Justify	Describe	Compare	To what extent	Suggest	Evaluate		Identify	Discuss		Use Evidence	Assess	
Give	Outline		Justify														
Describe	Compare	To what extent															
Suggest	Evaluate																
Identify	Discuss																
Use Evidence	Assess																
Term 2-1	<p><u>KEY KNOWLEDGE: CASE STUDIES</u></p> <p>Application is very important, Pupils must be able to take the key concepts and say how they link to real life examples. For example: Primary and Secondary effects in the Chile AND Nepal earthquakes</p>																
Term 2-2	<p>Understanding and application of case studies:</p>	<ul style="list-style-type: none"> Allows students to ensure that the key concepts learnt in previous years can be applied in the exam Understanding further of how geographical concepts are relevant 															



	<p>Paper 1: Chile & Nepal earthquakes, Typhoon Haiyan, Somerset level floods (Extreme Weather), Epping Forest Ecosystem, Malaysia/Amazon rainforest, Svalbard/Alaska, Swanage, Lyme Regis, River Tees, Banbury</p> <p>Paper 2: Rio de Janeiro, Bristol, Freiberg, Traffic Management, Nigeria, UK economy, Torr Quarry, UK Energy, Fracking (UK), Chambamontera micro-hydro scheme.</p>	<p>RECAP OF TERM 1 CONSISTENTLY AND IN THE APPLICATION OF CASE STUDIES USE OF 'GEOG YOUR MEMORY' KAHOOTTS REVISION MATERIALS USED CONSISTENTLY MINI QUIZZES</p> <p>GROUPS WILL BE SWAPPED TO HELP TO CONSOLIDATE KNOWLEDGE AND SHOW APPLICATION OF GEOGRAPHY IN THE REAL WORLD</p>
Term 3-1	<p><u>KEY KNOWLEGDE: WHOLE COURSE</u></p> <p>At least a Basic understanding of key case studies</p>	<ul style="list-style-type: none"> To be fully prepared for exams, misconceptions and gaps in knowledge and understanding addressed so confidence is high in the exam.
Term 3-2	<p>Application of Knowledge must be Clear.</p> <p>Key concepts at a Detailed level.</p>	<p>RECAP OF TERM 1&2 CONSISTENTLY APPLICATION OF CASE STUDIES USE OF 'GEOG YOUR MEMORY' KAHOOTTS MINI QUIZZES REVISION MATERIALS USED CONSISTENTLY</p>

Recap: Recaps will be included **proactively** in the **starters and plenaries** of lessons, as well as having stand out time at the **start and end of terms** to reflect on previous learning.



Curriculum Intent

Subject: KS4 History – Cold War

	What?	Crucial knowledge	Why?
Section 1: Cold War in the 1940s	<ol style="list-style-type: none"> 1. Origins of the Cold War. 2. Yalta & Potsdam conferences. 3. Impact of the A-Bomb on relations between superpowers. 4. The 'Iron Curtain'. 5. Truman Doctrine/Marshall Plan. 6. COMECON. 7. Berlin Blockade/Airlift. 8. Creation of NATO. 	<ul style="list-style-type: none"> - The Soviet Union was Communist (everything state owned and wealth shared equally) The USA was Capitalist (Individuals could generate great wealth from their own businesses). - During World War Two the USA & USSR had worked together to defeat Nazi Germany. However, after the war their relationship broke down over how to deal with a defeated Germany. - At the Yalta & Potsdam conferences the Allies agreed to split Germany and Berlin into 4 zones. - The dropping of the A-Bomb caused great tension between the two because the USA refused to share its secrets with the USSR. - Stalin spreads his influence in the east of Europe and the Americans attempt to contain this by loaning war damaged countries money (Marshall Plan). 	<ul style="list-style-type: none"> - This is a starting point which carries on from the end of the Germany course. - To understand different ideologies caused conflict between east and west. - Important to have a fundamental understanding of the changing nature of the relationship between the former allies the USA & the USSR. - To understand how new weapons such as the A-Bomb changed the nature of warfare. - Due to the complex nature of this topic this will not be approached until year 10/ 11.
Section 2: Cold War in the 1950s	<ol style="list-style-type: none"> 1. China under Chairman Mao. 2. The Korean War (1950 – 53). 3. Beginnings of the Vietnam War. 4. Warsaw Pact. 5. Arms Race. 6. Space Race. 7. Hungarian Uprising 8. McCarthyism. 9. Cuban Revolution. 	<ul style="list-style-type: none"> - The Cold War spread into Asia in the 50's including The Korean War (1950 - 53), Vietnam (Started in 1954) the USA showed that they were prepared to follow the Truman Doctrine and contain Communism by getting involved in Proxy Wars. - There was a military race between the USA and the USSR to develop bigger and better weapons. This race would lead to the threat of Mutually Assured Destruction (MAD). - West Germany is allowed to join NATO in 1955. This upsets the Soviets and they form their own version of NATO, the Warsaw Pact (1955). - The USSR launch the first satellite in 1957 (Sputnik I) starting the Space Race. A chance for each side to show the superiority of their government. 	<ul style="list-style-type: none"> - To understand how the Cold War developed. - To continue to develop a chronological understanding of the cold war from the 1940's. - To have an understanding of the danger that was present in the world during the 50's. - Second order concept of cause and consequence explored through a study of McCarthyism.



	<p>10. Development of the war in Vietnam.</p>	<ul style="list-style-type: none"> - In the USA there was a fear of Soviet spies (Reds under the bed). Senator Joe McCarthy fed people's fears of Communism spreading for personal gain. 	
<p>Section 3: Cold War in the 1960s</p>	<ol style="list-style-type: none"> 1. Paris Peace Summit/ U2 incident. 2. Bay of Pigs invasion. 3. The Berlin Wall. 4. Cuban Missile Crisis. 5. Vietnam escalates. 6. Prague Spring. 	<ul style="list-style-type: none"> - The peace summit in Paris between the two powers is ruined when an American spy plane is shot down over the Soviet Union (U2 incident). - The Berlin Wall is built separating East and West Berlin. It is built by the USSR to prevent people seeking a better life in the West (1961). President Kennedy visits Berlin and declares that he will protect their freedoms he proclaims 'I am a Berliner'. - There is a Communist Revolution in Cuba lead by Castro in 1959. Because it is so close to home America tries to stop the revolution in 1961 by invading (Bay of Pigs). This fails. - In 1962 there is a stand - off between the USA and the USSR when the USSR tries to put missiles on Cuba. This is the closest the world ever comes to nuclear war. - In 1968 the Soviets invaded Czechoslovakia in response to anti-Soviet reforms. The Soviets killed over 100 people and injured 500 more. A government loyal to Moscow was installed. 	<ul style="list-style-type: none"> - To understand how close the world came to WW3. - To understand how and why the nature of the Cold War changed in the 60's. - To continue to develop a chronological understanding of the cold war from the 1950's. - Second order concept of cause and consequence explored through detailed study of the Cuban Missile Crisis.
<p>Section 4: Cold War in the 1970s</p>	<ol style="list-style-type: none"> 1. Détente. 2. SALT I. 3. American withdrawal from Vietnam. 	<ul style="list-style-type: none"> - There were still concerns over human rights in the Soviet sphere of influence. - Richard Nixon pulls all American troops out of Vietnam in 1973 starting to ease tensions. - China and the Soviet Union fell out. This eased tension as the two big communist allies no longer supported one another. - SALT 1 was signed in 1972 limiting the development and use of nuclear missiles by both countries. - This period is known as 'Détente' which means a cooling in tension between the two sides (Things were getting better). 	<ul style="list-style-type: none"> - To continue to develop a chronological understanding of the cold war from the 1960's. - To develop a secure knowledge of how the Cold War was de-escalated. - Second order concept of cause and consequence explored through reasons for the easing of tensions between the two superpowers such as the American withdrawal from Vietnam.



