

<b>Subject: Art</b>		<b>Year Group: 11</b>
<p>Term 1 Key Focus/Topic(s) <b>MY WORLD continued...</b></p> <ul style="list-style-type: none"> <li>• Second Artist response. AO2, AO3.</li> <li>• Experimentation – moving on from artist responses. AO2 &amp; AO3.</li> </ul>	<p>Term 2 Key Focus/Topic(s) <b>MY WORLD continued...</b></p> <ul style="list-style-type: none"> <li>• Experimentation and refining towards final piece. -AO2 &amp; AO3</li> <li>• Planning and concept development – AO2, AO4.</li> <li>• Final piece – AO3 &amp; AO4</li> <li>• Evaluation (same sheet as planning) – AO1 &amp; AO4.</li> </ul>	<p>Term 3 Key Focus/Topic(s) January – Component 1 evaluation and improvements. February... <b>COMPONENT TWO EXTERNALLY SET ASSIGNMENT 40% OF TOTAL GCSE</b> Approximately 11 weeks.</p> <ul style="list-style-type: none"> <li>• Choose research theme and artists (SHEET 1) – AO1</li> <li>• First Artist analysis (SHEET 2) – AO1</li> <li>• First Artist response (SHEET 2) – AO2 &amp; AO3.</li> <li>• Artist response 1 (SHEET 2) AO1, AO2, AO3 &amp; AO4.</li> <li>• Drawing and photography + homework (SHEET 3) - AO3</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Task deadlines set and work checked.</li> <li>• Each sheet has a grade on Moodle and whole class feedback is given in written feedback form for students to respond to and personalise.</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Whole of Component 1 submitted for marking.</li> <li>• Marks given to students.</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Continual support and verbal feedback given in lessons.</li> <li>• Deadlines set and work checked.</li> <li>• One to one check-ins weekly.</li> </ul>
<p>Term 4 Key Focus/Topic(s) <b>COMPONENT TWO EXTERNALLY SET ASSIGNMENT continued...</b></p> <ul style="list-style-type: none"> <li>• Artist response 2 (SHEET 4) AO1, AO2, AO3 &amp; AO4.</li> <li>• 8-9 Exp and refine towards final piece (SHEET 5) AO1, AO2, AO3 &amp; AO4.</li> <li>• 10. Final piece plan and development (SHEET 6) AO1, AO4</li> <li>• 11. Final piece prep and project improvements (SHEET 6) AO1, A03 &amp; AO4</li> </ul>	<p>Term 5 Key Focus/Topic(s) <b>COMPONENT TWO EXTERNALLY SET ASSIGNMENT continued...</b></p> <ul style="list-style-type: none"> <li>• Final piece prep</li> <li>• Two days of exam to complete final piece</li> </ul>	<p>Term 6 Key Focus/Topic(s) Course complete.</p>

<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Continual support and verbal feedback given in lessons.</li> <li>• Deadlines set and work checked.</li> <li>• One to one check-ins weekly.</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• 1 x preparatory project.</li> <li>• Exam final piece.</li> </ul>	<p>Term 6 Assessment Opportunities:</p>
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Rationale:

In Year 11 the students conclude Component 1 by completing their 'My World' project, this combined with the War and Conflict project equates to 60% of the total GCSE. In Term 3 students can begin their externally set assignment which is a short project worth 40% of the total GCSE. The course is structured so that students gain confidence as the course goes on and students find their strengths within Art and Design. Within the final project students can specialise in a technique of their choice.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Opportunities. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students' grades which can be used for audit and data analysis. Examination board information and course resources are all shared through Google Classroom. We continually reflect on the course and listen to student feedback to make changes.

Subject: <b>KS4 Biology</b>		Year Group: <b>11</b>
Term 1 Key Focus/Topic(s) <b>Animal coordination control and homeostasis</b> <ul style="list-style-type: none"> <li>• Hormones</li> <li>• Metabolic rate</li> <li>• Menstrual cycle</li> <li>• Blood glucose and diabetes</li> <li>• Thermoregulation</li> <li>• Osmoregulation and the kidneys</li> </ul>	Term 2 Key Focus/Topic(s) <b>Exchange and transport in animals</b> <ul style="list-style-type: none"> <li>• Transport and exchange</li> <li>• Factors effecting diffusion</li> <li>• Circulation and the heart</li> <li>• Cellular respiration</li> <li>• Core practical – respiration</li> </ul>	Term 3 Key Focus/Topic(s) <b>Ecosystems</b> <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Energy transfer</li> <li>• Abiotic factors</li> <li>• Core practical – quadrats</li> <li>• Biotic factors</li> <li>• Parasitism and mutualism</li> <li>• Biodiversity and humans</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Respiration rates (core practical investigation).</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Quadrats and transects (core practical investigation).</li> <li>• Mock examinations</li> </ul>
Term 4 Key Focus/Topic(s) <b>Material cycles</b> <ul style="list-style-type: none"> <li>• Food security</li> <li>• Water cycle</li> <li>• Carbon cycle</li> <li>• Nitrogen cycle</li> <li>• Rates of decomposition</li> </ul>	Term 5 Key Focus/Topic(s) <b>Revision</b> <ul style="list-style-type: none"> <li>• Knowledge.</li> <li>• Numeracy skills.</li> <li>• Literacy skills.</li> <li>• Core practicals.</li> </ul>	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Past papers</li> </ul>	

#### Rationale:

All of the topics covered in Year 11 (like the Year 10 material) require higher levels of abstract thinking from students. More so than in Year 10, some of the material requires students to expand on knowledge gained from the key concepts and apply this to more abstract thinking. For example exchange and transport in animals requires students to consider diffusion and cellular transport with reference to whole body systems.

In Year 11 Biology we place a particular focus on:

- Literacy skills – In preparation for 6 mark exam style questions, students are required to respond to various styles of questions – explain, describe, plan/devise, comment on, compare and contrast.
- Mathematical skills in Biology – selecting and purposefully using data to support scientific conclusions, explanations and arguments.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions and making improvements.

#### Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good mathematical skills in Biology – interpretation of data.
- Assessment of students extended writing answers – students should demonstrate that they can identify command words; context or/and instructions; key terminology in the questions. In response to unpicking the questions students should be able to make responses that are detailed, explaining the science and use the correct scientific terminology.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: GCSE Business Studies (Edexcel 1BS0)		Year Group: 11
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 2.1 Growing the Business</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 2.2 Making Marketing Decisions</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 2.3 Making Operational Decisions</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions and Edexcel assessment (digital download) 2.1</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions and Edexcel assessment (digital download) 2.2</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>Year 11 Mock Examinations</li> <li>Text Book Assessment Questions and Edexcel assessment (digital download) 2.3</li> </ul>
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 2.4 Making Financial Decisions</li> </ul>	Term 5/6 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 2.5 Making Human Resource Decisions</li> <li>Year 11 Internal Examination (Preparation &amp; Reflections)</li> </ul>	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions and Edexcel assessment (digital download) 2.4</li> </ul>	Term 5/6 Assessment Opportunities – Year 11 Examination incorporates the following to reflect Paper 2: <ul style="list-style-type: none"> <li><b>AO1</b> Demonstrate knowledge and understanding of business concepts and issues (35%)</li> <li><b>AO2</b> Apply knowledge and understanding of business concepts and issues to context (35%)</li> <li><b>AO3</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions (30%).</li> </ul>	

#### Rationale:

Units 2.1 - 2.5 Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. Our expectation for the students is that as a result of following this course they will not only understand more about the world of business, but will be able to make informed decisions about further study and career pathways that relate to business.

#### Evaluation:

As staff we will build in opportunities to review and evaluate the curriculum in Year 11 through a review of test and examination scores, comparison of topic tests, and using our quality assurance processes and discuss these in meetings as a department. Following end of term assessments staff can prioritise students and/or topics that require further support. The timing of the course allows for revision at the end of the units which can be used to fill knowledge gaps previously identified. Students will have the opportunity to complete a gap analysis following a test and with the continued use of www, ebi (pod casts and e-books) and will understand how their responses can be improved.

Subject: <b>KS4 Combined Chemistry</b>		Year Group: <b>11</b>
<u>Term 1</u> Key Focus/Topic(s) <b>Heat energy changes (Chapter 19) and rates of reaction, including dynamic equilibrium (Chapter 18)</b> <ul style="list-style-type: none"> <li>• Endothermic and exothermic reactions</li> <li>• Bond energy calculations</li> <li>• Measuring rate of reaction</li> <li>• Factors affecting rate of reaction including catalysts</li> <li>• Rates of reaction core practical</li> </ul>	<u>Term 2</u> Key Focus/Topic(s) <b>Fuels (Chapter 20)</b> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional distillation</li> <li>• Combustion</li> <li>• Pollutants</li> </ul>	<u>Term 3</u> Key Focus/Topic(s) <b>Earth and atmosphere science (Chapter 21)</b> <ul style="list-style-type: none"> <li>• The early atmosphere</li> <li>• How the atmosphere changed</li> <li>• Climate change</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on heat energy changes in reactions, and how to calculate the rate of a reaction, including factors that affect the rate.</li> <li>• <u>Core practical</u>: Investigating reaction rates</li> <li>• End of topic test for heat energy changes, and a separate one for rates of reaction.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on hydrocarbons and the use of them as fuels. Also focus on the effect they have on the planet.</li> <li>• End of topic test covering fuels.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on how the atmosphere has changed, and links to climate change.</li> <li>• End of topic test for earth and atmosphere science.</li> <li>• Mock Exams.</li> </ul>
<u>Term 4</u> Key Focus/Topic(s) <b>Revision</b> <ul style="list-style-type: none"> <li>• Knowledge – recap of key content</li> <li>• Numeracy skills - calculations</li> <li>• Literacy Skills – 6 mark questions</li> <li>• Practical skills – recap core practicals</li> </ul>	<u>Term 5</u> Key Focus/Topic(s) <b>Revision</b> <ul style="list-style-type: none"> <li>• Knowledge – recap of key content</li> <li>• Numeracy skills - calculations</li> <li>• Literacy Skills – 6 mark questions</li> <li>• Practical skills – recap core practicals</li> </ul>	
Term 4 Assessment Opportunities <ul style="list-style-type: none"> <li>• Past paper practice for revision.</li> <li>• Revisit end of topic tests for topics that students need extra help with.</li> </ul>	Term 5 Assessment Opportunities <ul style="list-style-type: none"> <li>• Past paper practice for revision.</li> <li>• Revisit end of topic tests for topics that students need extra help with.</li> </ul>	

**Rationale:**

The topics studied in the final year of the course round off the curriculum, and allow students to refer back to previous topics, and start making links between them. For example, bonding can be revisited during the fuels topics, as can trends in properties of molecules when discussing fractional distillation. Focus also shifts to higher level skills, such as planning the core practicals, analysing and evaluating data to draw valid conclusions.

In Year 11 Chemistry we place a particular focus on:

- Literacy skills in Chemistry – Focus on the answering of 6 mark exam questions. This will include key scientific literacy skill of explaining, comparing, justifying and evaluating as part of a written response.
- Continue to build on the mathematical skills developed in Year 9 and Year 10 – Ensuring that students can go through multiple calculation steps to arrive at an answer.
- Practical Skills – Being able to safely and effectively use practical work to accompany their classwork to further their understanding of the content. Students are to start planning their own investigations, and writing risk assessments.

**Evaluation:**

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within Chemistry.
- Practical work will be assessed through the core practical investigations linked to rates of reactions, and other experiments carried out in class.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on end of topic tests and mock papers.

Subject: OCR Computer Science		Year Group: 11
<b>Term 1 Key Focus/Topic(s)</b> Component 2: Computational thinking, algorithms and programming 1. Programming Techniques 2. Assessment	<b>Term 2 Key Focus/Topic(s)</b> Component 2: Computational thinking, algorithms and programming 1. Producing robust programs 2. Assessment	<b>Term 3 Key Focus/Topic(s)</b> Component 2: Computational thinking, algorithms and programming 1. Producing robust programs 2. Analysis, Design, Development, testing and evaluation of conclusions 3. Assessment
<b>Term 1 Assessment Opportunities:</b> Self, peer, teacher and assessment.	<b>Term 2 Assessment Opportunities:</b> Self, peer, teacher and assessment.	<b>Term 3 Assessment Opportunities:</b> Self, peer, teacher and assessment.
<b>Term 4 Key Focus/Topic(s)</b> Component 3: Programming project 1. NEA Implementation (Programming project) 2. Data representation 3. Assessment	<b>Term 5 Key Focus/Topic(s)</b> Component 2: Computational thinking, algorithms and programming 1. Computational logic 2. Translators and facilities of languages 3. Assessment	<b>Term 6 Key Focus/Topic(s)</b> All Components: 1. Exam practice and revision
<b>Term 4 Assessment Opportunities:</b> Self, peer, teacher and assessment.	<b>Term 5 Assessment Opportunities:</b> Self, peer, teacher and assessment.	<b>Term 6 Assessment Opportunities:</b> Self, peer, teacher and exam.

**Rationale:**

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

Evaluation:

The key features of OCR's GCSE (9–1) in Computer Science are:

- A simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.
- The specification has been designed to seamlessly transition into Computer Science at AS Level and/or A Level.

This specification/qualification will enable learners to develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

Students will be assessed at the end of each term with gap analysis being carried out and the results used to evaluate students' performance and progress, with the findings being used to inform future planning.