Curriculum Intent

Subject: KS4 History - Elizabethan England c. 1568-1603

	What?	Crucial Knowledge	Why?
Section 1 Elizabeth and her Parliament	<ul style="list-style-type: none"> ● Introduction to Tudor England- previous monarchs, who was Elizabeth, what was the structure of power in government and court? ● Elizabeth’s problems- succession, religion, Mary Queen of Scots, Ireland, taxation, foreign policy and marriage. ● Court life- life in the royal court, key individuals in court and Elizabeth’s favourites, Essex’s rebellion and consequences, why rebellions failed. 	<ul style="list-style-type: none"> ● The Elizabethan Era lasted from 1558 - 1603. ● The most powerful group of advisors in England was the Privy Council. It was responsible for the daily running of the country. They were part of the Royal court, the centre of Elizabethan power and fashion trends. ● Elizabeth never married so that she could keep her authority and independence. But there were 3 main contenders to marry her; Robert Dudley Earl of Leicester, King Phillip II of Spain and Francis Duke of Anjou. ● Elizabeth showed favouritism amongst her court by giving them land, titles or trade rights (monopolies). To keep power, you had to stay in favour. This helped Elizabeth control powerful nobles. ● The Earl of Essex tried to sieze power for himself when he fell out of favour with Elizabeth in 1601. This was easily stopped by the her spy network. 	<ul style="list-style-type: none"> ● Draws on KS3 knowledge of Tudors but placing this in wider context of Europe and foreign relations. ● To understand that relations between the crown and parliament have changed over time, as has the role of the monarch. ● To explore how we define Elizabeth in the modern day based on her decision to not marry. Popular exam topic. ● To help pupils understand that power has been held by different groups of people in different times. Compare to modern day influencers



<p>Section 2 Life in Elizabethan England</p>	<ul style="list-style-type: none"> • The “Golden Age”- wealth and fashion, manor houses, theatres, BATSLEEP. • Poverty- poverty in wider Tudor Era, types of beggars, responses to poverty, government involvement and Elizabethan solutions • Exploration- Drake and his voyages of exploration, Hawkins and the slave trade, Raleigh and colonisation. 	<ul style="list-style-type: none"> • The Great Chain of Being set out the structure of society with Elizabeth at the top followed by nobles who inherited their titles and then the gentry who paid for their titles. • Elizabeth's reign was seen as a 'Golden Age' because of religious stability, exploration where new lands and people were discovered and education is seen as more important. (BATSLEEP). • The theatre's importance grew for all classes in society during Elizabeth's reign due to the works of people like Shakespeare. • There had always been lots of poverty in Tudor England. A population increase and growing unemployment for farm workers made poverty big issue for Elizabeth and her court to deal with. Her solution was the poor laws of 1601. • Elizabeth's reign was known as an age of discovery due to voyages setting sail from England and discovering new lands. This helped increase England's wealth and power. The most famous sailors were Hawkins, Drake and Raleigh. 	<ul style="list-style-type: none"> • Links to KS3 knowledge of the feudal system with a focus on the rise of the Gentry. Cross curricular links to English Literature (Shakespeare’s England). • Cultural Capital through the origins of the theatre and other art forms popular today. • Links to Health and the people by exploring the role of government in improving people’s lives. • Cultural capital through investigation into how England became a global power and laid foundations for the British Empire.
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<p>Section 3 Troubles at Home and Abroad</p>	<ul style="list-style-type: none"> • Religion- The Middle Way, Puritans, Catholic plots, Papal Bull and Mary, Queen of Scots • English and Spanish relations- conflict with Phillip, the Netherlands, importance of naval warfare, Spanish Armada. 	<ul style="list-style-type: none"> • From the start of her reign Elizabeth had a religious compromise between Protestants and Catholics (Middle Way). However, Catholic rebellions forced Elizabeth to treat them more severely. • Puritans were extreme Protestants. Elizabeth saw them as dangerous as they would have meetings called prophesyings to criticise her religious policies. • Mary Queen of Scots was Elizabeth's cousin and next in line to the throne. She was Catholic so many in England saw her as the rightful queen above Elizabeth. Mary inspired Catholic plots but was only involved in the Babington Plot (1586) for which she was executed. • Elizabeth had supported Protestant rebellions against Spanish rule in the Netherlands by sending money, weapons and eventually troops. • Spain tried to invade England with the Spanish Armada of 1588. This failed. 	<ul style="list-style-type: none"> • Links to KS3 knowledge but building on differences between the two religions to the long term problems the Middle Way caused. Vocab extended from KS3 (Papal Bull, excommunicated) • Builds on KS3 knowledge of what the Armada was and why it failed to include short and long term causes in English-Spanish relations.
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Curriculum Intent

Subject: KS4 History – Germany

	What?	Crucial knowledge	Why?
Germany under the Kaiser 1890 - 1918	<ol style="list-style-type: none"> 1. Who Wilhelm II was and how he ruled. 2. Life under the Kaiser. 3. Why did Germany go to war in 1914? 4. How did WW1 impact upon Germany? 	<ul style="list-style-type: none"> - Kaiser Wilhelm II was the King of Germany. - The Kaiser wanted a strong army and navy to rival Britain. - The WeltPolitik (World Politics) was the Kaiser's desire to rule the world. - Germany entered World War One (1914) full of confidence in its victory due to a strong navy and military. - By the End of World War One (1918) Germany was starving and defeated. The Kaiser had run away to Holland. 	<ul style="list-style-type: none"> - This is a starting point for the study of Germany and an understanding of the causes of Germany's militaristic tendencies. - To understand how Wilhelm II's aspirations led to Germany's involvement in WW1. - Introduces the describe question (GCSE Q4) by giving pupils the opportunity to describe impacts of the Kaiser's policies on the German people. - Important to have a fundamental understanding of nature of Germany with the rest of the world during this period. - To understand how WW1 changed how Germany was governed and the impact of this. - Links to WW1 KS3 unit and to 20th Century medicine in the Health unit. - Introduces the concept of change which relates to the 5th Question on the GCSE paper for example: How Germany changed due to WW1.
Weimar Germany 1918 - 1929	<ol style="list-style-type: none"> 1. Impact of the Treaty of Versailles. 2. The Spartacist Revolt. 3. The Kapp Putsch. 4. Strengths/ Weaknesses of the Weimar Constitution. 5. Crises of 1923. 6. Dawes Plan/ role of Stresemann. 7. German Golden Era. 	<ul style="list-style-type: none"> - The German people felt stabbed in the back by their new leaders when they signed the armistice losing Germany the war. - Germany were forced to sign the Treaty of Versailles which crippled them. (LAMB). 	<ul style="list-style-type: none"> - This is fundamental for understanding the reasons behind the rise of Hitler. - Links to end of WW1 KS3 unit but, Introduces complex terminology such as 'Hyperinflation' and 'Constitution'. - Important to understand the impact of German recovery after WW1.



	<p>8. Wall Street Crash/ Great Depression.</p>	<ul style="list-style-type: none"> - Groups with extreme political ideas such as the Communists and the Nazis attacked the Weimar government. - When Germany couldn't pay their war reparations; France and Belgium invaded the Rhur for coal. This led to Hyperinflation where German money became worthless. - From 1924 (Dawes Plan) to 1929 (Wall Street Crash) Germany recovered from its early problems and began to experience a Golden Era of politics and culture. 	<ul style="list-style-type: none"> - To introduce knowledge of the interpretation style question (GCSE Q1, 2 & 3) with differing interpretations of events such as: The impact of the Dawes Plan. - To understand how German fortunes changed in the 20's from early failures (Hyperinflation, Munich Putsch etc...) to later successes (Golden Era) and then back to failures (Wall Street Crash). - Introduces the concept of comparison (GCSE Q6) where pupils are expected to compare two topics for example: Spartacist Revolt / Kapp Putsch.
<p><i>The rise of Hitler 1928 - 1932</i></p>	<ol style="list-style-type: none"> 1. Impact of the Great Depression. 2. Work and Bread. 3. Elections of 1932. 4. Hitler as Chancellor. 5. The Reichstag Fire. 6. The Enabling Act. 7. Actions in 33/34 such as banning of the Trade Unions. 8. Night of the Long Knives. 9. Death of Hindenburg/ Fhurer. 	<ul style="list-style-type: none"> - The Reichstag fire enabled Hitler to use fear of Communism to pass the Enabling Act giving setting him on his way to complete power in Germany. - Hitler removed Nazi leaders who threatened his power during the Night of the Long Knives. Hindenburg died a month later allowing Hitler to become Fhurer. 	<ul style="list-style-type: none"> - To understand the complex political landscape that allowed Hitler to come to power. - To develop knowledge of the interpretation style question (GCSE Q1, 2 & 3) with differing interpretations of events such as: 'Who was to blame for the Reichstag Fire?' - Links to causes of modern-day extremism (Scapegoating as a cause and the rise of organisations such as the EDL). - Develops the concept of Change (GCSE Q5) for example: The impact of the Great depression.
<p><i>Life in Nazi Germany 1933 - 45</i></p>	<ol style="list-style-type: none"> 1. Methods of control – Terror/Fear/indoctrination. 2. Police State. 3. Education in the Third Reich. 4. Hitler Youth/ BDM. 5. Role of women in Nazi Germany. 6. Treatment of 'inferior' races. 	<ul style="list-style-type: none"> - Women were expected to follow the three K's Kinder, Kuche, Kirche which encouraged them to raise the birth rate. - The Nazis controlled young people through Hitler Youth 	<ul style="list-style-type: none"> - Develops the concept of comparison (GCSE Q6) where pupils are expected to compare two topics for example: Terror / Propaganda as methods of control. - Can be linked to life in modern day dictatorships.



	<ol style="list-style-type: none"> 7. Nuremburg Laws. 8. Nazi economic policies. 9. Strength Through Joy. 10. Berlin Olympics – 1936. 11. Krystalnacht. 12. Road to War. 	<p>groups and new school lessons which promoted Nazi Values.</p> <ul style="list-style-type: none"> - The Nazis considered the Aryan Race superior to other "races" who they saw as inferior such as Jews, Gypsies and Homosexuals. - The workers needed to fuel the Nazi war machine. Unemployment disappeared through Nazi public work programs to build roads and hospitals etc... - The Nazis controlled the population through a combination of terror and propaganda. 	<ul style="list-style-type: none"> - Can be linked to the Cold War unit at GCSE comparing life under Hitler to life in the Eastern Block. - Develops the concept of change which (GCSE Q5) for example: How did Nazis social policies impact upon the lives of women? - -
<p><i>Impact of WW2 on Germany 1939 - 1945</i></p>	<ol style="list-style-type: none"> 1. The war goes well for Germany. 2. The war turns against Germany. 3. Impact of the war at home and abroad. 4. Total War. 5. Defeat and Surrender. 6. Opposition to the Nazis. 7. The Holocaust. 	<ul style="list-style-type: none"> - Initially due to rationing 2 out of every 5 Germans ate better than before the war whilst the war was going well for Germany (1939 - 41). - From 1943 Germany is hit hard by bombing and rationing. Morale/ support for the war in Germany lowered massively. - As the war turns against Germany opposition increases from areas such as; young people, the church and the military. - Hitler commits suicide and Germany surrenders in 1945. - The world learns the full extent of the horrors of the 'Final Solution' when concentration camps are liberated by allies in 1945. 	<ul style="list-style-type: none"> - Links to WW2 & Holocaust KS3 units. - Develops KS3 vocabulary by introducing words such as 'Einsatzgruppen' and 'Totalen Krieg'. - Develops the describe question (GCSE Q4) by giving pupils the opportunity to describe impacts of WW2 on the German people. - Links to RMS and the morals and ethics surrounding the Holocaust. - Links to modern genocides such as Sbronica and Darfour – Have we learned from the lessons of the Holocaust? - Provides cultural capital as all people should know and understand the horrors of the Holocaust.



Curriculum Intent

Subject: KS4 History - Britain: Health and the People

	What?	Crucial Knowledge	Why?
<p>Section 1 "Medicine Stands Still" Medieval Era c.500- c.1500</p>	<ul style="list-style-type: none"> • Ancient World- Hippocrates' work on the cause of disease and natural treatments and Galen's dissections and findings about the body. • Medieval Surgery and treatment of disease- university training for doctors, barber surgeons experience on battlefield, wise women and the Church, Islamic ideas and techniques. • Medieval Public Health- descriptions of towns and cities and how they were ran, causes, treatments and impact of the Black Death. 	<ul style="list-style-type: none"> • Beliefs and treatments based around Hippocrates 'Theory of the four humours'. • The church controls life and doctor education. Knowledge of the body based on war and Galen, not dissection. • Poor public health in towns with roaming animals, human and animal waste contaminating water supplies, overcrowding and little government intervention. • The Black Death arrives in Britain in 1347, blamed on miasma and sin. Treated with flagellancy and superstitious cures. 	<ul style="list-style-type: none"> • Introduces the importance of the INDIVIDUAL factor and introduces the second order concept of change and continuity as their influence will be tracked over the course. • Introduces the process of defining each time period in the course in order to identify change and continuity in medical knowledge. Explains why there was little progress in this era. • Second order concept of cause and consequence explored through Black Death case study. Demonstrates impact of lack of medical progress on society. • Links to modern day pandemics to identify similarities and differences.
	<ul style="list-style-type: none"> • Renaissance Surgery- The Renaissance approach, Vesalius' dissections and mapping out the human body, Harvey's experiments and discoveries about the heart and blood, Paré's surgical techniques and communication to 	<ul style="list-style-type: none"> • Renaissance - People began to question all knowledge that has come before and testing it for themselves. • Vesalius challenged Galen through dissection and provided 	<ul style="list-style-type: none"> • Defining the time period to allow pupils to track change and continuity. • Links to Elizabeth England module in defining this era. • Sets the foundation for pupils to build knowledge of the understanding of the human body on.



<p>Section 2 “The Beginnings of Change” The Renaissance c.1450-1750</p>	<p>Britain and Hunter’s training of surgeons.</p> <ul style="list-style-type: none"> • Renaissance Public Health- The Great Plague of 1665 causes, treatments and comparison with Black Death. The change in hospitals since the Medieval Era. • Renaissance Disease and Infection- Inoculation, Edward Jenner’s work on smallpox and development of vaccination and opposition and how it was overcome. 	<p>an accurate map of the inside of the human body.</p> <ul style="list-style-type: none"> • Pare and Harvey built on Vesalius's work and helped to bring it to Britain to train barber surgeons. • The Great Plague hit London in 1665. The mayor banned gatherings and enforced quarantine. Quack doctors sold fake cures. • Edward Jenner discovered vaccination. To this day, this is the only way of preventing disease. 	<ul style="list-style-type: none"> • Highlights the factor of COMMUNICATION in bringing work and ideas into Britain from the rest of Europe. • Allows pupils to make direct comparison to PH in Medieval Era via the Black Death using the “Compare” exam question. • Explores the impact of the factor of SUPERSTITION AND RELGION on medical progress beyond the Medieval Era. • Introduces the factor or GOVERNMENT as a positive force for change. • Modern day links to anti-vaccine campains provides cultural capital.
<p>Section 3 “A Revolution in Medicine” Industrial Era 1800s</p>	<ul style="list-style-type: none"> • Industrial Public Health- define the era and industrial revolution, general public health and Snow and Chadwick’s work on cholera, The Great Stink and Clean up. • Industrial Disease and Infection- Pasteur and Germ theory, opposition and how it was overcome and accepted, Koch and 	<ul style="list-style-type: none"> • As cities grow, industrial Britain becomes overcrowded, filthy and disease ridden. • In 1854 John Snow proves that cholera lives in water not the air. • Pasteur discovers that Germs cause disease in 1861. By 1880, he discovered how vaccinations worked. 	<ul style="list-style-type: none"> • Cultural capital- the making of Britain as the workshop of the world and the reality of working class life. • Allows pupils to build on knowledge from KS3 and introduce them to more complex terminology specific to GCSE course (miasma, laissez-faire). • Highlights the turning point in the course and introduces the power of the factor of SCIENCE AND TECHNOLOGY for forcing medical progress. • Encourages pupils to compare the work of two key individuals using the “Compare” exam question.