There will be opportunities built in to allow for, self, peer and teacher assessment that will ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

Subject: OCR Creative iMedia		Year Group: 11
<p><b>Term 1 Key Focus/Topic(s)</b>  R085 – Creating a multipage website  LO1: Understand the properties and features of multipage websites</p> <ul style="list-style-type: none"> <li>• Purposes of multipage websites</li> <li>• Features of multipage websites</li> <li>• Devices used to access webpages</li> <li>• Methods of internet connection</li> </ul> <p>LO2: Be able to plan a multipage website</p> <ul style="list-style-type: none"> <li>• Interpret the client requirements and target audience</li> <li>• Producing a work plan</li> <li>• Creating a site map</li> <li>• Producing a visualisation diagram</li> <li>• Listing the assets</li> <li>• Resources</li> <li>• Creating a test plan</li> <li>• Legislation</li> </ul>	<p><b>Term 2 Key Focus/Topic(s)</b>  R085 – Creating a multipage website  LO3: Be able to create a multipage website using multi-media components</p> <ul style="list-style-type: none"> <li>• Fold structure</li> <li>• Setting up the website</li> <li>• Master pages</li> <li>• Tools and techniques</li> <li>• Sourcing and importing assets</li> <li>• Inserting assets</li> <li>• Navigation system</li> <li>• Saving and publishing the website</li> </ul> <p>LO4: Be able to review a multipage website</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Improvements and further developments</li> </ul>	<p><b>Term 3 Key Focus/Topic(s)</b>  R081 – Pre-production skills</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• January Exam</li> </ul> <p>R087 – Creating interactive multi-media products  LO1: Understand the uses and properties of multi-media products</p> <ul style="list-style-type: none"> <li>• Investigate interactive multi-media products</li> <li>• Key elements to consider when designing interactive multi-media products</li> <li>• Hardware, software and peripherals</li> <li>• File formats supported by different platforms</li> </ul>
<p><b>Term 1 Assessment Opportunities:</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 2 Assessment Opportunities:</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 3 Assessment Opportunities:</b></p> <p>Self, peer, teacher and assessment.</p>
<p><b>Term 4 Key Focus/Topic(s)</b>  R087 – Creating interactive multi-media products  LO2: Be able to plan an interactive multi-media product</p> <ul style="list-style-type: none"> <li>• Interpret client requirements</li> <li>• Target audience requirements</li> <li>• Creating a work plan</li> <li>• Planning a structure and features of interactive multi-media product</li> <li>• Creating visualisation diagrams</li> <li>• Identifying the assets and resources needed</li> <li>• Creating a test plan</li> <li>• Legislation</li> </ul>	<p><b>Term 5 Key Focus/Topic(s)</b>  R082 – Creating digital graphics  LO4: Be able to review an interactive multi-media product</p> <ul style="list-style-type: none"> <li>• Review product against the brief</li> <li>• Improvements and further developments</li> </ul> <p>R081 – Pre-Production skills</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Exam</li> </ul>	<p><b>Term 6 Key Focus/Topic(s)</b></p>

<p>LO3: Be able to create an interactive multi-media product</p> <ul style="list-style-type: none"> <li>• Creating and repurposing and storing assets</li> <li>• Creating an interactive multi-media product structure</li> <li>• Setting up interactive and playback controls</li> <li>• Saving and exporting the multi-media product</li> <li>• Version control</li> </ul>		
<p><b>Term 4 Assessment Opportunities:</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 5 Assessment Opportunities:</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 6 Assessment Opportunities:</b></p> <p>Self, peer, teacher and exam.</p>

**Rationale:**  
The qualification will build on the knowledge, understanding and skills established through the ICT/digital literacy elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

**Evaluation:**  
The key features of OCR's Creative iMedia are:  
This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualification will encourage independence, creativity and awareness of the digital media sector.

There will be opportunities built in to allow for, self, peer and teacher assessment.

<b>Subject: Design Technology</b>		<b>Year Group: 11</b>
<p><b>Term 1 Key Focus/Topic(s)</b>            EXTERNALLY SET ASSIGNMENT/NEA            Section B</p> <ul style="list-style-type: none"> <li>• Brief</li> <li>• Specification</li> <li>• Finish Section A</li> <li>• Start Section C</li> <li>• Theory for Mock</li> </ul>	<p><b>Term 2 Key Focus/Topic(s)</b>            EXTERNALLY SET ASSIGNMENT – Section C</p> <ul style="list-style-type: none"> <li>• Task 11 - Evidence of making process</li> <li>• Task 12 - Quality control &amp; Tolerances</li> <li>• Task 13 - Finished Prototype – Photographic evidence</li> <li>• Task 14 - Manufacturing Specification</li> <li>• Task 13 - Finished Prototype – Photographic evidence</li> <li>• Task 14 - Manufacturing Specification</li> <li>• Task 16 - Testing with client &amp; third party feedback</li> <li>• Task 17 - Evaluation against the spec and third party feedback</li> <li>• Task 18 – Modifications and changes</li> <li>• Task 19 - Check all work /focused and relevant (your thought process throughout) - third-party feedback; referencing client, brief and specification.</li> <li>• Task 20 – Respond to feedback, check and add to all work final upload</li> </ul> <p>EXAM CONTENT</p> <ul style="list-style-type: none"> <li>• 1.1 New and emerging technologies (Recap)</li> <li>• 1.2 Energy generation and storage (Recap)</li> </ul>	<p><b>Term 3 Key Focus/Topic(s)</b>            EXAM CONTENT</p> <ul style="list-style-type: none"> <li>• 1.3 Developments in new materials(Recap)</li> <li>• 1.4 Understanding systems approach when designing (Recap)</li> <li>• 1.5 Mechanical Devices(Recap)</li> <li>• 1.6 Materials and their working properties (Recap)</li> <li>• 2.1 Selection of materials or components (Recap)</li> <li>• 2.2 Forces and Stresses</li> <li>• 2.3 Ecological and social footprint (Recap)</li> <li>• 2.4 Sources and origins (Recap)</li> <li>• Mock Feedback</li> <li>• Mock improvements</li> </ul>
<p><b>Term 1 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback linked to tasks following Ofqual guidelines.</li> </ul>	<p><b>Term 2 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• A02 (E) Preliminary grade</li> <li>• A03 (F) Preliminary grade</li> <li>• Externally Set Assignment marked and internally standardised.</li> <li>• Whole class feedback linked to tasks following Ofqual guidelines.</li> </ul>	<p><b>Term 3 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Mock examination</li> <li>• Whole class feedback linked to tasks following Ofqual guidelines.</li> </ul>

<p><b>Term 4 Key Focus/Topic(s)</b> EXAM CONTENT</p> <ul style="list-style-type: none"> <li>• 2.5 Using and working with materials (Recap)</li> <li>• 2.6 Stock forms, types and sizes (Recap)</li> <li>• 2.7 Scales of production (Recap)</li> <li>• 2.8 Specialist techniques and processes</li> <li>• 2.9 Surface treatments and finishes</li> <li>• 3.1 Investigation, primary and secondary data</li> <li>• 3.2 Environmental, social and economic challenge</li> <li>• 3.3 The work of others</li> <li>• 3.4 Design strategies</li> <li>• 3.5 Communication of ideas</li> <li>• 3.6 Prototype development</li> <li>• 3.7 Selection of materials and components</li> <li>• NEA Section D</li> </ul>	<p><b>Term 5 Key Focus/Topic(s)</b> EXAM CONTENT</p> <ul style="list-style-type: none"> <li>• 3.8 Tolerances</li> <li>• 3.9 Materials management.</li> <li>• 3.10 Specialist tools and equipment</li> <li>• 3.11 Specialist techniques and processes</li> <li>• Past papers</li> <li>• NEA Section E</li> <li>• NEA Section F</li> <li>• Hand in NEA</li> </ul>	<p><b>Term 6 Key Focus/Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
<p><b>Term 4 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback linked to tasks following Ofqual guidelines.</li> </ul>	<p><b>Term 6 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback linked to tasks following Ofqual guidelines.</li> <li>• Past paper feedback.</li> </ul>	<p><b>Term 6 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>

Rationale:

The course has been organised so that the students complete their Externally Set Assignment (ESA) in Term 2 - this helps us to assist students to reach their optimum grade giving them opportunity to reflect and complete without pressure of exam board deadline. Theory is broken down and effectively taught including recapping/ revising topics covered in Year 10 and Key Stage 3 to embed knowledge. Within each topic exam technique is covered in order for students to understand how to translate knowledge into exam answers specific to AQA mark schemes. This course provides skills and a good basis of knowledge to take forward and apply to A-level if they so choose. Students also gain an understanding of knowledge that is useful in everyday life.