	<p>his work with germs and vaccines and links with Pasteur, Ehrlich's magic bullet.</p> <ul style="list-style-type: none"> • Industrial Surgery- early surgical techniques and developments, impact of Germ Theory on Lister and antiseptics then aseptic surgery, Simpson and developments of anaesthetics and the impact on exploration of the body and surgical techniques. 	<ul style="list-style-type: none"> • Robert Koch uses dye to identify which germs cause which disease. • Anaesthetics allow for more precise surgery. Lister's carbolic acid reduces death rates in surgery from 50% to 15%. 	<ul style="list-style-type: none"> • Links Germ theory to other areas of the course to track the consequences and significance of the discovery in the style of the "significance" exam question.
<p>Section 4 "Modern Medicine" 1900-modern day</p>	<ul style="list-style-type: none"> • Modern Public Health- the Liberal Reforms, the work of Booth and Rowntree in encouraging social reforms, impact of world wars on public health, the Beveridge Report, introduction of the Welfare State and the NHS. • Modern Disease and Infection- the discovery and development of penicillin, new diseases and treatments, antibiotic resistance and discovering the structure of DNA. • Modern Surgery- the impact of the world wars on surgical methods. 	<ul style="list-style-type: none"> • The Liberal Reforms from 1906 saw the government start to take responsibility for the health of its people. • The Beveridge Report of 1942 lead to the creation of the NHS in 1948. • Alexander Fleming discover the first antibiotic (penicillin) in 1928. This was mass produced in World War Two and has saved over 200 million lives to date. • World War One and World War Two lead to massive advancements in X-Rays, storing blood and plastic surgery. 	<ul style="list-style-type: none"> • Provides Cultural Capital in mapping out the creation of the most distinctive feature of modern day British society. • Links the factors of GOVERNMENT, INDIVIDUALS and WAR in creating medical advancements. • Highlights the factor of CHANCE and how that has helped medical progress. • Change and continuity can be mapped across the whole course and the shift in the reliance on religion to a reliance on science. • The factor of WAR can be understood as a catalyst in bringing about surgical advancements in Modern and Medieval Era.



Curriculum Intent

Subject: Citizenship Studies

Year 11

	What?	Why?	National Curriculum Links
Term 1-1	<p><u>Active Citizenship:</u> Key Knowledge: Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions. Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates. Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts. Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society. Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</p> <p>Key Vocab – Active Citizenship, Concepts, Governments.</p>	<ul style="list-style-type: none"> - RECAP PRIOR KNOWLEDGE. - To show an understanding of how to apply what has been learned to GCSE questions. - Research, collating and presenting methodology to represent an active citizenship theme to add value to community or wider society. - Justifying and evaluating their methodology. 	<p>‘Active Citizenship’</p> <ul style="list-style-type: none"> • Allows students to apply their knowledge and understanding of the course to key issues in society • Further empowers students to bring about change in a community • Allows students to plan for action against something that they are unhappy with or about. • Builds on the Action process <ul style="list-style-type: none"> ○ Decide on an issue ○ Research ○ Plan ○ Carry out
Term 1-2	<p><u>Recap examination practice:</u> Key Knowledge – Exam question practice Paper 1 – Section A: Active citizenship questions: questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks)</p>	<ul style="list-style-type: none"> - RECAP PRIOR KNOWLEDGE. 	



	<p>Section B: Politics and participation question (40 marks) Question types: multiple-choice, short answer, source-based questions, extended answer</p> <p>Paper 2 – Section A: Life in modern Britain questions (40 marks) Section B: Rights and responsibilities questions (40 marks) Question types: multiple-choice, short answer, source-based questions, extended answer</p> <p>Mock examinations</p>		<ul style="list-style-type: none"> ○ Reflect on the impact ○ Evaluate the process
Term 2-1	REVISION ALL TOPICS.	- RECAP ALL KNOWLEDGE.	
Term 2-2	REVISION ALL TOPICS.	- RECAP ALL KNOWLEDGE.	
Term 3-1			
Term 3-2			



Curriculum Intent

Subject: Art
Year 11

	What?	Why?
Term 1-1	<p>RECAP PROJECT 1</p> <p>Filling the gaps</p> <p>Responding to annotation and marking criteria</p> <p>Self-evaluation of all work completed since year 9</p> <p>Complete final outcomes that are individual</p>	<p>Pupils need to look at all work completed since year 9 and 10 and fill in any gaps that are needed, responding to the annotations made and what is missing from the marking criteria.</p>
Term 1-2	<p>AS ABOVE FOR PROJECT 2</p>	<p>THIS IS NEEDED TO INFORM THE EXAM IN JANUARY</p>
Term 2-1	<p>EXAM</p> <p>Interpretation of a word</p> <p>Formal Drawing</p> <p>Direct Observational drawing</p> <p>Experimentation</p> <p>Preparation of a 10-hour piece</p> <p>Final outcome</p>	<p>GCSE EXAM is a RECAP of all work in year 9 and 10 CRUCIAL KNOWLEDGE</p>
Term 2-2	<p>AS ABOVE</p>	
Term 3-1	<p>RECAP</p> <p>Filling the gaps</p> <p>Responding to annotation and marking criteria</p> <p>Self-evaluation of all work completed since year 9</p>	<p>Pupils need to look at all work completed since year 9 and 10 and fill in any gaps that are needed, responding to the annotations made and what is missing from the marking criteria. ENSURE ALL CRUCIAL KNOWLEDGE AND ASSESSMENT OBJECTIVES HAVE BEEN ADDRESSED.</p>
Term 3-2	<p>AS ABOVE</p>	



Curriculum Intent

Subject: Photography

Year 11

	What?	Why?
Term 1-1 Recap	<p>RECAP – looking back at past work and the ability to spot weaknesses.</p> <p>Physical manipulation</p> <p>Critically looking at own photographs</p> <p>Independent assessment of own work</p>	<p>Pupils need to look at all work completed since year 9 and 10 and fill in any gaps that are needed, responding to the annotations made and what is missing from the marking criteria.</p>
Term 1-2 Recap	<p>Critical analysis own work and checking for use of all crucial knowledge from year 9.</p>	
Term 2-1 Exam	<p>EXAM</p> <p>Interpretation of a word</p> <p>Formal photography</p> <p>Edit and manipulation</p> <p>Preparation of a 10-hour piece</p> <p>Final outcome</p>	<p>THIS IS NEEDED TO INFORM THE EXAM IN JANUARY</p>
Term 2-2 Exam	<p>AS ABOVE</p>	
Term 3-1 Recap	<p>RECAP</p> <p>Filling the gaps</p> <p>Responding to annotation and marking criteria</p> <p>Self-evaluation of all work completed since year 9</p>	<p>Pupils need to look at all work completed since year 9 and 10 and fill in any gaps that are needed, responding to the annotations made and what is missing from the marking criteria.</p>
Term 3-2		



Subject: **Computer Science**

Year: **11**

	What?	Why?	National Curriculum Links
Term 1-1	2.3: Producing Robust Programs Creating usable programs that will not crash and are secure.	Topic for Paper 1. Initial exposure in lesson as pupils already have contextual knowledge at this stage. Pupils should be able to describe hackers, viruses and anti-virus software to engage.	4.1: develop their capability, creativity and knowledge in computer science, digital media and information technology 4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills
	Text Adventure Game Project Consolidating experience with a larger Python project	Y9 and Y10 lays foundation, spiral structure of course covers prior concepts extended this time to use subroutines and modular programming as part of an even larger project that combines all skills.	4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills
Term 1-2	2.4: Boolean Logic The function of AND, OR and NOT logic gates and how they are used in a CPU.	Builds upon Y8 topic of Computing Systems and the Binary topic in Y9. Pupils must be able to recognise the gates and use binary to state their outputs. Paper 1 Topic.	4.1: develop their capability, creativity and knowledge in computer science, digital media and information technology
	Paper 2: Exam Revision Unit Consolidating experience with a larger Python project	Independent programming with a focus on application to examination style questions and written responses. Pupils focus on the ability to design new programs, refine existing algorithms, test algorithms and independently write complete programs.	4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills
Term 2-1	2.5: Translators and IDEs Processors have instruction sets and that these relate to low-level instructions carried out by a computer.	Builds upon skills from Binary and Data Representation topics. Contextual knowledge gained from multiple programming topics. Pupils learn how Python is converted to binary code. Topic for Paper 2.	4.1: develop their capability, creativity and knowledge in computer science, digital media and information technology
	Paper 2: Exam Revision Unit Consolidating experience with a larger Python project	Independent programming with a focus on application to examination style questions and written responses. Pupils focus on the ability to design new programs, refine existing algorithms, test algorithms and independently write complete programs.	4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills
	Paper 1: Exam Revision Unit Consolidation of all theory skills to ensure knowledge of key terms, understanding of crucial knowledge, and application to examination questions.	All of Topic 1 is a prerequisite to this, with time to find strengths and weaknesses and pupils using Smart Revise to target recap and examination technique.	4.1: develop their capability, creativity and knowledge in computer science, digital media and information technology