Evaluation:

As a department we reflect on the projects every year and respond to the needs of every group and student. We look to student feedback to improve their learning experiences. Group feedback in regulation with Ofqual is given to students for them to reflect upon and to personally take ownership of their learning. We use examination results and gaps analysis to respond to students needs and provide support opportunities. We use Google Classroom as a platform to share exam board information and resources specific to the AQA specification. Staff are giving of their time during lunch time and after school sessions to support students along the way.

<b>Subject: Drama</b>		<b>Year Group: 11</b>
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Component 2 – Non exam assessment</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Component 1 – Written examination</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Component 3 – practical examination</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>Assessment of 3 devising logs and a performance.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>Teacher and peer assessment of practice examination questions.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>Performances peer and self-assessed</li> <li>Visiting examiner – formal assessment</li> <li>Homework of practice examination questions – targeted by attainment in mocks.</li> </ul>
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Component 1 – Written examination</li> <li>Section B</li> </ul>	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Component 1 – Written examination</li> <li>Section C</li> </ul>	Term 6 Key Focus/Topic(s) N/A
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>Teacher and peer assessment of practice examination questions.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>Teacher and peer assessment of practice examination questions.</li> </ul>	Term 6 Assessment Opportunities: N/A

**Rationale:**

- Component 2 has been moved strategically to the start of the year to allow for intervention to take place later in the year for those who have not met the desirable 15/20 mark for each part.
- This also allows for more time to prepare for the mock written examination.
- Component 3 moved later as students are more able to work independently on this part of the course (monologues).

**Evaluation:**

- 80 marks out of a total of 200 are available for Component 2, allowing for a good understanding of where students are for more accurate predictions – improved performance in both C1 and C2.
- More time to prepare for January mock – improved mock performance, improved accuracy in predictions.

<b>Subject: English</b>		<b>Year Group: 11</b>
Term 1 Key Focus/Topic(s) <b>An Inspector Calls (play) or Lord of the Flies (novel)</b>	Term 2 Key Focus/Topic(s) <b>Poetry Anthology and unseen</b> <b>Mock exam preparation: English Literature and Language Paper 2</b>	Term 3 Key Focus/Topic(s) <b>Mock exams (Two weeks in Jan)</b> <b>Poetry</b> <b>Revisit texts Macbeth</b> <b>Chosen Victorian text</b>
Term 1 Assessment Opportunities: <b>Timed essays in class</b> <b>Homework: English Language Paper 2 questions</b>	Term 2 Assessment Opportunities: <b>Poetry essays</b> <b>Homework: English Language Paper 2 questions</b>	Term 3 Assessment Opportunities: <b>Mock exams</b>
Term 4 Key Focus/Topic(s) <b>Mock exams (English &amp; Maths: March) Literature and Language Paper 1 – revisit texts Macbeth</b> <b>Victorian text</b>	Term 5 Key Focus/Topic(s) <b>Poetry revision – Anthology and unseen</b> <b>Language Paper 1 – Section A and B</b>	Term 6 Key Focus/Topic(s) <b>Exams</b>
Term 4 Assessment Opportunities: <b>Mock exams, timed essays</b>	Term 5 Assessment Opportunities: <b>Timed practice</b>	Term 6 Assessment Opportunities:

Rationale:

- These Scheme of Work build on the skills initiated in Year 9 and established in Year 10: we continue to present the students with challenging material – both fiction and non-fiction – and in different forms; students look at articles, leaflets, letters, speeches in a variety of topics and from different ages to widen their experience and appreciation for the use and evolution of language. We continue to work on skills pertaining to technical accuracy and to explore the impact of a wide and varied use of syntax. Students are presented with unseen material to develop skills with deciphering unfamiliar vocabulary and to develop resilience when faced with challenging texts.

Evaluation:

- Students will perform a variety of timed essays or questions in the classroom environment, alongside those scaffolded and modelled ready for individual homework completion. They will be able to use the mark schemes to evaluate their own performance and will be able to apply these to exemplar material as well. Our Department’s English lessons are about more than just ‘exam’ preparation though: they are about getting our students to look at how to become articulate, confident users of language so that they can craft and realise their impact in a variety of contexts. We want our students to have ownership of a variety of learning tools so that they can track their own progress and be supported on their journey: this will be done in a variety of ways – post-mock gap analysis; trackers in exercise books to capture marks; support with active revision styles and strategies; student voice and Quality Assurance of their work.

<b>Subject: French</b>		<b>Year Group: 11</b>
Term 1 Key Focus/Topic(s) Describing charity work	Term 2 Key Focus/Topic(s) Talking about customs and festivals	Term 3 Key Focus/Topic(s) Talking about world issues Discussing environmental problems
Term 1 Assessment Opportunities: Speaking (photo cards)	Term 2 Assessment Opportunities: Mock exams (listening, reading and writing)	Term 3 Assessment Opportunities: Mock exam (speaking)
Term 4 Key Focus/Topic(s) Talking about relationships	Term 5 Key Focus/Topic(s) Mixed topics Focus on speaking practice	Term 6 Key Focus/Topic(s) N/A
Term 4 Assessment Opportunities: Mock exams (listening, reading, writing)	Term 5 Assessment Opportunities: GCSE examinations	Term 6 Assessment Opportunities: N/A

**Rationale:**

The Year 11 scheme of work builds upon the groundwork done in Year 9 and Year 10 and aims at enabling students to develop their language skills and exam techniques further so that they can successfully sit more challenging GCSE examinations. Students will have the opportunity to revisit topics, consolidate their understanding of French grammar and expand their topic-based vocabulary. They should also become increasingly more confident, independent and resilient.

**Evaluation:**

In addition to the ongoing evaluation carried out by teachers (e.g. ability to answer unpredictable role-play and photo card questions, vocabulary tests, SMART homework), the Department will moderate samples of students' speaking and writing work following progress tests. We will also analyse the Year 10 and Year 11 mock exam results in line with AQA exam reports and aim at addressing issues highlighted by tools such as AQA's ERA.