Term 2-2			<p>4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills</p> <p>4.3: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p>
	<p>Paper 2: Exam Revision Unit Consolidating experience with a larger Python project</p>	<p>Independent programming with a focus on application to examination style questions and written responses. Pupils focus on the ability to design new programs, refine existing algorithms, test algorithms and independently write complete programs.</p>	<p>4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills</p>
Term 3-1	<p>Targeted Recap and Revision</p>	<p>Consolidation of all prior learning targeted to areas needed for improvement.</p>	<p>4.1: develop their capability, creativity and knowledge in computer science, digital media and information technology</p> <p>4.2: develop and apply their analytic, problem-solving, design, and computational thinking skills</p> <p>4.3: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p>



Curriculum Intent

Subject: **iMedia (J817)**Year: **11**

	What?	Why?	National Curriculum Links
Term 1-1	<p>R082 Ammendments R091 – Game Creation</p> <p>LO1: Understand digital game types and platforms. LO2: Be able to plan a digital game concept.</p>	<p>R082 Completed This unit builds upon key documents from R081 Planning Pre-Production unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation</p>	<p>Develop student’s capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>
Term 1-2	<p>R091 – Game Creation</p> <p>LO1: Understand digital game types and platforms. LO2: Be able to plan a digital game concept.</p>	<p>This unit builds upon key documents from R081 Planning Pre-Production unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation</p>	<p>Develop student’s capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>
Term 2-1	<p>R091 – Game Creation</p>	<p>This unit builds upon key documents from R081 Planning Pre-Production unit.</p>	<p>Develop student’s capability, creativity and</p>



	<p>LO3: Be able to design a digital game proposal. LO4: Be able to review a digital game proposal.</p>	<p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation.</p>	<p>knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>
<p>Term 2-2</p>	<p>R091 – Game Creation</p> <p>LO1: Understand digital game types and platforms. LO2: Be able to plan a digital game concept. LO3: Be able to design a digital game proposal. LO4: Be able to review a digital game proposal.</p>	<p>This unit builds upon key documents from R081 Planning Pre-Production unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation</p>	<p>Develop student’s capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>
<p>Term 3-1</p>	<p>R084 – Storytelling with a Comic Strip</p> <p>LO1: Understand comic strips and their creation. LO2: Be able to plan a multipage comic strip.</p>	<p>This unit builds upon key documents from R081 Planning Pre-Production unit and the Y8 Vector Design unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation</p>	<p>Develop student’s capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>



Curriculum Intent

Subject: **iMedia (J834)**

Year: **11**

	What?	Why?	National Curriculum Links
Term 1-1	<p>R095: Review and revise techniques and process</p> <p>R095: NEA Assessment (working on)</p>	<p>This unit builds upon key documents from KS3 Vector Graphics, Collaboration, Web Design and Gaining Support for a cause. Planning Pre-Production unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation are prior knowledge required from Y9.</p> <p>This is taught before R093 because it supplies foundation knowledge which students need to have before attempting that unit's terminal examination.</p> <p>This links to careers as completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry. This is then evidenced by demonstrating these skills through the development of practical coursework and R095 evidence portfolio.</p> <p>This term has a focus on submission and consolidation before the start of the NEA Assessment. It is a terminal unit of R095 reliant upon experience of TA1, 2 and 3.</p>	<p>Develop student's capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>
Term 1-2	<p>R095: NEA Assessment (Working on)</p> <p>R095: Submit for moderation</p>	<p>This unit builds upon key documents from KS3 Vector Graphics, Collaboration, Web Design and Gaining Support for a cause. Planning Pre-Production unit.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation are prior knowledge required from Y9.</p> <p>This is taught before R093 because it supplies foundation knowledge which students need to have before attempting that unit's terminal examination.</p> <p>This links to careers as completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.</p>	<p>Develop student's capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p>



		<p>This is then evidenced by demonstrating these skills through the development of practical coursework and R095 evidence portfolio.</p> <p>This term has a focus on submission and consolidation before the start of the NEA Assessment. It is a terminal unit of R095 reliant upon experience of TA1, 2 and 3.</p>	
<p>Term 2-1</p>	<p>R093 TA4: Distribution platforms and media to reach audiences</p> <p>R093 TA4: Properties and formats of media files</p>	<p>This unit builds upon experience of units R094 and R095, and consolidates this explicitly ready for the R093 terminal examination.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation are prior knowledge required from Y9.</p> <p>This is taught after R094 and R095 as a prerequisite as all teaching these skills alongside the units allows pupils to consolidate their experience into written exam answers with contextual understanding from prior experience.</p> <p>This links to careers as completing this unit will introduce the foundations for advertising and marketing.</p> <p>Students need to learn how to answer written questions using a specific scenario in this unit.</p> <p>The topic/knowledge outlined is important to the pupils' overall academic development and understanding because of the careers links, widening pupils horizons as well as covering logistical and technical issues useful as a career based skill in digital literacy</p>	<p>Develop student's capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p> <p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p>
<p>Term 2-2</p>	<p>R093 TA1: Job roles in the media industry</p> <p>R093 TA2: Sources of research and types of research data</p>	<p>This unit builds upon experience of units R094 and R095, and consolidates this explicitly ready for the R093 terminal examination.</p> <p>File formats, design elements, client requirements, workplans, visualisation diagrams, legislation are prior knowledge required from Y9.</p>	<p>Develop student's capability, creativity and knowledge in digital media and information technology.</p>



	<p>R093 TA3: The legal issues that affect media</p>	<p>This is taught after R094 and R095 as a prerequisite as all teaching these skills alongside the units allows pupils to consolidate their experience into written exam answers with contextual understanding from prior experience.</p> <p>This links to careers massively as completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry. This is then evidenced by demonstrating these skills through the development of practical coursework and R094 and R095 evidence portfolio.</p> <p>Students need to learn how to answer written questions using a specific scenario in this unit.</p> <p>The topic/knowledge outlined is important to the pupils' overall academic development and understanding because of the careers links, widening pupils horizons as well as covering legal issues that will be present in all vocational subjects and their adult life. Finally it consolidates research, asset gathering and referencing skills as a soft skill useful in all businesses.</p>	<p>Develop and apply their analytic, problem-solving and design skills.</p> <p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p>
<p>Term 3-1</p>	<p>R093: Revision and mock papers/tests R093: Examination (Terminal unit)</p>	<p>Terminal unit and consolidation of all prior learning and units.</p>	<p>Develop student's capability, creativity and knowledge in digital media and information technology.</p> <p>Develop and apply their analytic, problem-solving and design skills.</p> <p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</p>



Curriculum Intent

Subject: GCSE PE

Year 11

	What?	Why?	
Term 1-1	Socio cultural influences and well being in physical activity and sport: Socio-cultural influences	<ul style="list-style-type: none"> • Conduct of performers and introduction to prohibited substances • Sporting examples of drug taking (performance enhancing drugs) • Advantages/disadvantages to the performer/sport of taking PEDs) • Spectator behaviour and hooliganism • Strategies to combat hooliganism • End of unit test 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Define the key terms of etiquette, sportsmanship and gamesmanship • Recall the different drug categories and evaluate their effect on performance • Define hooliganism and factors that influence it • Identify methods of controlling spectator behaviour <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> • Link use of PEDs to motivation and personality • Link to nutrition and diet • Discuss how use of PEDs may influence training type, training intensity and injury. • Identify the influence of commercialisation on performers to take PEDs • Discuss how the media can positively and negatively influence the behaviour of spectators.
Term 1-2	Preparation for Year 11 mock exams	<ul style="list-style-type: none"> • Introduction to the areas needed to revise for paper 1 and 2 • Internal moderation of practical marks completed • Mock exams sat in December 	<ul style="list-style-type: none"> • Table given that breaks down what subjects to expect on each paper. • Feedback given on practical marks, coursework and mock data.
Term 2-1	Coursework marks submitted		



	Moderation (April)		
Term 2-2	Summer exam preparation	<ul style="list-style-type: none"> • Pupils practical marks sent and moderation practice held • Selected pupils notified • Video footage gathered and prepared/sent • Exam technique • Devise revision timetable • Recap all subject content • Recap exam command words • Recap answer structure to 6 and 9 mark questions 	<ul style="list-style-type: none"> • Pupils notified of who and what activity they will do in moderation – moderation routine explained and practiced. • Revision of key areas done in lesson and at home. • Exam technique reinforced on key command words. • Work on how to structure answers for 6 and 9 mark questions (usually 1 of each question per paper)
Term 3-1	Summer exams begin	<ul style="list-style-type: none"> • Paper 1 date: • Paper 2 date: 	
Term 3-2			