<b>Subject: Further Mathematics Level 2 AQA</b>		<b>Year Group: 11</b>
<b>Term 1 Topics</b> <ul style="list-style-type: none"> <li>• Number recall</li> <li>• Algebra recall</li> <li>• Geometry recall</li> <li>• Functions</li> </ul>	<b>Term 2 Topics</b> <ul style="list-style-type: none"> <li>• Equations</li> </ul>	<b>Term 3 Topics:</b> <ul style="list-style-type: none"> <li>• Simultaneous equations</li> <li>• Inequalities</li> <li>• Co-ordinate geometry</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Textbook Exercises</li> <li>• Teacher's own questioning, worksheets and starters.</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Textbook Exercises</li> <li>• Teacher's own questioning, worksheets and starters.</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Textbook Exercises</li> <li>• Teacher's own questioning, worksheets &amp; starters.</li> </ul>
<b>Term 4 Key Topics</b> <ul style="list-style-type: none"> <li>• Equations of a circle</li> <li>• Indices</li> <li>• Calculus</li> </ul>	<b>Term 5 Topics</b> <ul style="list-style-type: none"> <li>• Ratios of angles and their graphs</li> <li>• Matrices</li> <li>• Proof</li> </ul>	<b>Term 6 Key Topics</b> <ul style="list-style-type: none"> <li>• Revision into study leave</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Textbook Exercises</li> <li>• Teacher's own questioning, worksheets and starters</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic Test</li> <li>• Textbook exercises</li> <li>• Teacher's own questioning, worksheets &amp; starters</li> <li>• Past papers and revision tasks</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Textbook exercises</li> <li>• Teacher's own questioning, worksheets &amp; starters.</li> <li>• Past Papers and revision tasks</li> </ul> <p><b>External examination in this term. (2 papers)</b></p>

**Rationale:**

To provide pupils with an extended course in Mathematics. To develop the depth of pupils' knowledge and understanding of key topics which will act as a bridge between GCSE and A level Mathematics. It is anticipated that following this course will both enhance the performance of pupils in their GCSE studies whilst providing an element of preparation should they choose to study A level Mathematics in Sixth Form.

**Evaluation:**

In class, assessment of pupil progress will be measured through a process of questioning and feedback, both written and verbal. Feedback to pupils will include self, peer and teacher led activities. Homework will be marked through the same processes. Topic assessments will be marked by the teacher and feedback given as part of classroom activity. The class teacher will include comments on the front of each test for WWW and EBI with opportunity for pupils to add MRI. Department time will be used for class teachers to feedback on issues and successes within the Scheme of Work. It is anticipated that this will create a forum for teachers to report on each class and their response to the work, the timing of topics within the scheme and the sharing of resources and good practice. Work will continue on building additional teaching resources into a shared bank of material on the school VLE.

Subject: Geography		Year Group: 11
<p>Term 1 Key Focus/Topic(s)</p> <p><b>Hazardous Earth – Climate</b></p> <ul style="list-style-type: none"> <li>• Air pressure and ocean currents</li> <li>• ITCZ and global circulation model</li> <li>• Climate change past and present</li> <li>• Tropical cyclones</li> </ul> <p>Formation Impacts responses</p>	<p>Term 2 Key Focus/Topic(s)</p> <p><b>Hazardous Earth – Tectonics</b></p> <p>Revision for mock exams</p> <ul style="list-style-type: none"> <li>• Earths structure</li> <li>• Convection currents and plate tectonics</li> <li>• Boundary hazards</li> <li>• Volcanoes</li> <li>• Earthquakes</li> <li>• Tsunami</li> </ul>	<p>Term 3 Key Focus/Topic(s)</p> <p><b>Mock exams</b></p> <p><b>Challenges of an Urbanising World</b></p> <ul style="list-style-type: none"> <li>• Urbanisation and mega cities</li> <li>• Suburbaisation, counterurbanisation, reurbanisation</li> <li>• Urban landuse</li> <li>• Mumbai</li> <li>• Sustainable Mumbai</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <p>1.4 Climate assessment</p> <p>Past paper questions</p>	<p>Term 2 Assessment Opportunities:</p> <p>Past paper questions</p>	<p>Term 3 Assessment Opportunities:</p> <p>GAP analysis</p> <p>Past paper questions</p>
<p>Term 4 Key Focus/Topic(s)</p> <p>Geographical Investigations</p> <p>Coastal change and conflict</p> <ul style="list-style-type: none"> <li>• Primary data collection</li> <li>• Presenting fieldwork data</li> <li>• Analysis and conclusions</li> <li>• Evaluations</li> </ul> <p>Dynamic urban areas</p> <ul style="list-style-type: none"> <li>• Primary data collection</li> <li>• Presenting fieldwork data</li> <li>• Analysis and conclusions</li> <li>• Evaluations</li> </ul>	<p>Term 5 Key Focus/Topic(s)</p> <p>Paper 3 – revision and exam practice</p> <p>Revision</p> <ul style="list-style-type: none"> <li>• People and the biosphere</li> <li>• Forests under threat</li> <li>• Consuming energy resources</li> </ul>	<p>Term 6 Key Focus/Topic(s)</p> <p>Students on Study Leave</p>
<p>Term 4 Assessment Opportunities:</p> <p>ICT presentation, analysis, conclusions and evaluations.</p>	<p>Term 5 Assessment Opportunities:</p> <p>Past paper exam questions, DME practice papers.</p>	<p>Term 6 Assessment Opportunities:</p> <p>GCSE exams</p>

**Rationale:**

Year 11 starts with the hazardous Earth component to ensure understanding of complex Geographical theories like atmospheric and Ocean circulation. Mock exams make use of full past paper exam questions which aim to develop examination technique before completing final sections on Geographical investigations and making geographical decisions, which require greater understanding of examination technique and command words. Edexcel GCSE links to Edexcel A level, as well as developing greater understanding of decision making skills and examination technique.

**Evaluation:**

Past paper exam question, model answers and use of GCSE mark schemes – particular focus on AO1,2,3,4 requirements.  
All examination grades fed back to Head of Department, reviewed and discussed at department meetings and QA briefings.  
Students provided with syllabus specific text books, revision guides and work books for revision lessons and support sessions.

<b>Subject: History</b>		<b>Year Group: 11</b>
<p>Term 1 Key Focus/Topic(s)</p> <p><b>Warfare through time, c1250–present</b></p> <p><b>c1250–c1500; Medieval warfare and English society</b></p> <ul style="list-style-type: none"> <li>The nature of warfare, the experience of war, Battle of Falkirk and Agincourt</li> </ul> <p><b>c1500–c1700; Warfare and English society in the early modern period</b></p> <ul style="list-style-type: none"> <li>The nature of warfare, the experience of war, Battle of Naseby</li> </ul>	<p>Term 2 Key Focus/Topic(s)</p> <p><b>Warfare through time, c1250–present</b></p> <p><b>c1700–c1900: Warfare and British society in the eighteenth and nineteenth centuries</b></p> <ul style="list-style-type: none"> <li>The nature of warfare, the experience of war, Battle of Waterloo and Balaclava</li> </ul> <p><b>c1900–present: Warfare and British society in the modern era</b></p> <ul style="list-style-type: none"> <li>The nature of warfare, the experience of war, Battle of the Somme and Iraq War</li> </ul>	<p>Term 3 Key Focus/Topic(s)</p> <p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>Weimar and Nazi Germany, 1918-39</li> <li>Early Elizabethan England, 1558–88</li> <li>Warfare through time, c1250–present</li> </ul> <p><b>Superpower relations and Cold War, 1941-91</b></p> <ul style="list-style-type: none"> <li>Early tension between East and West</li> <li>The development of the Cold War</li> <li>The Cold War intensifies</li> <li>Cold War crises, 1958–70 (Berlin, Czechoslovakia)</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Sample Questions – Explain and evaluate</li> <li>c.1250-c.1500 and c.1500-c.1700</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Sample Questions – Explain and evaluate</li> <li>c.1700-c.1900 and c.1900-present</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Mock Examination; Paper 1. Germany and Elizabeth</li> <li>Paper 2. Warfare through time</li> </ul>
<p>Term 4 Key Focus/Topic(s)</p> <p><b>Superpower relations and Cold War, 1941-91</b></p> <ul style="list-style-type: none"> <li>Cold War crises, 1958–70 (Cuba)</li> <li>Attempts to reduce tension between East and West</li> <li>Flashpoints</li> <li>The collapse of Soviet control of Eastern Europe</li> </ul>	<p>Term 5 Key Focus/Topic(s)</p> <p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>Early Elizabethan England, 1558–88</li> <li>Superpower relations and the Cold War, 1941-91</li> <li>Weimar and Nazi Germany, 1918-39</li> <li>Warfare through time, c1250–present</li> </ul>	<p>Term 6 Key Focus/Topic(s)</p> <p>N/A</p>
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Sample Questions – Describe, explain, evaluate</li> <li>Events of the Cold War</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Revision and Exam Practice</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <p>N/A</p>