Curriculum Intent

Subject: Sport Science
Year 11

	What?	Why?	
Term 1-1	<p>R042: Applying principles of training</p> <p>LO4: Be able to develop fitness training programme</p>	<ul style="list-style-type: none"> • Design fitness training programme • Evaluate the effectiveness of a training programme • Complete coursework for R042 - task 4 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Recap Fitness protocols (basic consent form) • Goal setting • Duration of training programme • Suitability of activities with the methods of training. • Measuring results and comparing data to previous results • Feedback including self reflection and improvements <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> • Use of principles of training • Recall components of fitness • Use of fitness testing
	<p>R044 – Sports Psychology</p> <p>LO1: Understand the relationship between personality and performance</p>	<ul style="list-style-type: none"> • Definitions of personality • Extrovert and introvery personality types • Links between personality and involvement in performance in sport • Trait approach 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Sporting examples <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p>



		<ul style="list-style-type: none"> Observed or social learning and what this means in relation to sport Complete coursework for R044 - task 1 	<ul style="list-style-type: none"> Endurance, anaerobic and strength based athletes (R045. LO2)
Term 1-2	<p>R044 – Sports Psychology</p> <p>LO2: Know how motivation can affect sports performance</p> <p>AND</p> <p>LO3: Know how aggression can affect sports performance</p>	<ul style="list-style-type: none"> Define motivation Different types of motivation – intrinsic and extrinsic Need to achieve Need to avoid failure Implications for sport and exercise involvement Complete coursework for R044 - task 2 <ul style="list-style-type: none"> Types of aggression and reasons for aggression in sport. Theories of aggression Complete coursework for R044 - task 3 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> Recap intrinsic and extrinsic personality Motivation Links to different sporting examples <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> Sporting injuries Components of fitness
Term 2-1	<p>R044 – Sports Psychology</p> <p>LO4: Understand the impact of arousal and anxiety on sports performance</p>	<ul style="list-style-type: none"> Understand what arousal is Theories of how arousal and anxiety affects performance Drive theory Inverted U theory Zones of optimal functioning Apply theories to sporting examples. Understand different tests for anxiety Sport competition anxiety testing State anxiety inventory test Complete coursework for R044 - task 4 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> Fitness testing and how/ why to test properly. <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> Components of fitness Sporting injuries



Term 2-2	R044 – Sports Psychology LO5: Understand the impact of arousal and anxiety on sports performance	<ul style="list-style-type: none"> • Goal setting for motivation in sport • Use of mental rehearsal and imagery in sport • Use of relaxation techniques in sport. • Complete coursework for R044 - task 5. 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • SMART targets <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> • Motivation, aggression and arousal
Term 3-1	Summer exams begin	<ul style="list-style-type: none"> • R041 – re-submission – exam date: • Final Coursework submissions to exam board 	Recall and recap all knowledge for R041
Term 3-2			

Curriculum Intent

GCSE FOOD PREPARATION & NUTRITION YEAR 11

	What?	Why?
Term 1-1	<p>NEA1 food investigation task: Time allowed & plan/assessment criteria/deadlines/format of written report Recap of NEA1 tasks completed in year 10/Recap food science related to the tasks Individual selection of task (3 choices from AQA) Individual research/planned investigations/hypothesis Fair testing Individual practical activity, 3 practical investigations carried out Results recorded (photographic/sensory analysis) Evaluations and Overall evaluation Completed NEA1 submitted for marking</p>	<p>NEA1 Food Investigation Task 15% of GCSE</p>
Term 1-2	<p>NEA2 food preparation task: Individual selection of task from the choices provided by AQA Research/possible dishes Skills demonstration practicals and written evidence for each (2) Mock exams, 3 weeks (some students will complete a 3rd skills dem) Preparation for practical exams (2nd week back in January), dishes, timed plan</p>	<p>NEA1 Food Investigation Task 15% of GCSE</p>
Term 2-1	<p>NEA2 Practical exam: students produce 3 dishes in 3 hours that show a range of high skills and meet the task requirements Practical exam prep (dishes/presentation/accompaniments/timed plan/equipment etc) Analysis and evaluation of final 3 dishes (costing, nutritional analysis, skills, sensory analysis) Completion of further skills demonstrations (1 or 2 practicals) Completion of written folder</p>	<p>NEA2 Food Preparation Task 35% GCSE</p>
Term 2-2	<p>Completion of written folders Submission of marks to AQA Samples of work sent to moderator as per the request Exam Revision</p>	<p>NEA2 Food Preparation Task 35% GCSE</p>
Term 3-1	<p>Exam Revision</p>	



Curriculum Intent

Subject: GCSE Religious Studies

Year 11

	What?	Why?
Term 1-1	<ul style="list-style-type: none"> ● Revision and Recap Paper 1. <ul style="list-style-type: none"> - Buddhist beliefs. - Buddhist practices. - Christian beliefs. - Christian practices. 	<ul style="list-style-type: none"> ● To prepare for Paper 1.
Term 1-2	<ul style="list-style-type: none"> ● Revision and Recap Paper 2. <ul style="list-style-type: none"> - Theme A. - Theme B. - Theme D. - Theme E. 	<ul style="list-style-type: none"> ● To prepare for Paper 2.
Term 2-1	<ul style="list-style-type: none"> ● Revise key areas paper 1. <ul style="list-style-type: none"> - Buddha’s teachings and enlightenment. - Buddhist denominations. - Places and features of Busshist worship. - Buddhist teachings on actions / behaviour. - Christian belief in God and existence. - Christian belief in Jesus and the afterlife. - Christian worship and features of worship. - The role of the Church. 	<ul style="list-style-type: none"> ● To prepare for Paper 1.
Term 2-2	<ul style="list-style-type: none"> ● Revise key areas paper 2. <ul style="list-style-type: none"> - Theme A – Religious views about relationships. i.e. sex, sexuality, marriage, divorce and roles. - Theme B – Religious views about life. i.e. origins of life, the environment, animal rights and sanctity of life. 	<ul style="list-style-type: none"> ● To prepare for Paper 2.



	<ul style="list-style-type: none"> - Theme D – Religion, war and peace. i.e. War, terrorism, peace, pacifism, justice and forgiveness. - Theme E – Religion, crime and punishment. i.e. types and aims of punishment, forgiveness and reconciliation. 	
Term 3-1	<p>Revise key areas.</p> <p>Paper 1 examination.</p>	<ul style="list-style-type: none"> • To prepare for Paper 1.
Term 3-2	<p>Revise key areas.</p> <p>Paper 2 examination.</p>	<ul style="list-style-type: none"> • To prepare for Paper 2.

Curriculum IntentSubject: Design and TechnologyYear: 11

	What?	Why?	National Curriculum Links
	Iterative design process <ul style="list-style-type: none"> • Health & Safety rules with reasons • Tools, materials and equipment • Primary user, stakeholders and clients • Research • Ergonomics and anthropometric data • Card modelling • Production plans with stage-by-stage annotation • Marking out, cutting, gluing and finishing • 2d design and technical drawings • Industrial links to manufacturing of products Industrial processes	<ul style="list-style-type: none"> • Students to make informed decisions on using equipment and way to conduct themselves in the workshop • Students to choose tools, materials and equipment based on what is needed by their design • Who are they designing for and why • Using appropriate methods of research to collect information • What ergonomic and anthropometric data is needed for their product • Quick modelling • Mathematical modelling (2d design) with industrial application • Understanding stages of production • Produce quality manufacturing of product Industrial links to the manufacture of their product	<ul style="list-style-type: none"> • N/A
	Revision <ul style="list-style-type: none"> • Health & Safety rules with reasons • Tools, materials and equipment • Primary user, stakeholders and clients • Research methods • Ergonomics and anthropometric data • Methods of modelling • Stages of manufacturing marking out, cutting, gluing and finishing • 2d design and technical drawings • Industrial links to manufacturing of products Industrial processes	Recap for exam – Crucial Knowledge.	<ul style="list-style-type: none"> • N/A

Curriculum IntentSubject: Marketing and Enterprise
Year 11

	What	Why?
Term 1-1	<p>Recap LO1 to LO3 and improve R065 Coursework</p> <p>R064 LO 1 to 3 Recap (Preparing for Jan entry)</p> <p><u>LO 1 Understand how to target a market</u></p> <p><u>LO 2 Understand what makes a product or service financially viable</u></p> <p><u>LO 3 Understand product development</u></p>	<p>R064 exam will be in January. We will prepare for this along with improving coursework</p> <p>Pupils can consider how a business ensures that the product and/or service it offers meet the needs and wants of its customers.</p> <p>Pupils are also able to consider how a business splits up its customers into smaller groups, often referred to as segments, and how it can find out what its customers need and want</p> <p>This will enable pupils to understand the different types of costs that are incurred when producing a product or service.</p>
Term 1-2	<p>Recap LO4 to LO6</p> <p>Work to improve R065 Coursework</p> <p><i>Pupils visit Man. United</i></p> <p><u>LO 4 Understand how to attract and retain customers</u></p> <p><u>LO 4 Understand how to attract and retain customers</u></p> <p><u>LO 5 - Understand factors for consideration when starting up a business</u></p>	<p>A trip during Careers Week will focus on marketing at Man United. This will assist in the answering of the 8-mark 'marketing' exam questions</p> <p>Pupils can consider the factors involved in pricing a product to attract and retain customers.</p> <p>Pupils can consider the appropriateness of different pricing strategies.</p> <p>Pupils can consider how businesses attract and retain their customers.</p> <p>Pupils consider the important factors when setting up a new business. Pupils will also consider the different forms of business ownership, how these can be financed and why a business plan is vital when setting up a new business</p>



	<u>LO 6 - Understand different functional activities needed to support a business start-up</u>	Pupils are able to identify and review the different departments and functional areas of a business. Pupils also gain an overview of what each functional area does within a business.
Term 2-1	<p>R064 exam sat in January. Pupils make one more attempt to improve R065</p> <p>R064 LO 1 to 3 Recap</p>	<p>An opportunity to finalise coursework</p> <p>Pupils can consider how a business ensures that the product and/or service it offers meet the needs and wants of its customers.</p> <p>Pupils are also able to consider how a business splits up its customers into smaller groups, often referred to as segments, and how it can find out what its customers need and want</p> <p>This will enable pupils to understand the different types of costs that are incurred when producing a product or service.</p> <p>Pupils can consider how businesses develop their products.</p> <p>Pupils also get to understand that each product has a unique lifecycle.</p>
Term 2-2	<p>Some pupils prepare to re-sit R064 exam in June</p> <p>R064 LO 4 to 6 Recap</p>	Pupils that underperform on the January entry revisit all Learning Objectives prior to a June entry
Term 3-1	Some pupils prepare to re-sit R064 exam in June	Pupils that underperform on the January entry revisit all Learning Objectives prior to a June entry
Term 3-2		



Curriculum Intent

Subject: Health and Social Care Year 11

The aim of year 11 is to build upon the crucial knowledge introduction and complete the final Non-Examined assessment unit alongside the examination unit. Students can make use of a practice examination in the January entry, with late certification available for any students who have completed NEA. Non examined assessment lasts for 1 academic year and is planned to be completed and assessed by the summer term deadline, with the summer examination completing the course under the terminal rule.

Opportunity for recap: Opportunities for recap will be utilised throughout the year using whole school directed recap, 5 min recap starters to draw upon knowledge across units, and specific recap at the start of NEA lessons, and following return of feedback for each NEA task.

	What?	Why?
Term 1-1	<p><u>Unit R057 Topic Area 3 & 4</u> 3.3 The developmental needs of children from birth to five years 4.1 Recognise general signs and symptoms of illness in children</p> <p><u>Unit R059</u> 2.1 The stages of play 2.2 The types of play Start Task 2 NEA – Choose a suitable play activity and explain</p>	<p>Develop an understanding of what is needed to support the healthy growth and development of a child</p> <p>Be able to spot and deal with illness in children.</p> <p>Explore the types of play children will engage in to support observation and planning in the unit.</p>
Term 1-2	<p><u>Unit R057</u> 4.2 How to meet the needs of an ill child</p> <p><u>Unit R059</u> 3.1 Observation and recording Continue Task 1 NEA – Produce observation sheets and carry out observations</p>	<p>Know how to support a child who is unwell.</p> <p>Students prepare for observations to take place, and understand what they are looking to observe.</p>



<p>Term 2-1</p>	<p><u>Unit R057</u> 4.3 How to ensure a child-friendly safe environment</p> <p><u>Unit R059</u> 3.1 Observation and recording 4.1 Plan and evaluate play activities Continue Task 2 NEA – Plan and evaluate play activities</p>	<p>Know how to check an environment is safe and steps to reduce risk to apply to childcare settings.</p> <p>Students are able to carry out observations and then plan and evaluate suitable activities for their NEA assignment.</p>
<p>Term 2-2</p>	<p><u>Unit R057</u> Recap</p> <p><u>Unit R059</u> NEA Amendments</p>	<p>Focus on ‘Know more, remember more, understand it, apply it’</p>
<p>Term 3-1</p>	<p><u>Unit R057</u> Recap</p> <p><u>Unit R059</u> NEA SUBMISSION</p>	<p>Focus on ‘Know more, remember more, understand it, apply it’</p>
<p>Term 3-2</p>	<p><u>Unit R057</u> Recap and summer examination entry</p>	<p>Focus on ‘Know more, remember more, understand it, apply it’</p>



Curriculum Intent

Subject: Health and Social Care
Year 11

The aim of year 11 is to build upon the crucial knowledge introduction and complete the final Non-Examined assessment unit alongside the examination unit. Students can make use of a practice examination in the January entry, with late certification available for any students who have completed NEA. Non examined assessment lasts for 1 academic year and is planned to be completed and assessed by the summer term deadline, with the summer examination completing the course under the terminal rule.

Opportunity for recap: Opportunities for recap will be utilised throughout the year using whole school directed recap, 5 min recap starters to draw upon knowledge across units, and specific recap at the start of NEA lessons, and following return of feedback for each NEA task.

	What?	Why?
Term 1-1	<p><u>Unit R032 Topic Area 4</u> 4.3 – Safety procedures and measures 4.4 – How security measures protect service users and staff</p> <p><u>Unit R035</u> 2.1 Factors influencing health and wellbeing 2.2 - Leading a healthy lifestyle 2.3 – Barriers to leading a healthy lifestyle Task 1b NEA to be completed</p>	<p>Know the difference between procedures and measures and how these protect.</p> <p>Students develop an understanding of what factors can influence leading a healthy lifestyle so consideration can be given to these in their campaign.</p>
Term 1-2	<p><u>Unit R032</u> Recap + Opportunity for practice examination in January entry</p> <p><u>Unit R035</u> 3.1 - How to plan a health promotion campaign 4.1 - How to deliver a health promotion campaign 4.2 - How to evaluate own performance</p>	<p>Focus on ‘Know more, remember more, understand it, apply it’</p> <p>Students develop understanding of how to put together a successful campaign of the health challenge of their choice to support their NEA assessment</p>



Term 2-1	<p><u>Unit R032</u> Recap</p> <p><u>Unit R035</u> Working on Task 2, 3, 4 NEA (Task deadlines to be set clearly)</p>	Focus on 'Know more, remember more, understand it, apply it'
Term 2-2	<p><u>Unit R032</u> Recap</p> <p><u>Unit R035</u> NEA Amendments</p>	Focus on 'Know more, remember more, understand it, apply it'
Term 3-1	<p><u>Unit R032</u> Recap</p> <p><u>Unit R035</u> NEA SUBMISSION</p>	Focus on 'Know more, remember more, understand it, apply it'
Term 3-2	<p><u>Unit R032</u> Recap and summer examination entry</p>	Focus on 'Know more, remember more, understand it, apply it'



Curriculum Intent

Subject: Drama

Year 11

Curriculum Overview (Knowledge and Skills)						
Year 11	<u>Devising</u>	<u>Stanislavski</u>	<u>Understanding drama</u>	<u>Texts in Practice</u>	<u>Written exam</u>	
	To ensure devised performance and devising logs are completed.	To know who Stanislavski is. To understand the SYSTEM. To apply the SYSTEM to a performance piece based on 'Blackberry Troutface.' To work collaboratively with others.	Remember, understand, know and apply... Section A – theatre roles, responsibilities, stage configurations and positions. Section B - 'Blood Brothers.' Plot, character and how to apply and describe performance skill. Section C – Live theatre performance. To describe, analyse and evaluate a performance watched.	Select scripts for Component 3: Texts in practice. To study, analyse and research chosen scripts. To start learning lines. To write out performance aims. To rehearse, refine and perform the piece.	Prepare for and complete the written exam. Section A – theatre roles, responsibilities, stage configurations and positions. Section B - 'Blood Brothers.' Plot, character and how to apply and describe performance skill. Section C – Live theatre performance. To describe, analyse and evaluate a performance watched.	