Rationale:

The GCSE curriculum provides students with the opportunity to study a breadth of history ranging from early modern Britain to warfare up to the present day. Clear opportunities for revision and exam preparation have been built in throughout the year to ensure knowledge is developed and skills can be practiced. The longest units have been allocated to the largest teaching terms.

Evaluation:

The main opportunity for evaluation will be through analysis of the mock examination and end of year GCSE data. Comparisons to be made between the successes of units against previous examination boards. Quality assurance of student work and teaching will take place throughout the year and department meetings will allow for reflection with staff feedback being used to develop the future curriculum.

<b>Subject: Mathematics</b>		<b>Year Group: 11</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 16 – Circle Theorems</li> <li>Unit 17 – More Algebra</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 18 – Vectors &amp; Geometric Proof</li> <li>Unit 19 - Circle Theorems</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Mock examinations</li> <li>Revision</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 16 Test</li> <li>Unit 17 Test</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 18 Test</li> <li>Unit 19 Test</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Mock examinations</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Mock examinations</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Revision</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Revision</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Mock examinations</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Past paper practice</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Final examinations</li> </ul>

#### **Aims and objectives:**

The aims and objectives of the Pearson Edexcel GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

#### **Rationale:**

The Pearson Edexcel GCSE (9–1) in Mathematics will:

- provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study
- provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 Mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of mathematics is crucial.

**Assessment & Evaluation:**

- Students' work may be teacher, self and peer assessed and independent work is to be reviewed in line with departmental and school policy. Exercise books are to be collected in once per fortnight and marked by the teacher who is to give constructive feedback where appropriate.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons and quality assurance in order to monitor the progress of the students in each group as well as across the board by the HoD. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

**Assessment:**

This qualification consists of three 1½ hour written examinations of equal weighting:

- Paper 1 (Non-calculator)
- Paper 2 (Calculator)
- Paper 3 (Calculator)

**Resources:**

- Edexcel GCSE (9-1) Mathematics Higher Practice, Reasoning and Problem Solving Book
- Scientific calculator (Casio Classwiz is recommended)
- MyMaths
- Various subject specific websites such as Dr Frost, Just Maths, NCETM, etc.
- Assessment folders.

**GCSE Pod Resources:**

- Unit 16 – Circle Theorems  
<https://members.gcsepod.com/shared/playlists/playlist/1727286>
- Unit 17 - Proof  
<https://members.gcsepod.com/shared/playlists/playlist/1727278>
- Unit 18 - Vectors and Geometric Proof  
<https://members.gcsepod.com/shared/playlists/playlist/1727279>
- Unit 19 - Proportion and Graphs  
<https://members.gcsepod.com/shared/playlists/playlist/1727281>

<b>Subject: Music</b>		<b>Year Group: 11</b>
<b>Term 1 Key Focus/Topic(s)</b> Composition 2 <ul style="list-style-type: none"> <li>• 15% of final course – controlled conditions</li> <li>• Exam board set brief</li> <li>• Stylistic appropriateness</li> <li>• Control of musical element</li> <li>• Use of structure</li> <li>• Final solo performance</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> Composition 2 <ul style="list-style-type: none"> <li>• 15% of final course – controlled conditions</li> <li>• Exam board set brief</li> <li>• Stylistic appropriateness</li> <li>• Control of musical element</li> <li>• Use of structure</li> <li>• Final ensemble performance</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> Area of Study 1 & 2 <ul style="list-style-type: none"> <li>• Practice question booklets</li> <li>• Focus on Sound used for individual student work</li> <li>• Extended essay question student examples and preparation</li> </ul>
<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Self and peer assessment throughout composition time</li> <li>• Teacher feedback during composition process</li> <li>• Reflective Log Book</li> <li>• Solo performance</li> <li>• Homework: Stylistic research for composition</li> <li>• Performance rehearsals</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Self and peer assessment throughout composition time</li> <li>• Teacher feedback during composition process</li> <li>• Reflective Log Book</li> <li>• Ensemble performance</li> <li>• Homework: Structural / composer research for composition</li> <li>• Performance rehearsals</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Music dictation tests</li> <li>• Listening practice tests</li> <li>• Extended essay answers</li> <li>• Homework: Practice questions and answers</li> <li>• Extended essay questions</li> <li>• Performance rehearsals</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> Area of Study 3 & 4 <ul style="list-style-type: none"> <li>• Practice question booklets</li> <li>• Focus on Sound used for individual student work</li> <li>• Extended essay question student examples and preparation</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> Area of Study 3 & 4 <ul style="list-style-type: none"> <li>• Practice question booklets</li> <li>• Focus on Sound used for individual student work</li> <li>• Extended essay question student examples and preparation</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Music dictation tests</li> <li>• Listening practice tests</li> <li>• Extended essay answers</li> <li>• H/W: Practice questions and answers</li> <li>• Extended essay questions</li> <li>• Performance rehearsals</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Music dictation tests</li> <li>• Listening practice tests</li> <li>• Extended essay answers</li> <li>• H/W: Practice questions and answers</li> <li>• Extended essay questions</li> <li>• Performance rehearsals</li> </ul>	<b>Term 6 Assessment Opportunities:</b>

Rationale:

**Unit 1**

- Composition coursework to be completed
- Composition 2 started from exam board briefs given in Sept, composition 1 recap
- Solo and ensemble performances to be completed this term (solo by Oct, ensemble by Dec)

**Unit 2**

- In-depth look at fundamental aspects of popular music fusions and the traditional music they have been based on from different cultures
- Develops understanding of how music of other cultures has influenced popular music with historical and social context
- Expands understanding of the elements of music and how they are applied

Evaluation:

- Through assessment (self, peer and teacher most weeks during projects).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback

Subject: Personal Development		Year Group: 11
Terms 1 and 2 Key Focus/Topic(s) <b>My future</b> 1. Me: so far and now what? SWOT Analysis 2. Me at 30 3. 6 <sup>th</sup> form applications  <b>Healthy Choices</b> 1. Drugs revisited 2. Consent	Terms 3 and 4 Key Focus/Topic(s) <b>Healthy choices continued</b> 1. Testicular health 2. Healthy sexual relationships 3. Pregnancy and miscarriage 4. Abortion	Terms 5 and 6 Key Focus/Topic(s) Study Leave and Exams
Terms 1 and 2 Assessment Opportunities Oral assessment Assessment of classwork Completion of 6 <sup>th</sup> form applications	Terms 3 and 4 Assessment Opportunities Oral assessment Assessment of classwork	Terms 5 and 6 Assessment Opportunities
Visitor lessons: Kent Fire and Rescue Service, Kent Uni		
<p>Rationale:</p> <p>The Year 11 course has been structured to build on work from Year 10 to allow time for reflection on and evaluation of the Summer exams, but also the 'My Future' project. They begin the year completing a SWOT analysis reflecting on their strengths, weaknesses, the opportunities they have and the potential threats or barriers to their success. In addition, they also spend time analysing their most recent audit and current predicted grades. They then reflect on the long term goals they hope to achieve by the time they are 30 and in doing so are able to research their post-16 options further and begin their applications for 6<sup>th</sup> form either at school or college or apprenticeships.</p> <p>As part of the catch up curriculum we have also introduced more work on sex and relationships with a focus on consent. Students explore the BBC 3 Documentary 'Is this Rape?' which follows a case study of a young man accused of rape, the legal issues surrounding consent and the subsequent trial and verdict. Current thinking is that this unit of work is well timed here to draw on the maturity of the students, but it may be that on reflection this is something we decide to explore at the end of Year 10.</p> <p>In addition to taught lessons we invite a range of different speakers in who support their Personal Development. In Year 11 we continue our work with Kent Fire and Rescue Service who lead a lesson about road safety, the dangers faced by young drivers and the consequences of distracting behaviour. In addition we invite speakers from Kent Uni to talk about their experiences of University Life including financial issues. Finally, we welcome some of our former students to talk about their experiences in work and apprenticeships.</p>		
Evaluation: Students will be assessed by the class teacher through their oral contributions, classwork and presentation work (Me at 30). They will also complete their 6 <sup>th</sup> form applications with support and guidance from their PD teachers and other key staff.		

<b>Subject: GCSE Physical Education Year 2</b>		<b>Year Group: 11</b>
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Sport Psychology</li> <li>• Tennis Practical</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Social-Cultural Influences</li> <li>• Commercialisation of Sport</li> <li>• Preparing for Mocks</li> <li>• Table Tennis Practical</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Reviewing mock exams</li> <li>• Ethical Issues in Sport</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of unit test. Homework to include a presentation task on Information processing, aggression, personality and motivation.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of unit test as well as use of 9 mark assessments.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Mock Exam</li> <li>• Gap Analysis.</li> <li>• Topic Review (Strengths &amp; Weaknesses)</li> </ul>
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Preparing and writing the Non-examination Assessment.</li> <li>• Review and revision of course topics.</li> </ul>	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Review and revision of course topics.</li> <li>• Practical Moderation</li> <li>• Final Exam</li> </ul>	Term 6 Key Focus/Topic(s)
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Submission and marking of written aspect of NEA</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Moderator final grading for practical</li> <li>• Final Exams (Papers 1&amp;2)</li> </ul>	Term 6 Assessment Opportunities:

Rationale:

In Year 11 the main focus shifts to the theory elements. Teaching remaining topics in the run up to the mocks. After Term 2 students move to a double theory timetable to allow sufficient time for examination preparation as well as completion of the written part of their NEA. In the run up to mocks, but particularly their finals, students will be given a good deal of time to practice exam style questions and will be encouraged and guided to use a variety of revision techniques. In the run up to practical moderation a small amount of lesson time as well as a handful of lunch and after-school sessions will be dedicated to practicing activities the moderator is inspecting.

Evaluation:

Audit data as well as marks achieved in homework, progress tests and mocks will all be used to analyse student progress. As a result of this analysis students will be placed in intervention groups that will meet during lunch times. This was implemented last year in an effective fashion with a good uptake from students. Greater focus this year will be given to the learning of key terms and how these can then be used to tailor answers for exam questions.

Subject: <b>KS4 Physics</b>		Year Group: <b>11</b>
Term 1 Key Focus/Topic(s) <b>Force and Do Work</b> <ul style="list-style-type: none"> <li>• Work and Power</li> <li>• 2D resultant force calculations</li> <li>• Hooke's Law</li> </ul>	Term 2 Key Focus/Topic(s) <b>Heat Capacity and Gas Laws</b> <ul style="list-style-type: none"> <li>• Specific heat capacity</li> <li>• Kinetic theory</li> <li>• Gas laws.</li> </ul>	Term 3 Key Focus/Topic(s) <b>Electric and Magnetic Fields</b> <ul style="list-style-type: none"> <li>• Electrostatics (if not covered in Year 10)</li> <li>• Electric and magnetic fields</li> <li>• Electromagnet induction</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Specific Heat Capacity investigation (core practical investigations).</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam prep).</li> <li>• Mock Exams</li> </ul>
Term 4 Key Focus/Topic(s) <b>Astronomy</b> <ul style="list-style-type: none"> <li>• Lens</li> <li>• Life cycle of stars</li> <li>• Red Shift</li> <li>• Origins of the universe</li> </ul>	Term 5 Key Focus/Topic(s) <b>Revision</b> <ul style="list-style-type: none"> <li>• Knowledge.</li> <li>• Numeracy skills.</li> <li>• Literacy skills.</li> </ul>	Term 6 Assessment Opportunities N/A
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Revision</li> </ul>	Term 6 Assessment Opportunities: N/A

Rationale:

All of the topics covered in Year 11 (like the Year 10 material) require higher levels of abstract thinking from students. More so than in Year 10, some of the material requires students to put multiply concepts and formula together to solve problems. For example specific heat capacity and specific latent heat problems require students to consider thermal energy in relation to temperature changes as well as fusion and vaporization.

In Year 11 Physics we place a particular focus on:

- Literacy skills – in preparation for 6 mark exam style questions, students are required to respond to various styles of questions – explain, describe, plan/devise, comment on, compare and contrast.
- Mathematical skills in Physics – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – understanding the scientific method, processing and presenting data, forming conclusions.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good mathematical skills in Physics – solving multi-step problems.
- Assessment of students extended writing answers – students should demonstrate that they can identify command words; context or/and instructions; key terminology in the questions. In response to unpicking the questions students should be able to make responses that are detailed, explaining the science and use the correct scientific terminology.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

<b>Subject: Religious Studies</b>		<b>Year Group: 11</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• The Existence of God</li> <li>• Trinity &amp; Qualities of God</li> <li>• Euthyphro Dilemma</li> <li>• Augustine, Stott, Design Argument, Utilitarianism, Causes, Dawkins</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• The Existence of God</li> <li>• Soul Making &amp; Ethical Living</li> <li>• Exam Skills</li> <li>• Inspirational People</li> <li>• Spirit &amp; Sacraments</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Mock examination</li> <li>• Mock exam feedback</li> <li>• Religion, Peace and Conflict</li> <li>• Terrorism</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions , classwork and homework</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Mock examination</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• The Just War Theory</li> <li>• Apocalyptic Drone Warfare</li> <li>• Peace &amp; Peace Making</li> <li>• Revision for external examination</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Revision for external examinations</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Students on study leave</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork and homework</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• External examinations</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Study leave</li> </ul>

**Rationale:**

The specification from OCR is the spine of the Scheme of Work followed at Borden. Students in Year 11 are reminded that the knowledge and skills acquired in Year 10 are expected to be shown. Students need their Christianity knowledge from Year 10 to help understand the 'lens' that the moral issues are viewed through. In addition, students need to be aware of 'current affairs' issues for their relevant topic. Changes in Church doctrine and/or changes in UK laws can alter views within a topic.