Curriculum Intent

Subject: Computing

Year: KS4

	What?	Why?	National Curriculum Links
All Years	<p>Digital Literacy using iPads</p> <p>All pupils in KS4 have an iPad provided for educational enrichment and to supplement all lessons.</p> <p>Pupils use OneDrive and learn to save effectively to the cloud with appropriate folders and file names.</p> <p>All classes use Microsoft Teams to distribute, complete and assess work. Pupils can communicate, collaborate and prove work in a variety of mediums.</p> <p>Microsoft Office suite is used in lessons to produce evidence of learning.</p> <p>Pupils use a web browser and search engines to research and work independently.</p> <p>Kahoot, Blooket, Microsoft Forms and Educake quizzes are used as a real time assessment and consolidation tool.</p> <p>Spreadsheets used in mathematics lessons to represent and analyse large amounts of data.</p> <p>Accessibility tools used for pupils with SEN.</p>	<p>Digital literacy worked on across all lessons, not just Computing. Consistent use across school.</p> <p>OneDrive is vital to accessing work and evidence in all lessons. Skills taught so pupils can work from any device. Folders and files taught in Computing help with organisation.</p> <p>Teams allows pupils to work together and access work anywhere at any time in a variety of mediums. Using tools such as dictation allow pupils with literacy challenges to access.</p> <p>Office suite taught in KS3. Used to produce work in lessons.</p> <p>Appropriate use of web searches taught, including how to search effectively and reference materials.</p> <p>Real-time assessment gives pupils instant feedback. Routines and regular use means that pupils can use it independently.</p> <p>Linked to spreadsheets in Y7 Computing.</p> <p>Allows all pupils to access material and remove barriers to learning.</p>	<p>4.1: Develop their capability, creativity and knowledge in computer science, digital media and information technology</p> <p>4.2: Develop and apply their analytic, problem-solving, design, and computational thinking skills</p> <p>4.3: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns</p>






<p>PSHCE</p>	<p>Online Safety</p> <p>In this unit, learners will evaluate the online world and their own internet activity for safety concerns and equip themselves with tools for protecting their online identities.</p> <p>As most learners will already have some form of online presence and familiarity with online spaces, the purpose of this course is for them to start thinking more critically about how they, and others, conduct themselves online. Learners will also be asked to discuss key debates around the online world, such as the extent of their right to privacy, and which powers should be granted to organisations and states. As much as possible, learners should be encouraged to develop their own ideas and opinions in order to become engaged citizens when it comes to online rights.</p> <p>In addition to learners understanding the context of online safety and the potential dangers they are at risk of, a key takeaway of this course is a repository of practical, risk-reducing steps that learners can implement online.</p>	<p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Safety and security - Understand risks when using technology, and how to protect individuals and systems</p>	<p>4.3: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns</p>
<p>Careers</p>	<p>IT and the World of Work</p> <p>This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the learners are familiar with.</p>	<p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p>	<p>4.1: Develop their capability, creativity and knowledge in computer science, digital media and information technology</p>



Curriculum Intent

Subject: Religious and Multicultural Studies

	What?	Why?
Term 1-1	<p>What does it mean to be British?</p> <ul style="list-style-type: none"> • Exploration of culture and identity. • Understanding of what makes people British. • Clips and discussions based on the key teachings from Christianity, Islam and Buddhism. 	<ul style="list-style-type: none"> • Understand the concepts of culture and identity. • To explore what it means to be British and understand what British values are. • Develop an understanding of the key beliefs from three religions found in Britain: Christianity, Islam and Buddhism.
Term 1-2 & 2-1	<p>Anti-Racism</p> <ul style="list-style-type: none"> • Everyday racism – what does it mean? • Challenging racism in football. • Christians against racism - Martin Luther King. • Christians against racism – Stormzy. • Harriet Tubman as an example of anti-slavery. • Muslims against racism – Malcolm X. • Muslims against racism – Hany El Banna. 	<ul style="list-style-type: none"> • To promote diversity. • To give pupils an opportunity to reflect upon their own ideas and beliefs. • ‘In anti-racist RE, negative or racist attitudes or behaviour are confronted and challenged so that prejudice can be reduced and equality and justice issue can be highlighted’ NATRE • For pupils to study and reflect upon the work of Christians and Muslims, past and present, in challenging racism within society.
Term 2-2 & 3-1	<p>Christian beliefs</p> <ul style="list-style-type: none"> • Nature of God including Omnipotence, Omnibenevolence, Just and Trinity – Father, Son and Holy Spirit. • Creation – Genesis and John 1. • Afterlife and Judgement. <p>Islamic Beliefs</p> <ul style="list-style-type: none"> • History of Islam • Nature of God – Tawhid • Six Articles of Faith – Sunni • Five Roots of Usul ad-Din - Shia • Angels and Predestination 	<ul style="list-style-type: none"> • The exam board emphasises that students should be aware that the main religious tradition in Britain is Christianity. Although KS4 RMS pupils will not sit an exam, they should be encouraged to study and understand the basic principles from key religions found within their own community and Britain as a whole, these being Christianity and Islam. • To understand the diversity of belief in Britain. Islam has over three million followers in Britain and is the second largest religion in the UK. • To develop an understanding of the key principles and teachings in Christianity and Islam.
Term 3-2	<p>Sprited Arts</p> <ul style="list-style-type: none"> • Exploration of religious themes. • Creation of art based on the chosen theme. Pupils can use drawing, painting, dance, drama, photography, poetry. • School competition and entry into national competition. 	<ul style="list-style-type: none"> • To consider Religious themes in more depth and detail. • For pupils to use the arts to express their ideas and beliefs. • To broaden understanding of religious studies through the arts.

Area	What?	Why?
<p>SRE</p> 	<ul style="list-style-type: none"> • Online Safety, Coercion/Radicalisation, Sexting • LGBTQ+, Rights, Homophobia, Bullying • Emergency First Aid • Mental Health, Positivity, Happiness, Stress • Sex and Alcohol Under Close Examination 	<ul style="list-style-type: none"> • There are many places you can report ANY type of online issues/abuse, such as CEOP, Childline and the Police. • People of the UK are not all Heterosexual-an estimated 1.4 million are LGBTQ+. Bullying because of differences is disrespectful and illegal. • Knowing basic Emergency Aid such as the Recovery Position and CPR saves lives. • Recognising issues like depression, stress and anxiety help greatly in developing a positive Mental Health. • Happiness and Positivity are necessary for our Mental Health. Avoiding negative behaviours, situations and developing effective coping strategies builds Mental Strength. • Engaging in Sexual activity, Alcohol and Drugs carries risks to Physical, Social and Mental Health.
<p>Careers</p> 	<ul style="list-style-type: none"> • CVs • Post-16 pathways including College/Placement investigations • Post-18 options • Exploring the World of Work, pathways and requirements 	<ul style="list-style-type: none"> • A CV (Curriculum Vitae) is a short document that lists; who you are, your skills and background to prospective employers/project leaders. • Post-16 you have options such as College, Sixth Form and Apprenticeships. • Post-18 you can choose to enter fulltime work or further study towards your goal. • Exploring the world of work enables you to reach for a future goal you may of never knew existed and shows the pathway you need to reach it.
<p>Finance</p> 	<ul style="list-style-type: none"> • Getting Paid, Bank Accounts and Statements, Budgeting, Credit, Debit and Borrowing issues 	<ul style="list-style-type: none"> • A key benefit of working is being paid; from your wages, Tax, National Insurance and other deductions pay for services you access. • Understanding how Bank accounts are used to manage finances enable us to track and use our money effectively for the future. • Financially running a home is a skill we develop in life by Budgeting our Income/Outgoings and understanding the implications and roles of Saving, Borrowing and Debt in long-term financial plans.