**Evaluation:**

Outcomes and student progress will be monitored through assessment of books/folders. A crucial aspect will be to ensure that that students are aware and understand a subtle shift in how exam questions are set out – an emphasis is tilted towards more evaluation. Teaching feedback will be evident in books/folders and student progress demonstrated through their assessment folders. Lessons and observation will focus on skill development beyond knowledge acquisition

Subject: <b>KS4 Separate Chemistry</b>		Year Group: <b>11</b>
<u>Term 1</u> Key Focus/Topic(s) <b>Quantitative analysis (Chapter 14) and fertilisers including dynamic equilibrium (Chapter 15)</b> <ul style="list-style-type: none"> <li>• Yield and atom economy</li> <li>• Concentrations and titrations</li> <li>• Titration core practical</li> <li>• Volume of gases</li> <li>• Haber process</li> <li>• Compromise conditions</li> </ul>	<u>Term 2</u> Key Focus/Topic(s) <b>Fuels (Chapter 20)</b> <i><b>Student project to run alongside covering earth and atmosphere science as homework</b></i> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional distillation</li> <li>• Combustion</li> <li>• Pollutants</li> <li>• How the atmosphere changes</li> <li>• Climate change</li> </ul>	<u>Term 3</u> Key Focus/Topic(s) <b>Organic chemistry (Chapters 22, 23 and 24)</b> <ul style="list-style-type: none"> <li>• Hydrocarbons and their reactions</li> <li>• Alcohols</li> <li>• Alcohol core practical</li> <li>• Carboxylic acids</li> <li>• Polymerisation</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on these calculations and how they link to industry.</li> <li>• <u>Core practical</u>: Acid-alkali titration.</li> <li>• End of topic test on quantitative analysis and fertilisers.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on hydrocarbons (introduction here, and recap in the next topic) and the use of them as fuels. Also focus on the effect they have on the planet.</li> <li>• End of topic test covering fuels, and a separate test covering earth and atmosphere science.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on organic compounds and their reactions.</li> <li>• <u>Core practical</u>: The combustion of alcohols</li> <li>• End of topic test for organic chemistry</li> <li>• Mock Exams</li> </ul>
<u>Term 4</u> Key Focus/Topic(s) <b>Qualitative analysis (Chapter 25)</b> <ul style="list-style-type: none"> <li>• Flame tests</li> <li>• Tests for positive and negative ions</li> <li>• Core practical</li> </ul>	<u>Term 5</u> Key Focus/Topic(s) <b>Revision</b> <ul style="list-style-type: none"> <li>• Knowledge – recap of key content</li> <li>• Numeracy skills - calculations</li> <li>• Literacy Skills – 6 mark questions</li> <li>• Practical skills – recap core practicals</li> </ul>	

<p><b>Term 4 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on selecting an appropriate test, and knowing the expected observations for a number of positive and negative ions.</li> <li>• <u>Core practical</u>: identifying ions.</li> <li>• End of topic test for qualitative analysis.</li> </ul>	<p><b>Term 5 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Past paper practice for revision.</li> <li>• Revisit end of topic tests for topics that students need extra help with.</li> </ul>	
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**Rationale:**

The topics studied in the final year of the course step up again in difficulty. For example, following on from ‘calculations from masses’ topic in Year 10, students now revisit this, and apply the knowledge to more complex calculations, such as calculating concentration from titration data. The topic of fuels is introduced in Term 2, and then these ideas are built on in Term 3 with the introduction of organic chemistry. These topics help to consolidate previous knowledge, and in Year 11, students are encouraged to draw links between different topics. Focus also shifts to higher level skills, such as planning the core practicals, analysing and evaluating data to draw valid conclusions.

In Year 11 Chemistry we place a particular focus on:

- Literacy skills in Chemistry – Focus on the answering of 6 mark exam questions. This will include key scientific literacy skill of explaining, comparing, justifying and evaluating as part of a written response.
- Continue to build on the mathematical skills developed in Year 9 and Year 10 – Ensuring that students can go through multiple calculation steps to arrive at an answer.
- Practical Skills – Being able to safely and effectively use practical work to accompany their classwork to further their understanding of the content. Students are to start planning their own investigations, and writing risk assessments.

**Evaluation:**

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within Chemistry.
- Practical work will be assessed through the core practical investigations linked to titration, organic chemistry and identifying ions, and other experiments carried out in class.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on end of topic tests and mock papers.

Subject: Spanish		Year Group: Year 11
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>● Core pass revision (past/present/future/opinions and reasons + grade 7-9 additions using LOVE MFL)</li> <li>● Module 7 – work and future plans</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <p>Module 8 – environment + social issues Role play/photocard and general conversation focus</p>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>● Mock exams</li> <li>● Mock debrief</li> <li>● Module 1 revision (holidays and free time)</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>● Progress test in week 4 - in depth assessment</li> <li>● Assessment of any remaining speaking questions</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>● Mock speaking exam - in depth assessment</li> <li>● Final preparation for main mock exams</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>● Mock exams - in depth assessment</li> <li>● Mock feedback</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>● Module 2/3/4/5/6/7/8 revision (covering listening/reading/translation/writing - in depth assessment)</li> <li>● Final speaking preparation</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>● Speaking exams - in depth assessment.</li> <li>● Study leave commences but staff to remain in classes for revision at usual lesson time</li> </ul>	
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>● Completion of final speaking questions (from module 7 and 8).</li> <li>● Record marks for all skills - in depth assessment</li> <li>● Peer assessment of speaking questions</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>● Staff to assess skills as necessary.</li> <li>● Moderation of speaking exams - in depth assessment</li> </ul>	

**Rationale:**

The two remaining GCSE topics (modules 7 and 8) are covered in Terms 1 and 2 and then we return to module 1, working our way through before the end Term 4 so that all modules have been seen again in Year 11.

Listening/reading/translation exam technique is a focus of any classwork undertaken and pupils are taught to be resilient in the face of challenging exams where they may get half the questions wrong but still get a Grade 6. In speaking the role plays provide pupils with the opportunity to be spontaneous and 'cope' in a variety of situations, which will be of huge benefit in Spanish speaking environments in the future. For our future A-Level students the exam techniques are directly transferable.

**Evaluation:**

Speaking is regularly peer and teacher assessed and a full mock exam in November/December informs planning for the remainder of the course. Any written tasks are moderated within the department. Progress test scores are centrally uploaded to DRIVE for analysis and suitable interventions are planned (such a retakes/tiering changes etc).

Year 11s starting in September 2019 are the first cohort to use entirely new specification resources in Years 9-11 and so pupil voice and evaluation of course coverage will be critical this year.